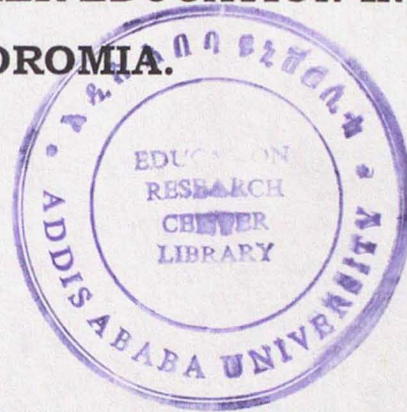


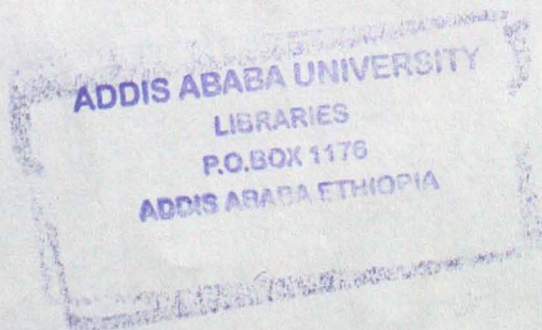
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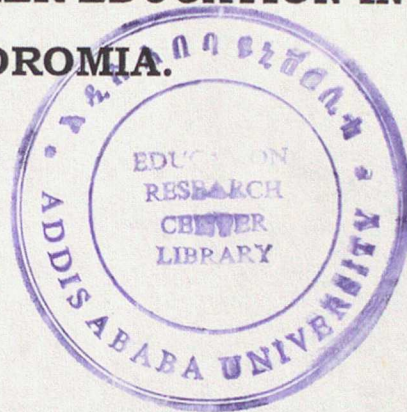
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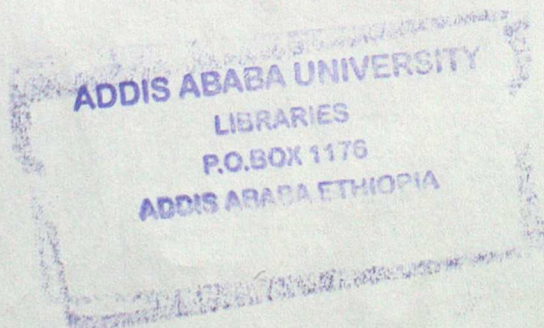
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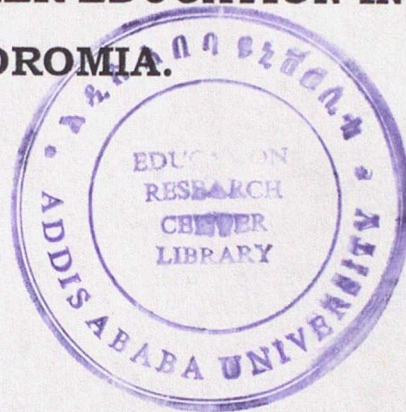
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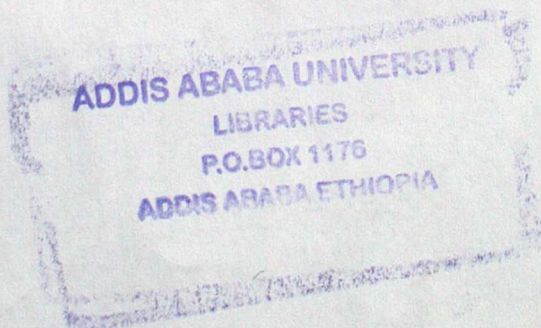
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Such quality perceptions may apply, alone or in combination, to any type of product or service, including vocational education and training. But different people may hold different views about the same object. In the modern quality movement, the three last viewpoints on quality which predominate: conformance to specifications, customer orientation and optimal value. They may be summarized in the slogan "fit for purpose" According to Sallis (1993: 26) that there are three important quality ideas:

Quality Control - is the oldest quality concept. It is an after-the-event process concerned with detecting and rejecting defective items. Quality professionals known as quality controllers or inspectors usually carry it out.

Quality assurance - is a before-the-event process. Its concern is to prevent faults occurring in the first place. It is a means of producing defect and fault-free product. In this case, the aim is quality for zero defects.

Total quality Management - incorporates quality assurance, and extends and develops it. It is about creating a quality culture where the aim of every member of staff is to delight their customers and where the structure of their organization allows them to do so. In this definition, the customer is sovereign.

All the definition of quality indicates that quality is dynamic idea and exact definitions are not particularly helpful (Sallis; 1993:22). As such how the word 'quality' is interpreted will always be open to discussion as it is a subjective term (Deer; 1996: 161).

2.2 Quality perspectives in education and training

Before the emergence of 'modern' quality approaches and concepts, the education and training world had already developed its own quality tradition. The different viewpoints from which quality in education and training has been considered can be summarized as follows (Van den Berghe, 1995)

Appendix E

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

The response of 10 students to 48 questions designed to assess off-campus related problems of opportunities

Students	Questions																																																Students response result				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	Odd (O)	Even (E)	O ²	E ²	OE
1	3	5	4	4	3	5	4	5	2	2	1	4	3	5	4	2	5	1	4	5	4	5	4	2	5	4	4	1	5	4	5	2	5	2	2	3	4	5	2	2	3	4	1	4	4	1	5	4	86	81	7396	6561	6966
2	3	4	3	4	4	4	5	4	1	2	3	2	2	1	4	3	1	5	4	4	4	3	5	3	4	4	3	3	4	5	3	1	5	3	4	3	4	3	4	3	1	4	4	4	3	5	5	2	84	78	7056	6084	6552
3	3	5	5	4	3	2	5	4	5	1	4	2	4	5	2	5	2	4	4	5	4	5	2	2	3	2	5	4	5	4	5	4	5	2	5	5	2	4	5	1	4	3	1	2	5	2	4	5	88	82	7444	6724	7216
4	4	5	4	5	4	1	5	1	2	2	3	1	4	5	2	5	2	5	4	3	2	1	3	4	2	5	2	2	5	4	5	4	4	1	4	4	2	5	4	4	5	4	1	3	2	4	1	5	76	83	5776	6889	6308
5	2	3	3	2	4	1	1	4	2	1	2	1	2	5	1	3	1	3	2	5	5	4	1	2	4	2	1	1	2	4	3	2	4	1	2	4	4	4	1	1	3	2	1	2	5	4	4	5	60	66	3600	4356	3960
6	4	2	4	5	4	1	5	4	5	1	3	1	5	4	4	5	4	4	4	5	4	1	1	2	5	4	4	5	2	5	2	4	4	5	3	5	4	5	4	1	3	1	3	4	4	4	2	3	88	81	7744	6561	7128
7	1	4	5	4	5	2	1	2	4	1	4	1	3	5	1	1	1	4	5	4	5	4	1	1	1	5	4	1	3	5	4	1	2	1	5	4	4	1	1	2	1	4	1	2	1	4	3	2	67	64	4489	4096	4286
8	3	4	4	5	2	1	2	4	4	1	3	4	2	4	2	5	1	2	1	4	5	2	1	5	2	4	2	1	5	4	2	4	5	2	5	5	4	4	2	1	2	2	3	3	4	4	4	3	70	78	4900	6084	5460
9	3	4	5	4	3	1	2	4	5	1	2	2	1	3	4	5	2	5	1	2	4	5	1	5	11	4	5	4	4	4	4	1	5	4	5	1	2	1	3	1	1	4	45	1	4	5	3	4	74	73	5476	5329	5402
10	3	4	3	2	5	2	2	4	3	5	2	2	3	4	1	4	2	2	5	4	2	1	2	1	4	4	2	2	5	5	4	5	5	1	5	3	1	2	4	2	2	4	5	2	2	1	3	2	75	68	5625	4624	5100

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Acronyms

FDRE – Federal Democratic Republic of Ethiopia

TEIS – Teacher Education Institutes

OEB – Oromia Education Bureau

NGOs – Non Governmental Organizations

TTI – Teacher Training Institute

Abstract

Conducive learning environment is one of the factors that affect students' academic performance. Scholars believe that students' residence is part of the learning environment which affects students' academic work. Following the establishment of new education and training policy in Ethiopia, TEIs introduced off campus residence system to increase their accommodation rate. This study was aimed at examining the problems and opportunities that female students are experiencing in their academic work related to off campus residence in Oromia TEIs and to suggest some possible means that could make the learning environment conducive for the female students'.

To conduct the study descriptive survey method was employed. Out of 6 TEIs in the Region, 3 were randomly selected using lottery method and from the selected TEIs, 241 third year female students and 93 teachers were again randomly selected from the sample TEIs. Besides, deans and pertinent OEB official were used as data sources on purposive basis. Furthermore, 6 female students were taken randomly to get deep information through interview. Questionnaire and interview were used as an instrument in data collection. Quantitative data were analyzed using percentage, mean, t-test and descriptive statements. Qualitative data were analyzed qualitatively to support the information obtained through questionnaire.

The study found out that students have unfavorable attitude towards off campus residence, because female students could not use library during night time, their property is stolen by unknown individuals, they are exposed to health problem, and unwanted pregnancy. These students also get married with their male student friends to secure themselves from sexual harassment. Besides, these off campus resident female students have low involvement in curricular activities and in general external hostile environment made them not to concentrate on their academic work. On the contrary, this study found out that the students have gained some opportunities from the system like learning the culture of the community in which they are living, means of leading themselves (self management) in the future: economically, socially etc. The study also revealed that TEIs were not supporting the students to create appropriate learning situation for them. In conclusion poor housing condition, sexual harassment problem, adjustment problem, financial problem and lack of support from the institutions were the major problems that made the students to develop unfavorable attitude to the system and negatively affected their academic performance. Finally, the study, recommended some better ways and means, to create suitable learning environment for off campus resident female students in Oromia TEIs.

CHAPTER ONE

Introduction

1.1 Background of the Study

Teachers are the key agents for educational development and are critical and essential inputs in an educational process. Therefore, the improvement of teachers' academic and professional skills is a prerequisite for provision of reasonable quality education. With this respect, Musaazi (1987:190) noted that education system heavily depends on teachers for the successful implementation of its program. Thus, teachers are considered as the most indispensable component in the education system.

The study report of the national commission on education in Botswana (1993) as cited in Getachew, confirmed Musaazi's idea by saying one of the key factors towards improving the quality of education is the effectiveness of teachers. The commission mentioned that in order to bring improvement on the quality of teaching at the primary level, teacher-related problems should be first properly addressed. Committed and interested trainees should be admitted, training period should be raised and all second cycle primary teachers needs to be trained at a diploma level (Getachew, 2004).

Following the advent of Western education in Ethiopia, primary schools had been given priority in the expansion of the country's primary education sector. It was perhaps because of this that a training school had been opened in 1944/5 to train teachers for primary schools (shimalis,2004) Latter however, Addis Ababa University College established in 1950 to train teachers for secondary school (Bridges and Marew, 2000).

A study report produced by Livingston, Woods and Leo (2002) revealed that to improve the quality of teacher interested and committed candidate should be recruited and admitted and quotas should be stated for admission of female trainees in teacher-training program in Ethiopia. This report emphasizes that females need especial support to be effective in teaching profession.

According to Livingston, Woods and Leo's report co-curricular activities, recreational programs, sport activities, peer tutorial programs, and health services, female students council, clubs for females and assertiveness training enhance female students performance and retention in teacher training institutes.

Student retention by a specific institution is a function of the students' satisfaction with academic program, satisfaction with the living environment, the students' academic performance, the level of involvement in extra-curricular activities (Atiken, 1982). Atiken further discussed living satisfaction is the result of the quality and variety of facilities available in students residence, how well the residence is managed, the distance of the residence from the center of campus, the degree of positive peer group contact experienced by the student in the living environment and the population density of the student's place of residence.

Anderson (1981) and Newcomb (1969) in Velez (1985) also reported that living situation had the largest significant effect on the probability of finishing college training. Students who lived on campus were more likely to finish college education than students who lived off-campus.

Astin (1974) and Chickering (1974), have clearly demonstrated a positive effect of dormitory residence versus off-campus housing on academic performance and retention. Dormitory residence students experience greater positive peer group contact than off-campus residents, because dormitory residents typically live negligible distance from the center of campus, they are not only more psychologically and socially integrated into campus life as mentioned by Chickering, but also avoid the time loss, fear, inconveniency and have high level of involvement in extra curricular activities which directly affects students performance (P. 35). In addition, Dhinem, et al, (1991:413) stated female trainees living off-campus suffer from problems of sexual assault and harassment, which have direct negative impact on their academic performance. This study is supposed to investigate the major off campus residence related challenges and opportunities that affect the academic performance of female students in teacher training institutes.

1.2 Statement of the Problem

As it was mentioned in higher education proclamation (FDRE, 2003a), one of the objectives of higher education of Ethiopia is to produce skilled manpower in quality and quantity that will serve the country in different professions. Therefore, to fulfill this objective or to promote access to higher education cost sharing which covers government's full costs is for students meals, accommodation and health service, plus 1% of estimated tuition costs introduced to Ethiopia in the 2003/2004 academic year in the form of graduate tax (Shimelis, 2004:103).

Regional states also introduced off campus residence system in their teacher education institutes by paying stipends for each student. Similarly, Oromia regional state implemented off campus residence system in the 2004/05 academic year in order to accommodate more trainees and minimize some administrative costs related to residence, food service etc in government TEIs (OEB, 2005).

According to, the research findings of Balsvik (2005:32) made in Ethiopia at University College of Addis Ababa, when trainees live out of the campus, the problem was that the living quarters were at considerable distance from the university & this make it very difficult for students to participate in activities and use the library in the evening. Balsvik, mentioned there was also a privacy for study. He added, to pay for transportation was out of the question and many streets were considered unsafe at night and students would never be able to benefit fully from their college years. But Balsvik's study didn't show the problems female students encounter in particular and the effect of these problems on their academic performance.

Getachew (2004:80) in his master thesis of "factors affecting females academic achievement in Ethiopia TTI also stated making female students to live off-campus put them under stress and anxiety". However, Getachew's findings don't tell us what factors put female trainees in Ethiopian TTI who were off-campus resident under stress and

anxiety? And he didn't mention the impact of this stress and anxiety on their academic performance.

Thus, this forth-coming study would presumably be able to identify major off campus related problems and their effect on female students' academic performance and the support provided by TEIs to alleviate these problems if any. In addition, the opportunity that off campus resident female students can gain will be assessed.

1.3 Objective of the study

This study was intended to examine off campus related problems and opportunities that female students are experiencing and its effect on their academic performance. Finally, to suggest some possible ways that could make female students residence conducive learning environment.

Having these objectives as a base, the study focuses to answer the following basic questions.

1. What is the attitude of female students towards off campus residence system?
2. What are the major problems associated with off campus residence system?
3. What opportunities off campus resident female students are experiencing in their academic work?
4. Are TEIs providing support for female students in connection with their residential environment?

1.4 Significance of the Study

The study will have the following significances:

1. The findings of the study may help to devise strategies by which teacher-trainees develop favorable attitude towards off campus residence system.

2. The finding may help in creating awareness of the problem to the education experts/decision makers of Oromia regional state to promote female students academic performance by alleviating the revealed problems.
3. It is also expected to provide information and possible intervention strategies, for further educational investment by government and non-government organizations.
4. It may also serve as springboard for researchers who want to study any problem related to this.

1.5 Delimitation of the Study

Students' performance can be affected by different factors. This study, however, was delimited to the off campus residence related factors that can affect female students performance in TEIs of Oromia Regional state. Oromia is selected because of the wide and diversified geographical location of the region that encompasses both remotest and central zones from which students came to the institutions. In Oromia second-cycle primary school teachers are trained in three forms, pre-service, In-service and Extension program. The study focuses on the pre-service program. Because, these students are different from the rest in that one, they stay in the program for many days in a fiscal year, second pre-service students are different from the others, age wise and socio-economically. So the researcher believes that pre-service students are with prevalent problems.

In terms of time dimension, the study was delimited to examine the 2004 entry (third year) students in the selected TEIs, because, these students were off campus resident for two solid years and half a year. Therefore the researcher believes that off campus residence associated problems will be revealed on these students.

1.6 Limitation of the Study

The acute shortage of local regional or national research for references and well documented evidences in the regional and TEIs offices might have limited the depth and

scopes of analysis, conclusions and recommendations. Secondly, the researcher was confronted lack of adequate literature related to the topic under study, which could have supported the researcher more to enrich the study. Moreover, it is difficult to generalize the findings of the study at national level since it is conduct in three colleges of one region.

1.7 Organization of the Study

The study consists of five chapters .The first chapter deals with the introductory part of the study that comprises background of the study, statement of the problem including purposes of the study, questions to be answered, significances, delimitations and limitations of the study, as well as operational definitions of some important terms. The second chapter focuses on the review of related literature that provides a basic framework for the study. The third chapter treats the design and methodology employed to conduct the study. The fourth chapter provides; data presentation, analysis, and discussion. Finally, chapter five presents brief summaries of the findings and conclusions followed by possible recommendations.

1.8 Definitions of Important Terms

Off-campus residence: -is a private living arrangement in rental or parents houses some where in the city (Frederikson, 1993:167).

Sexual harassment: - Unwanted sexual attention that would be offensive and that negatively affects the work or school environment (Branderburg, 1997:23). It can be also defined as behaviors like physical touching, insulting verbalizations, looks, and gestures and abuse including rape and child sexual abuse (Lott et al, 1982:32).

Sexual assault: -is defined as sexual contact through the use of force, threatened force, or a weapon (Lott et al, 1982:13).

Teacher education institutes-Institutions that are qualifying students at diploma level who can teach in primary schools in grade 5-6.

CHAPTER TWO

Review of Related Literature

2.1 Women, Education and Development: An Overview

Investment in human capital is key factors in development sectors including education and women constituting almost half of the world population have equal contribution to the economic, social and political development of nation. In spite of this, however, women, nearly all over the world with varying emphasis, are deprived of access to education due to various reasons (William, 1994:5-7). William further indicated that the various aspects of gender discrimination have been in the area of work, sharing resources and benefits, and in relation to human right, religion and culture.

World Bank (1995) findings in Sub-Sahara African countries indicated that educating women has a significant contribution to economic and social sectors in terms of reducing fertility, infant and maternal mortality, enhanced family health, improved children's education, increased agriculture productivity, earnings and over all economic productivity for women and the larger economy.

In relation to work, all people irrespective of sex have crucial role in the production of goods and services from lower, local level to the higher government level. However, research findings and reports revealed that the role of child care ensuring basic needs of the family, and home management is considered as a sole responsibility of women. This duties and responsibilities are often under valued and their productive work is considered as an extension of their reproductive duties (Williams, 1934:7).

Concerning women productive work, there is also gender differentiation. In world wide study on gender and job, Anker (1998) explained the common stereotype which affects occupational separation by sex in the areas of occupation. Anker identified these stereotypes as positive, negative and other stereotype. The positive stereotypes are caring nature; physical dexterity; skill and experience at house hold related work; greater manual dexterity, greater honesty and physical appearance. Due to these positive stereotypes,

women are qualified in the following occupations: nurse, social worker, teacher, maid, housekeeper, cleaner, cooker, waiter, launderer, hairdresser, spinner, weaver, knitter, tailor /dressmaker, midwife, sewer, typist, cashier, and book keeper, sells person, accountant, receptionist and shop assistant.

The negative stereotype, on the other hand, are their discrimination to supervise others, less physical strength, less ability to do math and science, less willingness to face physical danger and to use physical force. These characteristics negatively affect women acceptability for various works. These negative stereotypes would not qualify females for the following occupations: manager, supervisor, government executive officer/administrator, legislative officials, construction workers architect engineer, mathematical, statistician, etc (William, 1994). Such segregation in the world of work would be a drawback for females' full participation in the economic and political development of nations.

In emphasizing the role of women for development and under valuation of their contribution, William restated the often quoted UN statistics as "women perform 2/3 of the world's work women earn 1/10 of the world income. Women are 2/3 of the world illiterate women own less than 1/100 of the world property" (William, 1994:20)

The above UN quotation underline that there has been a significant inequalities between men and women in access to resources and benefits, education, and job opportunities.

2.2 Policy Intervention and Suggestion to Promote Female Education

Research findings revealed that factors that constrain female education are many and interwoven and in general many researchers categorize them as school and out of school factors and others classify as demand and supply side factors. The World Bank (1995) considers the socioeconomic and cultural factor as demand side constraints to the participation and performance of female students while school or institutional factors a

supply side factors for promoting female education. World Bank recommends: building more schools, improving the school environment, training more female teachers, and removing gender bias, in the textbooks as a supply side interventions and launching information campaigns to promote the benefit of female education and providing scholarships as incentives to parents. The following table by Odaga and Heneveld (1995:35) summarizes the possible interventions to promote female education.

The programming Interventions to female education

Demands side factors	Possible Interventions
<p>1. Household & community factors.</p> <p>1.1 High direct cost of schooling</p> <p>1.2 High opportunity cost of schooling</p> <p>1.3 Low private economic returning to girls education</p> <p>1.4 Chastity and sexual safety.</p> <p>1.5 Low demand for education</p>	<p>Lower the cost of schools</p> <p>Introduce bursary, scholarship and free waiver programs, school lunches, medical & health support.</p> <p>Adjust the school calendar to accommodate household labor requirement.</p> <p>Reduce the distance between school and home.</p> <p>Improve the legal and regulatory systems to enhance women's status.</p> <p>Make education curricula more responsive and relevant to livelihood and market demand.</p> <p>Increase community participation in schools.</p> <p>Construct culturally appropriate facilities.</p> <p>Promote more female teachers.</p> <p>Launch information campaign that engage community, religious and civic leaders.</p>
<p>2. School level factors.</p> <p>Enrollment and promotion policy management:</p> <p>Calendar and safety, curricular materials and methods.</p>	<p>Increase enrollment</p> <p>Reduce dropout rates: review repetition and expulsion policies.</p> <p>Institute flexible hours</p> <p>Improve achievement: review learning materials for gender bias, improve science and math teaching</p> <p>Promote female teachers in the sciences</p>

	<p>Institute tutoring and mentoring program</p> <p>Promote gender sensitive training in all pre and in-service training courses and for educational leaders</p>
<p>3. Political & Institutional Factors.</p> <p>Policy on school girls pregnancy, promotion of female educators, training of staff, attitude and commitment to empowering women and the poor status of women.</p>	<p>Create a favorable environment to support women and the poor through policy review.</p> <p>Invest in the necessary structure schools, facilities for girls toilets & Dormitories.</p> <p>Launch information campaigns</p> <p>Enhance the status of women through the regulatory process.</p> <p>Adopt poverty alleviating strategies that release women and girls from the tasks of water & fuel collection.</p> <p>Improve women's access to the formal labor market.</p>

2.3 A Brief history of Collegiate Housing

The roots of collegiate housing were found in the universities of Europe, which date back to the twelfth centuries (Frederiksen, 1993). In earlier period, according to Frederiksen, facilities for housing and food service were not provided on campus. Students were expected to make their own private living arrangements in rooming and boarding houses in the city, while University concentrated its efforts on creating the finest scholarship in Europe.

According to Cowley (1934) cited in Frederiksen (1993), suggested by the nineteenth century, the residence unit had not fulfilled its purpose of being an extension of the classroom, but rather was only a shelter for students. There were also many student-faculty conflicts and student rebellions during the first half of the nineteenth century, resulting in a temporary decline in residence hall popularity and effectiveness as an education tool. A number of educators returned from German university in the middle nineteenth century and popularized the German belief that housing students was not the responsibility of the institution. During the latter half of the nineteenth century, several

major American colleges were also denounced residence halls as inappropriate and a waste of money (Frederiksen, 1993).

In his first annual report to the Michigan board of regent as cited in Fredrikson (1993), President Tappan (1853) of Michigan commented, "The dormitory system is objectionable in itself. By withdrawing young men from the influence of domestic circles and forming them in to a separate community, they are often led contract evil habits and are prone to fall into disorderly conduct. The difficulty of maintaining a proper discipline is thus greatly increased. It is a mere remnant of the Monkish cloisters of the middle ages, still retained in England in deed, but banished from the Universities of Germany" (Anchors, 1993:11-12).

Presidents Barnardan & Eliot of Columbia and Harvard Universities respectively also believed residence halls were not vital to a university. In the process, residential education declined. These educational leaders believed students' life should be left to develop in its own way with out interference from the institution. This contradicted the traditional view that college students need to be supervised. Tappan and Eliot believed in treating students as adults. Adults were expected to make their own housing arrangements; therefore to Tappan and Eliot students should too (Anchors, 1993:169).

According to Cowley (1934) Brubacher and Rudy (1958); as well as Rudolph (1962) cited in Anchors (1993:169) states, so wide spread was this feeling that many state Universities in the West that opened their doors during the nineteenth century did not include residence halls in their construction plan. Any available money at these new educational institutions was need for instruction as residence halls were expensive to build, and state universities put all their funds in to salaries classrooms, and laboratories.

The move to abolish residence halls from the campuses of major colleges and universities, however, led to major difficulties by the end of the nineteenth century. The supply of rooming houses was inadequate to handle all student needs in many college towns. Students were crowding in to private homes where they often experienced few comforts.

The cost of quality accommodations also increased. The over crowding and inadequacy of rooming houses and the increased interest on the part of students in the extracurricular activities all over the world resulted in a shift toward a policy of providing housing facilities and programs similar to the traditional residential universities at the end of the nineteenth century (Frederikson, 1993).

2.4 Residential Life and Student Development

If professionals in higher education value the characteristics such as tolerance, autonomy, interpersonal sensitivity, and personal integrity, they can take deliberate actions that will encourage, facilitate, guide or challenge students to development in certain directions purposefully (Smith, 1998:25).

Smith further stated the frequency and intensity of students' contacts with housing professionals is likely to be much greater than with faculty members especially during the first year of college. Because staff members are found where students live and they can address a wide range of developmental issues and have almost limitless opportunities to influence students Life and contribute to the enrichment of their educational experience (P. 27).

According to Bar (1993), the mission of housing and residential life programs should include the following.

The Residential life program is an integral part of the educational program and academic support services of the institution.

The mission most include provision for educational programs and services, residential facilities, management services and where appropriate food services provided (P. 322).

To accomplish this mission, the goal of the program must provide:

- *A living-learning environment that enhances individual growth and development;*

- *Facilities that ensure well maintained, safe, and sanitary housing conditions for students.*

-Food, dining facilities, and related services that effectively meet institutional and residential life programs goals that include food services. These goals focuses attention on the personal development of residents and creating programs and environments to promote desired outcomes (Bar, 1993:323)

Researchers advocate the use of the term student development in three different ways. First, it is used to describe how students in cohorts change as they move through the college experience. Second, student development should be used in connection with specific interventions that are designed to (1) prevent the onset of problems through anticipation of the consequences of non action or (2) facilitate constructive change by assisting students in developing new skills acquiring needed information's, or resolving past experience (Drum and Lawler, 1988). Third, student development be used to refer to specific outcome goals resulting from attending college and living in college residential them in developing their talents and realizing their potential as fully functioning human being (Anchors, 1993)

Scholars mentioned that students can show some types of development in an on campus (dormitory) residential life.

2.4.1 Psychosocial Development

Psychosocial theories, which build on the work of Erikson (1963), suggest that individuals develop through a sequence of stages that define the life cycle. Developmental stages, which involve the formation of new attitudes, skills, and roles, become critical because of the convergence of social expectations and physiological maturation. Psychosocial theories combine thinking, feeling, and behavior into a rich and complex picture of the life span (Erikson, 1963).

Psychosocial development theories have a particular relevance for housing professionals in that these theories describe the developmental changes and challenges students as a

group face as they interact with the collegiate environment. Student housing can be a particularly rich and potent force that influences the course of student's developmental lives (White and William 1993:65)

Keniston (1971) suggests that collegiate life is a distinct and unique social experience that poses unique psychosocial tasks and issues for the young adult. He states that the central theme of this stage of development is a tension between the individual and society. The collegiate experience, in essence provides a testing ground that allows individuals to struggle with and reconcile individual needs and societal demands. A complete understanding of the developmental status of college students can't be achieved if one fails to take in to account the shifting nature of modern society.

According to Heath (1978) Students development dimensions such as (1) being able to symbolize and express (either verbally, through the written word, or via art or music, one's experiences, (2) becoming all centric or other centered, (3) becoming integrated or able to connect various aspects of one's experience, (4) becoming stable being able to resist disruption and function consistently), and (5) becoming autonomous can occur through interpersonal relations in the collegiate life. Finally, Health outlines, factors that encourage student psychosocial development or maturities are close interpersonal relationships, course work that focuses on values, faculty members who serve as role models of maturity and unified and coherent institutional purposes.

Since the early 1970s, a number of studies have been conducted to show that living in a residence hall has a positive effect on the psychosocial development (for example, in the areas of self-esteem and inter personal relationships) of college students (Porterfied 1987).

Chickering (1974) also found that psychosocial development of students who lived in the halls exceeded that of off-campus resident students. Chickering summarized his findings as follows.

Residents in response to immersion a college environment change most during the first two years. They decelerate and may even slightly regress after that, as they make back toward the home culture as graduation approaches. They change most quickly in the non intellectual areas where the differences between high school and college are greatest ...In contrast, commuter change is slower. They are constrained by internal conflicts and pressures from parents, peers, and prior community. These constraints operate with least force for intellectual development, where the college experiences and off-campus residents are most similar. Thus the off-campus residents more quickly approximate the scores of residents in the intellectual area. But because substantial differences exist, and persist, in the range of non course experiences and inter personal relationships, non-intellectual changes occur slowly (P. 4).

Astin (1977) also compared students who lived in residence halls with students who did not. He found that students who lived in residence halls reported higher levels of participation in social activities (dating, attending parties) and concluded that living in residence hall had a positive effect on students self-esteem, as evidenced by reports enhanced self-confidence and public speaking ability and self-reliance. Astin's work tell us that residence halls have a positive effect on students' personal growth and development, perception of the campus social climate, participation in extracurricular activities, and persistence in college(Astin,1977)

2.4.2 Personal Development

The college residence hall has played a significant and powerful educational role on the lives of generations of undergraduates of American and European colleges and universities. The number of floors, the design of inner space (the number of students in each room), the use of amenities, and distance to commercial facilities all play an important role in the quality of students' campus experiences and can be a positive force for development in students' live (Desler,2000).

To create residence hall environments that enhance the student development mission of the institution, often has been directed toward the concept of personal space and the development of community to encourage students to assume greater responsibility for

individualizing their own living space. Schroeder (1979) in Desler (2000) further discussed that students spend 80 percent of their study time in their rooms. Therefore issues of privacy, freedom from noise and other distractions, and provision of adequate facility and appropriately designed space are paramount.

The keys to minimize complaints about lack of space and privacy in residential hall lie on the composition of the group. If possible, students with similar characteristics for example similar academic majors or home towns might be assigned together, since the potential of congruence and satisfaction is maximized in such homogenous grouping. Likewise, such conditions prove more successful development with female students involved rather than male students (Stange, 1983).

In his studies that investigated differences between residents and students living off campus on personal growth and development dimensions, Blimling (1989) found a significant difference favoring residents. Desler(2000) also reported that residents are more likely trusting better adjusted, show more initiative and are less likely to be dependent on parents.

Besides, miller (1982) found that sophomores who lived on campus a second year compared with those who moved to off-campus apartments a year the first year showed greater tolerance for human differences.

There have been inconsistent findings concerning whether residents develop more positive academic self-concepts than off-campus residents. Chickering (1974) found that commuting students showed less positive self-ratings at the end of freshman year on academic self-confidence, public speaking ability, and leadership skills than students living in residence halls. According to Chickering, residence hall students show larger declines in authoritarianism because of social interaction skill developed in the residence.

According to Moss (1986), states students in residence hall develop three sets of dimensions found in any environment. These are (1) relationship dimension which assess the extent to which people are involved in the environment, the extent to which there is

spontaneity and free and open expression among themselves (Moos, 1986:151), [2] personal growth and development dimensions, assessing the basic directions along which personal growth and self enhancement tend to occur [3] system maintenance and system change dimensions, assessing the extent to which environment is orderly clear in its expectations, maintains control and is responsive to change (Moos, 1986:152).

According to Moss, these three dimensions are manifesting themselves in specific ways. Relationship dimensions within living units focus on:

Involvement: the degree of commitment to the house and residents amount of interaction and feeling of friendship.

Emotional support: manifest concern for others in the house, efforts to aid one another with academic and personal problems, emphasis on open and honest communication (P;152). Personal growth orientation dimensions are reflected in five different aspects:

In dependence: the emphasis on freedom and self reliance versus socially proper and conformist behavior.

Traditional social organizations: the stress dating, going to parties, and other traditional heterosexual interactions.

Competition: the degree to which aide variety of activities such as dating, and grades one casts not a competitive framework.

Academic achievement: the prominence of strictly classroom and academic accomplishments and concerns.

Intellectuality: the emphasis on cultural, artistic, and other intellectual activities (P. 152).

Moss found that male residence units tend to be more competition oriented. Socially and relation ship oriented units tend to almost exclusively female.

In terms of intellectual orientation several studies have also fund that residential students show greeter gain than off campus students. Because change in the socialization

influences that involve interaction with people-both peers and faculty members (Terenzini, 1991). Moos (1986) added, the lives of many students are significantly influenced during the college years by their participation in one or more campus groups, whether it be through a formal student organization or residence hall floor. In these groups they learn the lessons of independence and group life, critical tools for later survival and success in the world of work. Hence the residence hall is powerful educational environment, perhaps even more so than the classrooms, in terms of the development of a personal value system (Boyer, 1987).

Pascarella and Terenzini (1981), conclude, however, that increases in generalized personal development are more a function of students' personal relations than where they live .A residential program that promote development of these relation ships both in the living units and across campus seems to provide of effectively promoting these kinds of students change.

From the above conclusion one can infer that, resident students should participate or involve in different activities in the campus to enhance their personal development, unless otherwise, being resident only may not contribute much for personal development.

2.5 On Campus Residence and its Effect on Students Academic Work

Attempt to determine how residence life programs and facilities affect residents as compared to students who commute or live in quarters in the local community is difficult for a number of reasons. As Pascarella and Terenzini (1991) point out, it is possible to speak of effects in three different sense; direct, net, and indirect, According to Astin (1973), Chickering (1974), Pascarella (1984) there is substantial evidence that residents are more likely to be involved in student organization than are non residents. They concluded that place of residence has a direct effect of organizational membership. Probably attributes in large parts to physical proximity. On the other hands, a number of factors besides place of residence, such as personality characteristics, financial resources, gender, and ethnicity, also may influence organizational membership. These researchers

stated, if some one to control (hold constant) these variables, he might find that place of residence puts significantly in importance as a factor affecting membership. If this was the case, the net effect of living in a residence hall on membership could be said to minimal.

According to Bliming (1989), living in residence hall and involvement in student organizations seems to have little effect on academic achievement. These variables, however, have been found to contribute significantly to the social integration of students into life of the institution (Tinto, 1987), which in turn significantly influence student retention and academic achievement. Residence hall living can be said to have an indirect effect on achievement, operating through the moderator variable of social integration

Scholars identified some effect of residence halls on the students academic achievement, academic persistence and satisfaction in the institution

2.5.1 Academic Achievement

Residence halls can be academically rich environments, providing students with broad-based learning opportunities that reflect specific academic objectives of the institution. When students are living on campus, students with common academic interests and concerns would have easy access to support systems designed to facilitate their academic achievement. This support system would be enhanced through the creation of faculty affiliated programs that encourage frequent faculty-student interaction (Jackson and Stenvens, 1990). Such arrangements would provide students with a truly common experience, which is characterized by high degrees of peer support, integration, and coherence.

According to Astin (1962) cited in Strage, (1983) assumed that the extent to which a residence hall environment creates a press toward intellectual or academic interests would be reflected in observable and quantifiable behaviors such as formal and informal discussions about course materials, books read, and faculty-student interactions. Astin in Strange (1983:141) reported "in residence hall, 90 percent of the students conduct

frequent informal discussions about course materials and assignments which directly contribute to their academic achievement in contrast to off campus resident where only 15 percent perform such discussions."

On the contrary, Blimling (1989) identifies there is little consistent evidence to support the contention that residential students who live on campus achieve better off campus residents. Similarly, Pike (1989) found negative relationship, that is resident and non-resident students have no difference in their academic achievement. Pascarella and Terenzin (1982) also found a negative relationship for women and a positive relationship for men. They suggest that residential students who are not participants in some kind of special program perform similarly to those living else where. Therefore very important thing is participating in different activities while living in residence hall to improve academic achievement.

2.5.2 Academic Persistence

Even though there is scant evidence that living in residence halls improves or enhanced academic achievements or grades, compelling research does support the assertion that residential living positively influences academic persistence (Anchors, 1993). Chickering (1974), also found that on campus living had statistically significant positive effect on persistence and completion of the bachelor's degree even when controlling for initial differences such as socio economic status, academic ability, and past academic performance. Other studies have also supported those findings (Anderson, 1981; Astin, 1977, and Velet, 1985).

The principal causal factor underlying this positive influence of residence hall living on persistence is extracurricular and other kinds of campus involvement (an indirect effect of residence hall living). As Astin (1985) found, the more involved students are in the collegiate experiences, the more likely they are to be satisfied with the college experience and the more likely they are to persist to graduation. According to Pascarella and Terenzini (1991:399-400), "Living on campus while attending college", "is consistently one of the most important determinants of students' level of integration or involvement in

the social system of an institution ...Resident students have significantly more social interaction with peers and faculty and are significantly more likely to be involve in extracurricular activities and to use campus facilities" than are off campus residents.

The greater the degree of academic and social integration students experience, the greater the likelihood of their continued enrollment. An appropriate focus of retention efforts is the nature of the interaction of the individual students with specific aspects of campus environment. If students' needs and aspirations are fulfilled through their participation in residence hall communities, there is a significant probability that they will choose to stay, not only in those communities but in the institution as well (Tinto; 1975:527).

To summarize, involvement in social systems, having more interaction with peers and faculty, and involvement in extracurricular activities make resident students to persist academically in the college than the commuters (students living else where).

2.5.3 Satisfaction with the Institution

Most of the studies that have investigated differences in satisfaction with the institution have found that residential students, in comparison with commuters where more satisfied with the institution and their educational experiences (Pascarella, 1985). Nosow (1975) cited in Pascarella (1985), compared resident seniors with non resident country parts and found that residents where generally more satisfied and had greater tendency to identify with the institution and peers (which was especially true for women). To find their college education rewarding, and to see the institution as responsive to student needs.

Moos (1986:414) added institutional environment, including residence halls most satisfying, secure, and productive to humans. Similarly, Benjamin (1988:23) observes that "residence halls appear to shape the character of interaction and involvement with peers and faculty, leaving academic performance unaffected. These effects appear especially potent during the first two years. "And these interaction and involvement enhances the residents' satisfaction with the institution.

Noting the effects of proximity of students' rooms both to the formation and maintenance of friendships and to change the attitudes and beliefs, Blimling (1989) states that students who live close to one another are more likely to form and maintain friendships than students who live far apart. With respects to the effects of social density on satisfaction with residence, Blimling found that students living in two person residence hall rooms which were not over assigned are more satisfied with their residence hall experience than students living in three-person rooms which are over assigned.

2.6 On Campus Residential Life and Challenges

Residence halls have been long thought to be positive influence on the development of students who live in them (Astin, 1977). In particular researchers suggest that on campus housing patterns have a beneficial impact on campus climate, since they enhance the maturity level and social development of students (Janosik, 1991). But even though many student affair practitioners can be justifiably proud of the difference a well-conceived residence hall program can make in the development of students, there is a darker side that must be addressed (Janosik, 1991).

Astin's work (1977) underscored the contribution residence hall living makes students' development, but he also found that living in residence halls associated with "greater-than-expected increases in hedonism." (P.79). According to Astin, hedonism included such behaviors as drinking beer or wine, smoking, oversleeping, missing classes and gambling which self destructive and dangerous behaviors that exist on today's campus. According to some scholars the following are some challenges of on campus residence

2.6.1 Violence on Campus

Violence on campus has become an important topic for residence hall educators, parents' student's faculty and staff today. According to Bar (1993) relationship violence is described as "campus domestic violence" (P.481), which incorporates a violation of the individual's personal space/or property. This violence also includes physical injury (injury of person or destruction of property), psychological injury (threats and intimidation), or

both. All these violence existing in today's' on campus residence and become the headache of student affairs administrators of the colleges and universities.

Violence against female students in particular is another major issue. Koss (1988) cited in Anchor (1993) found that in a national study over 20 percent of college women reported that they were forced against their will to have sexual intercourse at some time in their dating history. A survey by palmer (1991) shows us 45 percent of female students at large mid Western University were the victim of some form of date violence, ranging from intimidation to rape of which 30 percent occurred in residence room. Women's residence room accounted for 22 percent, and men's residence room accounted for 8 percent. Even though, there is sexual violence in campus residence in colleges and universities, colleges and university setting have come under close scrutiny by student affairs administrators, student health center personnel, and campus security staff (Bogal Allbritten and Allbritten 1991).

2.6.2 Multiculturalism

When students come from different racial, ethnic, cultural, religious, or socio economic back grounds, there are always conflict to sleep, socialize, relax, and study in the same space together in the room and students face adjustment problems (Smith, 1998). Smith further explains, residence halls are also prime areas for racial conflicts to rise. The nature of residential living created an atmosphere where persons from different backgrounds are brought together to share common living environment. Students are assigned to rooms and floors with other students who they often don't know. A diversity of students asked to share bed rooms, dining rooms, shower, and rest rooms. In some cases students may be asked to live with a person against whom they are prejudiced.

Smith (1988) suggest that residence halls are becoming fertile ground for increasing incidents of ethno violence in college campuses. They argue that conflict is found to increase when students of dissimilar backgrounds are brought together in close proximity, especially when these students have not been prepared to deal with these differences. The

challenge is for residence life staff to design creative educational programs that teach students how to understand and appreciate differences and diversity.

2.6.3 Hate Speech

Also, the emerging issue of hate speech in residence halls has affected the relationships between students. Gender, ethnic, racial, and sexual preference harassment is on the rise. Verbal slurs and offensive posted messages and materials are becoming common place in a number of residential settings (Janoskik, 1991).

Smith (1998) suggest that conflict among residence hall students is on the increase due to in tolerance on the part of students diverse back grounds who are housed in close proximity and may not have had the developmental training to deal with their differences.

Residential life professionals are continually debating the issues of hate speech that oppose concerns with legal issues prospective. Janosik (1991) argues that students should be able to express their first amendment rights of free speech, press, and peaceful assembly, while Plamer (1991) contends that college and university administrators should be able to developing polices and procedures that, with in legal boundaries, discourage such speech from being part of the institutional environment.

2.7 Off-Campus Residential Life: its Challenges and Opportunities

This section deals with issues like the problems and opportunities off- campus resident students will come across, through out their college life.

2.7.1 Challenges

2.7.1.1 Retention and Living Satisfaction Problem

Student retention by specific institution is assumed to be a function of the student's satisfaction with the living environment, the student's academic performance, the level of involvement in extra curricular activities, and external factors (Aitken, 1982:34). But according to Dinham (1991:412-436), off campus resident students lost opportunities to meet other students and described difficulties of meeting university, or college friends. These students have easy access to non college friends and socialize almost exclusively with non college friends. This type of friendship easily contributes to less involvement of off campus resident student in extracurricular activities in the collage and leads to a great rate of retention.

Aitken (1982) again explains living satisfaction is a function of the quality and variety of facilities available in the student's residence, how well the residence unit is managed, the distance the residence unit has from the center of the campus, the degree of positive peer group contact experienced by the student in the living environment, and the crowdedness of the student's place of residence. In line to this, off campus resident students have low living satisfaction rate because, the above mentioned factors are not fulfilled properly. These factors resulted in low retention rate of off campus resident students'. Velez (1985:191-200), added that the types of residence in which the student's lived had the largest significant effect on the probability of finishing college program. Students who lived on campus were "43 percent" more likely to finish college than students lived off campus. Because students who live on campus have more academically oriented friends and they are more integrated into college life. This pattern is due to the force of self selection group membership rather than the independent effect of the type of the residence (p.196).

2.7.1.2 Financial Problem

Students in Ethiopian universities and colleges may or may not get any financial support from their family depending on the household income of their family. Off campus resident students stipend was allocated for house rent, stationary, and all the other things necessary for them. So the money was never enough (Tsige, 2001). Tsige further discussed omitting one meal or even in some cases two meals was common among those off campus resident students of Addis Ababa commercial college because of financial problem. She added, the quality of the food they could afford to buy was very poor and not nourishing. The quantity was never enough, and it was not health as most of them had acquired sickness.

2.7.1.3 Housing Condition

Off campus students in most cases are living in rented houses. They live in groups. They did this so that they could share the cost of the house rent. But this brought about problems of suffocation as the rooms are very small (Balsvik, 2005). According to Balsvik, in the rented houses, students' told to pay the electric charge separately. The charge may differ from one month to another per the consumption. But most importantly they always had time limit on how much they could use the electricity. Another problem particular to girls was related to bathing or to take shower (to clean their body). Because there is no facility to bath in their residence and most of them depend on college bathing facility.

2.7.1.4 Academic Problem

Living off campus leads to a potential for role conflict and so for poorer academic performance. More important is the effect which living off campus has on peer influences and integration in to the college environment. Those living either at home with parents or in other off campus living arrangements are more likely to exposed to non students whose attitudes toward college are not favorable, and are exposed to fewer integrating influence, though living at home do at least have the restraining influence of parents on social

activities. Thus living at home may not be as negative as living in other off-campus housing (Anderson, 1981:1-15)

Chickering (1974), also stated off campus resident students are also less psychologically and socially integrated to campus life which is resulting negative effect on their academic performance. Chickering, further mentioned off campus rental housing, the availability of study space and amenities, the extent to which the home environment is organized to support the academic pursuits of the students have major influence on the students' academic performance.

Tsige (2001), extended the idea of Chickering. She stated off campus residents student are facing financial problem, time constraint problems, less opportunity to interact with college friends and in general facing stresses in life such as thinking what to eat and spending so much time to prepare food on one hand, and concentrating on academics on the other hand, make their academic performance lower.

2.7.1.5 Sexual harassment and Assault

A relationship issue of importance to residence of students is sexual activity. College is a time of social relationship building and, as Chickering (1969) in Anchors (1993) describes, it is a time when students learn to "free inter personal relationship". (P.15). students learn to be more open and accepting of one another, hence they are able to establish close fiend ships and intimate relationships. As the same time, students also are learning to manage emotions and seeking to express aggression and sexual feelings.

On the contrary, HIV/AIDS has emerged as one of the most serious hazards of the 21st century, and seriously confronts the African continent. According to a recent United Nations report (UNAIDS, 2004), in 2003 alone an estimated three million people in the sub Saharan African countries become newly infected, and in some counties such as Botswana, one of the richest countries of the sub-Saharan region -40% of certain age groups are reported to have been infected by the disease (Damtew, 2006). Damtew explains universities or colleges often tend to offer "a liberal" and "open" environment

for interaction between members of the opposite sex more so than is common in a typical African cultural setting. A young, energetic and sexually matured population moves freely around and often lives together as dorm dwelling students, far from the close security of parents, relatives, and their immediate community. Such an environment creates a conducive situation for spreading the diseases affecting the community both within the campus and off campus residences. Sexual harassment and assault also expanded because of the created conducive environment, however; many universities or colleges still lack formal HIV/AIDS policies to address these serious human major social, economic, political and cultural consequences (P. 564).

2.7.1.5.1 Sexual Harassment

School may reinforce the attitudes and behaviors that underlie sexual harassment, without being aware that they are contributing to the problem.

Sexual harassment involves subjecting someone to unwanted sexual attention. Sexual harassment can be defined as “unwanted sexual attention that would be offensive to a reasonable person and that negatively affects the work or school environment” (Brandenburg 1997:23).

Lott et al (1982:32), defined sexual harassment also as “a very general sexual category, which may include behaviors as physical touching, insulting verbalizations, looks, and gestures.” The critical element in almost all definitions of sexual harassment is unwanted sexual attention and it includes a wide range of behaviors from verbal innuendo and subtle suggestions, to overt demands and abuse including rape and child sexual abuse (Brandenburg, 1997).

The effects of sexual harassment can be devastating to individuals and to organizational. Sexual harassment influence self concept, emotional health, career path, interpersonal relationships, and the entire course of one’s personal and professional life (Dash, 2005).

Especially in off campus residence life of female students, the frequency of sexual harassment undoubtedly increases, as the students have high chance of interaction with

non college or university friends who are chatting with them or live near their residence and as there is no secure environment.

On the contrary, some complain that too much attention to sexual harassment is destroying male-female relationships and eliminating spontaneity in personal and professional interactions. They suggest, this period of societal transmission may require heightened awareness and self-consciousness in the way we relate to each other. However; such efforts eventually should foster increased communication, respect and quality which result in improved interactions and relationships among people and which foster educational and professional opportunities (Brandenburg, 1997).

Sadker (1994), states females are harmed by sexual harassment pressure from males because, sexual harassment is a manifestation of deeply held beliefs, attitudes, feelings, and cultural norms. In this most prevalent form, it is predicated on socio cultural views and sex role stereotypes that males are active, dominant, and entitled to power, while females are passive nurturing, submissive, and power less. In sexual matters "when females says no they mean yes" (P.39). This idea contradicts the assumptions that complain too much attention to sexual harassment is destroying male-female relationships. Because sexual harassment is not smooth relationship between male and female but it is the matter of undermining females' power and offensive practices by males.

Older women tended to describe more assertive and direct techniques for handling sexual put downs, insults, and assumptions confront the insulter; respond with anger, leave job in which one is harassed; do not interpret sexist comments or uninvited sexual advances; and report offenders to persons in authority (Lott et al, 1982). But the serious problem is with younger females especially, students who are not matured physically and mentally.

2.7.1.5.2 Sexual Assault

Sexual assault is defined as "sexual contact through the use of force, threatened force, or a weapon, with out consent as inferred from refusal helplessness, or incapacitation" (Lott et

al, 1982: 13). According to Lott, most researchers reported sexual assaults of students as 77% percent took place in or near their residences, fraternities, sororities or other similar buildings; 8 were reported to have occurred in academic buildings including the library. Half of the assaults were took place by acquaintances (persons known but not well), 31 percent by total strangers, and 8 percent by co-workers, or friends.

Sexual assault often has adverse effects on the performances of the victim. The assault can also harm the victims' psychological and physical well-being. Dash found that, 96 percent of sexual assault victims suffer from emotional distress, and 35 percent experience physical, stress related problems. Typical symptoms include anger, fear, anxiety, lowered self-esteem, depression; guilt, humiliation, embarrassment, fatigue, headaches, and weight gain or loss (Dash, 2005:225).

Sexual assault or harassment can also have indirect effect on society. According to Dash, many feminist scholars consider sexual harassment or assault to be a form of oppression that men use to maintain male-dominated power structures. These scholars note that sexual harassment in school limit, girls' participation and impair their academic achievement. Some researchers assert that regardless of whether assault or harassment is an intentional attempt to oppress girls and women, it contributes to lower achievement by women in society.

2.7.2 Opportunities

2.7.2.1 With Respect to the Students:

There always conflict when students with different racial, ethical, cultural, religious, or social economic backgrounds are asked to share one room together to sleep, socialize, relax and study in the same space. On contrary, off-campus residence reduces the force able socialization system between students (Anchors, 1993). The other advantage of off campus residential life is that the residents are free from disturbance by students who have psychological problems. These students with psychological problems disturb the

rights of other residents for conformable and psychologically safe living arrangements in dormitory. But off campus resident students have a freedom to select a friend with who they want to live together.

Mortimore, states some advantages of off-campus residential life as follow:

- The student is not physically separated from the community and the relationship the student creates with community helps him/her to develop behavior which enables him/her to live with the community.
- The students in off-campus residential life don't face the problem of adjusting him/her self with another set of circumstance. She/he can easily, start life with whom she/he prefer.
- Students have much free time. Extra curricular activities and athletic events don't fill up the student's hours after class and on Saturday.
- Universal rules and regulations are not governing the students and they are free to do what every they need at any time.
- Off-campus resident students can get payable job opportunities in the community.
- Students may not take on inappropriate advisory roles (Mortimore, 1985).

2.7.2.2 With Respect to the Community

The other positive effects of off-campus residential system are the benefits it yields for college towns and cities. Smith (2002) states that the increasing numbers of students in the community have the advantages of wider economic contribution to the community, spin-off companies, increasing spending levels in the local economy, life long learning opportunities educational, cultural and other arts events and so on.

Smith summarized the positive effects of students' concentration in the community as following manner:

- a. **Social effect** - student volunteering makes an important contribution to many aspects of social life. In addition to this, students' population increases the range of goods, service and attractions available to the town/city's population and a critical mass of students can ensure transport links to the benefits of the whole community.
- b. **Cultural effect** – students' population in the community create a critical mass and demand for diverse range of cultural events and enhances reputation of city/town as vibrant, dynamic location and as an attractive destination.
- c. **Physical effect** – high number of students in the community make the prices of property to rise which provide a level of incentive for upgrading properties which might otherwise remain empty. Similarly, the existence of large numbers of young people in the city make city centers attractive to social and retail spaces and changes in type of retail and entertainment service available e.g. local shops becoming cafes, bookshops, and live music venues.
- d. **Economic effect** – students' high concentration in the city/town results high demands for students housing and the stimulus to private rented sector which leads to rising house prices. Besides student presence can help to stimulate urban regeneration and goods purchased locally by students make a significant contribution to the local economy.

2.8 Intervention Mechanisms that Institutions Can Take to Prevent Sexual Violence

2.8.1 Creating Policies and Grievance Procedures

An institution that develops strong sexual harassment policies and grievance procedures take what may be the most important short-term steps to address and prevent sexual harassment. Studies suggest that the rate of sexual harassment complaints is related to the perception of sex equity at the institution and that institution with strong policies and procedures have fewer sexual harassment complaints (Hoffman, 1986 in Brandenburg,

1997). Sexual harassment policies should clearly state that student to student sexual harassment is prohibited and subject to disciplinary measures.

Roark (1989), discussed the impact of sexual violence on students and how colleges and universities can respond with prevention techniques and interventions. He summarized institutional responses to campus violence according to certain levels of prevention: (1) primary prevention, to prevent new cases of victimization by addressing causes and changing actions and attitudes that contribute to the prevalence of sexual violence; (2) secondary prevention to identify existing problems and to bring about effective correction at the earliest possible time; and (3) tertiary prevention to limit the damage of situation that has already taken place;

Brandenburg, also stated institutions have responsibilities that extend to off campus programs for prohibiting sexual harassment. She explains, to address sexual harassment at an off-campus program, an institution should:

1. Establish written policies and procedures on sexual harassment or assault grievance procedures should include specific features to increase their effectiveness. These policies and procedures should be discussed with the off campus placement sites.
2. Orient students, faculty and the local community about the issue of sexual harassment or assault.
3. Urge students and advisors to report sexual harassment or assault complaints and to use the formal grievance procedures,
4. Respond to complaints, sympathetically and quickly, providing appropriate counseling services when necessary.
5. Conduct a thorough and objective investigation as quickly as possible
6. Provide a full remedy for any harm that occurred and strive to prevent future occurrences

7. Remove the student (trainees) from the hostile environment even as the investigation proceeds, if appropriate (Brandenburg 1997:35)

2.8.2 Educating to Raise Awareness

Strong policies and grievance procedures are necessary but not sufficient in addressing the complex problem of sexual harassment. The requisite multidimensional approach to eliminating this behavior also must include long-term educational strategies. Because education offers best hope for prevention, Dash stated "prevention is the best tool for the elimination" Education to prevent sexual harassment requires changing attitude and behavior. Therefore education directed at counteracting sex-role stereotypes and raising awareness about sexual harassment on and off campus programs can change attitudes and behaviors of the students (Dash, 2005:225).

2.8.3 Counseling

Counseling in educational institution is a program which is defined as "a process by which persons with emotional problems are helped to solve the problems" (Haregewoin and Yusuf, 1994:5). Research studies have established that guidance and counseling programs in educational institutions can positively influence students' to recognize the importance.

In school with the fully implemented comprehensive counseling programs, students reported higher grades, they are more likely to indicate that their school was preparing them for later life and more likely report a positive school climate in terms of safety, and belongingness (Lapan, Hysbers and Sun, 1997). Moreover, guidance and counseling service has great contribution in the development of students in schools and the society as a whole. In light of this, Yusuf (1982) in Haregewoin and Yusuf (1994:6) pointed out the following goal of counseling:

- (1) To identify the ability of the individual
- (2) To maximize individual potentiality

(3) To utilize available resources effectively and

(4) To maximize production for the benefit of the individual and society.

To this end, Lapan, Hysbers and sun, (1997) have noted that implementing compressive counseling program will result educational benefit including increased student achievement, satisfaction with the relevance of their education, and the development of safe and conducive school climate.

Brandenburg (1997) also added, counseling education include a focus on proactive and reactive measures regarding sexual harassment. Counselors should be prepared in the area of sexual harassment to conduct educational work shops, crisis interventions, conflict resolution, intake procedures, and support groups for those who have been harassed. A counselor sometimes may be asked to serve as a consultant or grievance board member, or to educate the community about sexual harassment.

CHAPTER THREE

Design and Methodology of the Study

3.1 Design

The study used descriptive survey approach. This is because descriptive survey is used to carefully describe educational phenomenal, primarily concerned with “what is” (Best, 2004). In addition, when the problem is identifying factor that influence an out come and when the researcher needs to establish the meaning of phenomena from the views of the participants, descriptive survey is used (Creswell, 2003). Descriptive survey method is also used to depict the existing practice and situations that were encountered by the subjects. Therefore for this study, descriptive survey approach was selected as an appropriate approach to examine the perception of female students towards off campus residence related problems and opportunities that female students are facing during their academic work. Finally to identify the support provided by TEIs to the students to alleviate the problems.

3.2 Sources of Data

Since the implementation of off campus residence system in Ethiopian education system is very recent, there were no adequate and appropriate secondary data to be included in the study. Due to this, the study used primary or first hand data obtained directly from a representative sample of the population under study. Accordingly three primary sources of data from three- government TEIS of Oromia regional state and one official from OEB were included in this study. These are:

- A. Third year female students who were residing off-campus.
- B. Teachers who were teaching these students
- C. Deans of the three TIEs and
- D. The coordinator of Oromia TIEs in OEB.

From the above primary sources, the researcher carefully gathered adequate data to answer the basic question of the study.

3.2.1 Sample Population

The population of the study included 2004/05 entry (third year female) students, teachers and deans of the selected institutions.

3.2.2 Sampling Techniques

To make the sample area manageable and representative, out of six Teachers Education Institutions, in the region, 3 (50%) were randomly selected using lottery method to give equal chances to each TEIs. The selected TEIs included Robe TEI, Assela TEI, and Adama TEI which are found in Bale, Arsi and East Shoa Zones of Oromia regional state respectively.

The following table gives a description about the total population and samples selected.

Table 1: Total population and sample

	Total population			Sample				
	Students	Teachers	Dean	Students		Teachers		Dean
				No	%	No	%	
Robe TEI	344	50	1	74	21.5	28	56	1
Assela TEI	390	57	1	78	20	30	52.63	1
Adama TEI	442	62	1	89	20	35	56.45	1
Total	1176	169	3	241	20.49	93	55.02	3

Regarding the selection of respondents for interview, 6 third year female students, 2 from each 3 TEIs were randomly selected using simple random sampling method since all students assumed to be with in the same condition concerning off campus residence system. As for the deans, and OEB official, all of the 3 deans and 1 OEB official interviewed were included because of their key position in their organization/institute.

3.2.3 Data Gathering Instruments

I. Questionnaire

The main data-gathering instrument used was questionnaire. This is because it helps to secure relevant information on opinions and attitudes in a structured framework from respondents. In addition to this, since the subjects of the study are very large and can read and understand, the questionnaire was found as the most appropriate tool to gather the necessary data.

Two sets of questionnaire were prepared and dispatched to two groups of respondents, one for students and other for teachers. The questionnaire for the students was translated to Afan Oromo to reduce misunderstanding and facilitate comprehension. The questionnaires for both the students and teachers contain close ended and open-ended items. In fact most of the items in the questionnaires were close ended type which ask the respondents to show their agreement or disagreement to statements that are designed in a likert type scale.

II. Interview

Interview was another instrument used to gather information from students', deans', and official of OEB. In order to get feelings, view and beliefs of respondents to wards off-campus residence system, in depth interview were carried out. Semi-structured interview items were developed for the students, deans and OEB official. To ensure effective communication between the interviewer and the respondents, all the interviews were conducted in Afan Oromo and then translated back to English for analysis.

During the interview, responses were tape recorded since taking notes alone in such cases were not sufficient. Using the audio-equipment may create uneasiness and refusal on the part of interviewees. To accomplish the interview with out difficulty, a briefing of the purpose of the study as well as the researchers' background were given on all occasions. In addition to this, the researcher assured the participants that the information they offer would be confidential and their identity would remain anonymous.

3.2.4 The Validity and Reliability of Instruments

To achieve validity in the instruments of data collection, an in depth and critical review of related literature was made to ensure thorough background of the study and to focus on pertinent issues in the development of the instruments. Besides the instruments, which were initially prepared in English language, was given to expert in English so as to check the grammatical clarity of the items. Then, it was shown to the advisor in order to comment the extent to which the items were appropriate in securing relevant information to the research. Some amendments were then made based on feedbacks obtained from the expert and advisor. Further, the questionnaires developed for students were translated in to Afan Oromo and then shown to the expert in Afan Oromo so as to alleviate unnecessary complication in translation and responding to the items.

To address the issue of reliability, the pre-testing of all instruments was made. To make effective, a pilot test of all instrument was carried out in Adama Teacher's Education institute, which is one of the sampled TEI. After collecting the questionnaire, the coefficient of reliability was calculated using split-half method for 10 respondents applying Spear man –Brown prophecy formula. The result depicts the questionnaire are reliable (see appendix E). Then, after making the necessary modifications, the instruments were retyped and administered.

3.2.5 Data Collection Procedures

The data collection was conducted after the concerned TEIs were informed about the objectives of the study by the researcher. The questionnaires were distributed by the researcher in face- to- face situation. This was done to avoid /minimize refusals and the omission of question papers distributed, and to clarify points if additional explanations regarding how to respond were required. This effort was found to be useful that 96.4% of the questionnaires were filled and returned. Interviews were conducted with permissions from concerned body.

3.3 Data Analysis

In order to conduct analysis of data, descriptive statistical analysis was mainly used. The data collected through structured questionnaires were presented in tables. Each table is followed by a description about the data. These data are interpreted and analyzed quantitatively on the basis of the computed statistical figures. For each variable the percentage and mean value is computed based on the responses of the participants to each item and the degree of agreement or disagreement to each item is summarized using mean, frequency, percentages, t-test and descriptive statements. In addition qualitative data were analyzed by summarizing the words interviewed. Finally, the data were discussed to reach at certain findings.

CHAPTER FOUR

Presentations, Analysis and Interpretation of the Data

This chapter begins with respondents' characteristic and followed by the presentation and analysis of students' response to questionnaire items. The analysis of responses obtained from teachers to the questionnaire is also followed. Finally the interviews of students, deans and OEB official are discussed under each table.

4.1 Characteristics of Respondents

The study consisted of 334 respondents drawn from students and teachers of the three TEIs.

Table 2 : Respondents by age and service year

No		Respondents			
		Students		Teachers	
		No	%	No	%
1	Age 17 and below				
	18-23	234	97.09	-	-
	24-29	5	2.07	-	-
	30 and above	2	0.82	-	-
2	Teaching experience			10	10.75
	1-5 years			78	83.87
	5-10 years			5	2.07
	10-15 years			-	-
	15 and above years				

According to Table 2 above, 234 (97.09%) of the students are in the age range of 18-23. This shows these students are around the age of puberty, which is called fire stage. Therefore these students can easily convinced by their male colleagues for sexual purposes. Literature also indicates, the serious problem of sexual harassment or assault is

with younger females especially, students who are not matured physically and mentally (Lott et al, 1982).

The above table also shows us 78 (83.87%) of the teachers have 5-10 years of teaching experience in the TEIs. This shows almost all of the respondents teachers can give sufficient responses concerning off campus residence system since they can identify the behavior, problem, and benefits of students when they are on campus (in the dormitory) or after they became off campus residents. All students who were taken as respondents are living in rental houses some where in the town.

4.2 Female Students Attitude Towards off Campus Residence

This section contains 10 items designed to assess female students' attitude towards off campus residence. The data obtained from the questionnaire is presented in the following table

Table 3: Students' response on attitude towards off campus residence

No.	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	Off campus residence is comfortable	f	41	42	17	13	118	241	488	2.02
		%	18.6	16.2	7.1	20.7	37.3	100		
2	I can eat what I want	f	60	52	22	48	59	241	729	3.02
		%	24.9	21.6	9.1	19.9	24.5	100		
3	I can live with whom I want	f	45	39	19	48	90	241	624	2.59
		%	6.2	16.2	7.9	19.9	37.5	100		
4	I get freedom to discuss with whom ever I want	f	71	32	13	45	80	241	692	2.87
		%	29.5	13.3	5.4	18.7	33.2	100		
5	Of campus residence made me free from stress and anxiety	f	46	36	5	54	100	241	597	2.48
		%	19.1	14.9	2.1	22.4	41.5	100		
6	Off campus residence creates financial problem	f	128	46	12	13	42	241	518	2.14
		%	53.1	19.1	4.9	5.4	17.4	100		
7	Off campus residence creates high disturbance of friends	f	112	48	11	18	52	241	573	2.37
		%	46.5	19.9	4.6	7.5	21.6	100		
8	Off campus residence made me to feel loneliness	f	96	58	22	15	50	241	588	2.44
		%	39.8	24.1	9.1	6.2	20.7	100		
9	Off campus residence system contradicts the assumption that female students should get special support	f	81	34	10	61	55	241	698	2.89
		%	33.6	14.1	4.2	25.3	22.8	100		
10	Off campus residence limits social interaction	f	114	49	19	36	23	241	528	2.19
		%	47.3	20.3	7.9	14.9	9.5	100		
Total mean score								25.04		

As it can be seen from the above table, the frequency, percentage and mean scores of each item is presented. The 1st five items are positive statements which are scored from (5)

strongly agree to (1) strongly disagree. The rest five items are negative statements which are scored in a reversed direction from (1) strongly agree to (5) strongly disagree. The sum of each item and the total mean score is also computed and presented in the table.

The mean score of item 1, 3, 4, and 5 is 2.02, 2.59, 2.87 and 2.47 which is below the average value on the scale, that is 3. More than half of the students (above 50%) have shown their disagreement (disagree plus strongly disagree) to the statements. This shows that the students recognized, off campus residence is not conformable. It also indicates that the majority of the students have identified, living with the person they prefer is impossible. Similarly, it also indicates that the students can't discuss academic issues with the students they want. This also shows that the students recognized off campus residence didn't make them free from stress and anxiety. The mean score of item 2 is 3.02 which is almost equal to the average value on the scale. This shows a neutral position to the statement. On the other hand when we see the response of the students to the negative statements, all of the items mean scores (item 6,7,8,9 and 10) is below the expected average, that is, 3. Since the statements are reverse coded, low mean score on these items shows that the students have shown their agreement to the statements.

According to Table 3 above, the total mean score of the students is 28.44. This score is below the average total score value of the 10 items, that is, 30. This shows that the students have a negative attitude towards off campus residence system.

The ratings were further examined to see if the total mean score of the students (25.04) significantly different from the average total mean value of the 10 items (i.e. 30). To find out this, one sample t-test is carried out to compare the total mean score with the expected total mean score. Hence, the expected total mean (30) is taken as test value.

The mean and standard deviation of students response on perception towards off campus residence is presented in table 4. Following the description of the statistics, t-test was carried out to check whether the total mean score significantly score on the scale.

Table 4: T-test of the mean difference on students' response

Test value: 30					
Mean	St. deviation	Mean difference	df	Sig (2-tailed)	t
25.04	1.610	4.96	240	0.00	5.882

Significant at $\alpha = 0.05$

The t-test shows that there is significant difference between the total mean score (25.04) and the expected total mean score (30). $t = 4.727$, $df = 240$, and $\alpha = 0.05$ (refer to Table 3). The mean difference is significant at 0.05 levels. This indicates that the students have negative attitude towards off campus residence. It also shows that the students seem to perceive the challenges that off campus residence system has.

The results obtained from the interview responses of the students were basically the same as the ones already obtained through the questionnaire. The students' attitude towards off campus residence was negative. This can be interfered from the response of the students to the question "what do you feel about off campus residential life?" (See appendix D).

As a reaction, most of the students replied that off campus residential life is not conducive. They said living off campus has its own ups and downs. They mentioned financial, adjustments, academic and sexual harassment related problems and they feel off campus residential life as a means of separation from other students. Some of the negative feeling extracted from direct quotation of students' response can be cited as example. For instance one student said:

It is lack of dormitory and food facility that accounts for poor communication between students from different zones. Here, it is like a high school

(13/03/07)

Another student added:

I did not expect the problem of lack of boarding like this. Self-administration makes me think of my family more.

(13/03/07)

From the above quotation one can understand that students have negative attitude towards off campus residential life.

The response obtained from deans about students' attitude also reveals the same result.

Deans mentioned that students have missed many things because of their off campus residential system. Deans think that students' developed negative attitude towards off campus residential system since they don't know the disadvantage of dormitory (on campus) residential life. They added, even though enough money is provided to them, it seems students have negative attitude towards off campus residential life.

The result obtained from this study is also similar to previous studies. For example Aitken (1982) explains living satisfaction is a function of the quality and variety of facilities available in the students residence, how well the residence limit is managed, the distance the residence unit has from the center of the campus, the degree of positive peer group contact experienced by the students in the living environment, and the crowdedness of the student's place of residence. In line to this, off campus resident students have low living satisfaction rate because, the above -mentioned factors are not fulfilled properly. Dinham (1991) also added off campus resident students lost opportunities to meet other students and described difficulties of meeting college friends and socialize almost exclusively with non -college friends. Therefore lack of satisfaction with their residence made the students to feel loneliness and they also struggle with different challenges at their early age. In addition, the major problems those female students' encountered because of off campus

residential system (which are discussed in the next section) seems reinforced students to develop negative attitude towards off campus residential life.

4.3. Students' Housing Condition

The second section of the students' questionnaire contains 7 items designed to assess students' responses on their housing condition. The data obtained from the questionnaire is presented in the following table.

Table5: students' response on their housing condition

No.	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	My house is on average 3-5 kms far from the college	f	70	50	60	29	32	241	820	3.40
		%	29.0	20.7	24.9	12.0	13.3	100		
2	The voice from nearby hotel/bar does disturb me	f	35	26	27	42	111	241	555	2.30
		%	14.5	10.8	11.2	17.4	46.1	100		
3	I do not have enough water to use for sanitation purpose	f	59	30	15	44	93	241	641	2.66
		%	24.5	12.4	6.2	18.3	38.6	100		
4	I leave library before 7 pm for the road to my house is insecure	f	100	50	18	35	38	241	862	3.57
		%	41.5	20.7	7.5	14.5	15.8	100		
5	My house is not secured, since there is no guard	f	99	47	20	33	42	241	851	3.53
		%	41.1	19.5	8.3	13.7	17.4	100		
6	My property is stolen by unknown individuals	f	118	31	22	31	49	241	891	3.69
		%	49	12.9	9.1	12.9	20.3	100		
7	My house does not have proper aeration, so that I experienced sickness	f	79	40	18	33	71	241	746	3.09
		%	32.8	16.6	7.5	13.7	29.5	100		

According to Table 5 above, the total number of students who showed their agreement (Strongly agree plus agree) to the first item is 120(49.7%). About 61(15.3%) of the students showed their disagreement (strongly disagree plus disagree) and the rest 60(24.9%) remained undecided. Thus, the majority of the respondents believe that their houses is on average 3-5kms far from the college which is time consuming and tiresome to cover this distance every day.

Item 2 on Table 5, is tried to assess the disturbance students are experiencing from their neighbors. A total of 153(63.5%) showed their disagreement (strongly disagree plus disagree), about 61(25.3%) showed their agreement (strongly agree plus agree) and the rest 27(11.2%) remained undecided. This shows the majority of the students are not disturbed because of the nearby hotels or bars and about one fourth of the respondents are suffering from the disturbance of hotels or bars which are near their houses.

On item 3, only 89(36.9%) agreed that they don't have enough water in their house for sanitation purpose. The rest 137(56.9%) disagreed and 15(6.2%) remain undecided. This indicates lack of water for sanitation purpose is not the major problem for the majority of the respondents. Even though they can't get water service when ever they want as those students in the dormitory (campus) of the students, they can get water under the control of house owners.

According to item 4 above, 150 (62.2%) showed their agreement (strongly agree plus agree) to this item. The rest 73(20.3%) showed their disagreement (strongly disagree plus disagree) and 18(7.5%) remained undecided. This shows the majority of the respondents leave library before 7 pm for the road to their house is insecure. This indicates off campus residence made students not to study in the library which have a negative impact on their academic achievement. Some of the students disagree that they are leaving library before 7 pm. This shows they are living almost near to the college. But most of the female students are not using library because of their housing condition.

In response to item 5, 146(60.6%) of respondents agreed that their house is without guard and not secured. The rest 75(31.1%) showed their disagreement and 20(8.3%) remained undecided. In addition, on item 6, 149(61.9%) showed their agreement (strongly agree plus agree), only 80(33.2%) showed their disagreement (strongly disagree plus disagree) and 22(9.1%) remain undecided. The response of the students to the above two items (5 and 6) indicate that the majority of the students are living in the house which is devoid of guard and because of no security of their living condition, their property is stolen by unknown individuals.

When we see the response of students to item 7, 19(59.4%) showed their agreement, 104(43.2) showed their disagreement and 18(7.5%) remained undecided. This shows even though good aeration is important for health, more than half of the students responded that their house don't have proper aeration so that they got sickness like cold.

Table 6: Teachers' response on students' housing condition

No.	Items		Response					Total
			SA 5	A 4	UD 3	D 2	SD 1	
1	The house of the students on average is approximately (3-5) kms far form the campus	f	20	22	6	22	23	93
		%	21.5	23.7	6.5	23.7	24.7	100
2	The house of some students is near external sources of disturbance (eg. hotels, bars...)	f	21	25	8	29	26	93
		%	22.6	26.9	8.6	31.2	27.9	100
3	Some students complain that there is not water in their houses for sanitation purpose	f	20	29	9	19	16	93
		%	21.5	31.2	9.7	20.4	17.2	100
4	Female students leave library before 7 P.M as the way to their houses is not secure	f	42	21	6	8	16	93
		%	45.2	22.5	6.5	8.6	17.2	100
5	Students complain that their property is stolen by unknown persons because of their poor housing condition	f	39	38	10	10	-	93
		%	41.9	40.9	10.8	10.8	-	100
6	Students experience sickness because of housing related problems	f	29	49	8	7	-	93
		%	31.2	52.6	8.6	7.5	-	100

As it can be seen from Table 6, 42(45.2%) the teachers showed their agreement (strongly agree plus agree) to item 1, 45 (48.4%) showed their disagreement (strongly disagree plus disagree) and the rest 6(6.5%) remained undecided. This shows that the feeling of the teachers to the distance of students' house form the college is some what mixed. But as it was indicated in table 5 item 1, 49.7% of the students agreed that their house is approximately (3-5) kms for from the college.

In response to item 2, 46(49.5%) of the teachers agreed that the house of some students is near external source of disturbance. The rest 55(59.1%) showed their disagreement and 8(8.6%) remained undecided. This shows more than half of the teachers' showed their disagreement. Which is similar to the response of students' in Table 5, item 2. This

indicates the disturbance of near by hotels or bars is not the major problems for most of the students.

On item 3, 49(52.7%) agreed that students complain that there is no water in their houses for sanitation purposes. The rest 35(37.6%) showed their disagreement and 9(9.7%) remained undecided. This shows half of the teachers agreed that students' complain the lack of water for sanitation purpose and the rest half of the teachers' disagreed and remained undecided. This indicates lack of water is again not the serious for some of the students.

According to item 4 above, 63(67.7%) of the teachers showed their agreement that female student leave library before 7 pm as the way to their house is not secure. Only 14(25.9%) of the teachers showed their disagreement and the rest 6(6.5%) remained undecided. This shows that the majority of the teachers identified female students leave library before 7 pm as the way to their houses is not secure.

In response to item 5, 77(82.8%) of the teachers showed their agreement that students complain their property is stolen because of their poor housing condition. The rest 10(10.8%) showed their disagreement and 10(10.8%) remained undecided. This shows that almost 83% the teachers from sample colleges identified that the properties of off campus resident female students' are stolen because of their poor housing condition.

Item 6 on table 6 tried to assess the teachers' response on whether the students experiencing sickness because of housing related problems. According to the response obtained, most of the teachers, 78(83.6%) showed their agreement (strongly agree plus agree), 7(7.5%) showed their disagreement (disagree) and the rest 8(8.6%) remained undecided. This reveals the majority of the teachers have a wereda that students' experiencing sickness because of their poor housing condition.

The response obtained from the interview item and the open- ended questionnaire which asked the students "what problems do you faced related to off-campus residential life?"

however, Shows that the majority of the students have problems related to their housing condition. For example one student said:

My house is very far from the college because houses nearer to the college are to expensive so that I am very tired when I came from the college to my house

(15/03/07)

Another student said

There is hotel near my house and always the voice of music from this hotel disturbs me. So how can I concentrate on my academic work?

(11/03/07)

Another student added:

Once up on a time, while we are reading with my friend during night time in our house, we saw some body is showing us his hand under the door we were disturbed very much and cried. It is the owner of the house who came and made us to cool down. After that day we go to our bed as soon as we had our dinner. In addition to this, reading in the library is unthinkable. There fore you can guess what our academic performance could be.

(15/03/07)

Deans also believe that there is housing related problems. For example one dean said:

Female students are not reading in the library during night since they fear different attacks on the road when they go to their home.

(15/03/07)

Another dean added:

Students always report to the college that their door is broken and their property is, stolen by unknown individuals.

(13/03/07)

The following are selections of interview quotes on some of the problems related to students housing condition:

- They spend their time on road to go to college and to come from the college.

- It is impossible to stay in the library, as the road to their house is not secure in evening time.
- The house in which they are leaving is not properly built.
- The house is a very compact, lack windows and its roof is leaking.
- No toilets for some of them so that they use toilets in the college.
- Their property is stolen many items by unknown individuals

It is thus possible to infer from the over all result that off campus residence system forced female students not to study in the library equally with their male colleges friends and their poor housing condition leads them to different types of sickness and loss of their property which further results low academic performance.

4.4 Financial Related Items

Financial related section of the questionnaire contains 7 items designed to assess financial issues related to off-campus residence. The data obtained from the questionnaire is presented in the following table.

Table 7: Students' response to financial related items

No.	Items	Response					Total	Σ	X	
		SA 5	A 4	UD 3	D 2	SD 1				
1	I do not have enough money to feed my self	f	97	53	17	24	50	846	241	3.51
		%	40.2	22.0	7.1	10.0	20.7	100		
2	I face problem of stationary materials	f	101	39	16	32	53	241	826	3.43
		%	41.9	16	6.6	13.3	22.0	100		
3	The cost of house rent is expensive (80-100) Birr on average	f	180	36	6	7	12	241	1088	4.51
		%	74.8	14.9	2.5	2.9	5	100		
4	It is expensive to pay for health services	f	138	38	31	15	19	241	984	4.1
		%	57.3	15.8	12.9	6.2	7.9	100		
5	Stipend given is not enough to cover my monthly expense	f	159	42	4	10	16	241	1011	4.20
		%	65.9	17.4	1.7	4.1	6.6	100		
6	I do not have family help since my family is poor	f	108	55	16	18	44	241	888	3.68
		%	44.8	22.8	6.6	7.5	18.3	100		
7	I pay for transportation cost daily	f	29	26	18	49	119	241	520	2.16
		%	12.0	10.8	7.5	20.3	49.4	100		

According to Table 7, the responses of the students to the first item shows, most of the students 150 (62.2%) showed their agreement (strongly agree plus agree) that students who are living off campus are in a problem to feed themselves. Again 74(30.7%) of the students' showed their disagreement (strongly disagree plus disagree) and the rest 17(7.1%) remained undecided. This shows that the majority of the students don't have enough money to feed them selves.

In response to item 2,140(58%) of the students showed their agreement (strongly agree plus agree), 85(35.3%) showed their disagreement (strongly disagree plus disagree) that students face problem of stationary materials and the rest 16(6.6%) remained undecided.

This shows that the majority of the students are suffering from lack of stationary materials.

Item 3 on table 7 tried to assess the cost of house rent that the students are paying. Accordingly, 216(89.7%) of the students, showed their agreement (strongly agree plus agree) that the cost of house rent is expensive. Only 19(7.9%) showed their disagreement (strongly disagree plus disagree) and 6(2.5%) remained undecided. This indicates that the students are suffering to pay for house rent.

When asked about the stipend given by the college, 210(83.3%) of the students showed their agreement (strongly agree plus agree) that stipend given is not enough to cover their monthly expenditure i.e. house rent and food expense. Only 14(5.8%) of the students showed their disagreement to this item and the rest 4(1.7%) remained undecided.

The students also asked whether they have family help on item 6. According to students response to this item, 163(67.6%) showed their agreement (strongly agree plus disagree) that they don't have family help as their family is poor. 62(15.8%) showed their disagreement (strongly disagree plus disagree). This means few students can get family help economically and 16(6.6%) of the students remained undecided.

When we see item 7, only 55(22.8%) of the students showed their agreement that students pay for transportation cost daily, 168(69.7%) showed their disagreement that the students pay for transportation cost daily and 18(7.5%) students remained undecided. This shows even though their houses is far from the college, the students are going to the college on their foot. This may show that the students are minimizing the amount of monthly expenditure at the same time they may not get sufficient transportation.

Table 8: Teacher's response on financial problems of off campus resident female students

No.	Items	Response					Total
		SA 5	A 4	UD 3	D 2	SD 1	
1	Students complain that they can't feed themselves	26	40	7	20	-	93
		27.9	43.0	7.5	21.5	-	100
2	Students don't have family help as their families are poor	36	39	11	5	2	93
		38.7	41.9	11.8	5.4	2.2	100
3	Students complain that the stipend given is not sufficient to cover their monthly expense (accommodation, feeding, and health service expense).	43	42	2	6	-	93
		46.2	45.2	2.2	6.5	-	100
4	Students don't have sufficient money to purchase stationary materials	38	44	5	6	-	93
		40.9	47.3	5.4	6.5	-	100

According to table 8, the response of the teachers to the first item shows that most of the teachers 66(70.9%) showed their agreement (strongly agree plus agree) that the students complain that they can't feed themselves. Only 20(21.5%) the teachers showed their disagreement (disagree) and the rest 7(7.5%) remained undecided. This shows the majority of the teachers agreed students are complaining that they can't feed themselves.

In response to item 2, 75(79.6%) of the teachers showed their agreement, that students don't have family help. 7(7.6%) showed their disagreement and the rest 11(11.8%) remained undecided. This indicates almost 80% the teachers agree that students don't have family help as their families are poor.

According Table 8, 85(91.4%) of the teachers showed their agreement to item 3. Only 6(6.5%) showed their disagreement and the rest 2(2.2%) remained undecided. This show more than 90% of the teachers believe that the stipend give for the students is not

sufficient to cover their monthly expense for accommodation, food, health service and the like. This indicates the students are suffering of financial problem.

When we see item 4,82(88.2%) of the teachers agreed that students don't have sufficient money to purchase stationary materials. Only 6(6.5%) of the teachers showed their disagreement and the rest 5(5.4%) remained undecided. This also indicates teachers understood that students have the problem of stationary materials because of financial constraints.

difference is significant at 0.05 levels. The result of t-test reveals that the students' total mean score is greater than the expected total mean score. This indicates that off campus resident female students are suffering from financial problem, which have negative impact on their academic performance.

The results obtained from students interview and open-ended questions, which asks the students "what are the major problems do you faced related to off-campus residential life?" Also supports the above results obtained through questionnaire. For instance one student said:

Receiving stipend from the college is meaningless because the house owners know that we receive money from the college and they rise the cost of their house rent also i.e. there is no standard, they can add the cost of their house when every they like.

(16/03/07)

Another student added:

The rising of the cost of food, stationery and every thing that was necessary for us made us not to fully concentrate on academic work because we are thinking how to overcome challenges.

(25/03/07)

The result obtained from the deans' interview shows, a bit different from that of students' idea. For example one dean said:

The government has increased the amount of the stipend given to cover the monthly expense of the students because the cost of stationary, food and house rent is increased from time to time.

(25/03/07)

OEB official also believe that there is financial related problem. OEB official said:

Even though the stipend given is not sufficient the government will not provide stipend more than this. In the near future even the college will stop providing money at all and take the responsibility of teaching and learning process only.

(10/05/07)

The following are a representative of responses quoted from the interview and open-ended responses.

- The majority of the Students don't have any financial support; as their families are poor
- The stipend allocated for house rent, food and other things was not enough.
- The financial problem was reflected on many things such as, inadequate meals omitting one meal or even in some cases two meals was common among students.
- The quality of the food they could afford (if they did not prepare in their houses, they pay Br. 1.25-1.50 for one injera) was very poor; not nourishing.
- The fact that food preparation took so much time discouraged them.
- Insufficient meals because of financial constraints, was their major problem.

The result obtained from this study is also similarly to previous studies for example, Tsige (2001) made a survey to assess problems of off campus resident students of Addis Ababa Commercial college and she found out that off campus resident students are suffering

because of financial problem. According to Tsige, lack of sufficient food is common among off campus resident of Addis Ababa commercial college students.

It is thus possible to conclude from the above discussions that off campus residence system made female students to administer them selves depending on the stipend given from the college. But though the stipend given is constant money, the cost of houses rent, food, and stationary is fluctuating. By this time students are thinking about their financial problem on one hand and about their academic work on the other hand which have a negative impact on their academic performance. The students need financial help and if possible to become on campus resident students.

4.5 Adjustment Issues

In this section students were asked to show their agreement or disagreement on some of the adjustment problems when they are residing off campus. The responses obtained from the items are displayed in the following table

Table 9: Students' response on adjustment problems

No.	Items	Response					Total	Σ	X	
		SA 5	A 4	UD 3	D 2	SD 1				
1	I couldn't get rental house for weeks when I come from my parents	f	143	39	10	21	28	241	971	4.031
		%	59.3	16.2	4.1	8.7	11.6	100		
2	I was forced to change a house many times because of unsuitable conditions	f	86	36	22	31	66	241	768	3.19
		%	35.7	14.9	9.1	12.9	27.4	100		
3	The behavior of house owners is frustrating	f	144	29	11	19	38	241	945	3.92
		%	59.8	12.0	4.6	7.9	15.8	100		

As it can be seen from Table 9 above, quite significant number of students 182(75.5%) showed their agreement (strongly agree plus agree) to item 1. Only 49(20.5%) students showed their disagreement (strongly disagree plus disagree) and 10(4.1%) remained

undecided. This shows that three fourth of the students agree that they can not get rental house immediately when they come from their parents.

In response to item 2, 122(50.6%) of the students showed their agreement (strongly agree plus agree), 97(40.3%) showed their disagreement (strongly disagree plus disagree) and 22(9.1) remained undecided. This shows half of the students agree that they were forced to change their house because of unsuitable conditions.

According to Table 9,173 (71.8%) of the students agreed that the behavior of house owners is frustrating. Only 57(23.7%) showed their disagreement and majority of the students are feared of the fluctuating behavior of the houses owners.

The result obtained from the above question is also consistent with the response obtained through interview and open-ended questionnaire. For instance one student said:

As I came to this town, I could not get the house immediately because the house owners refused to rent their house to me. The house owners say we don't rent our house to lonely females (13/03/07).

Another student also reported that:

Since it was our first time to come to this town, most of us were confused to this town, most of us were confused and we did not know where to go and what to do. Some of us stayed in hotels but this took all our money. Had there been dormitory in the college, the money spent in the hotels could have been saved to buy stationery materials necessary for our education.

(25/03/07).

Another student added:

The wife of the house owner forced me to leave my house when I am not ready. Really it was disturbed me too much because we are in the exam week.

(13/03/070).

The college deans also believed that the problems of the students included adjustment problems. One principal said:

These students are mostly in the age range of 18-20. They are not mature enough to cope with all problems of housing. The surrounding community is also not willing to rent their houses to female students. Because they fear that female students consume much water and bring male friends to their compound.

(15/03/07).

It is thus possible to summarize from the over all discussion that students in Oromia TEIs are suffering from adjustment problems. Initially when they come to college, they can't get house immediately and as the result spend much of their money in the hotels. Besides the community have negative attitude to female students and not in a good position to rent their house to female students. Besides, the students feared that if the owners got more money, by renting the house to other people, they would tell them to leave immediately. The possibility of movement also made them feels never settled. Therefore, one can infer that students are under typical adjustment problems, which have negative impact on their academic work.

4.6 Off-campus residence and sexual harassment

This section contains 6 items designed to assess sexual harassment problems encountered by female students because of off-campus residence. The data obtained from the questionnaire is presented in the following table.

Table 10: Students' response to sexual harassment items

No.	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	There are non college males who always follow me for sex related purpose when I go to college and/or comeback.	f	105	36	18	26	56	241	831	3.4 5
		%	43.5	14.9	7.5	10.8	23.2			
2	There are males who seat on road sides and throw sex related discouraging words to me	f	106	44	15	18	58	241	845	3.5 0
		%	44.0	18.3	6.2	7.5	24.1			
3	Male friends harassed me at my home	f	107	46	16	30	42	241	869	3.6 1
		%	44.4	19.1	6.6	12.4	17.4			
4	Off campus residence facilitated females sexual harassment	f	122	43	29	21	26	241	937	3.8 9
		%	50.6	17.8	12.0	8.7	10.8			
5	To secure themselves from sexual harassment some students forced to get married	f	125	39	17	28	32	241	920	3.8 2
		%	51.8	16.2	7.1	11.6	13.2			
6	Some female student's got pregnancy	f	187	39	7	3	5	241	1123	4.6 6
		%	77.6	16.2	2.9	1.2	2.1			

According to Table 10, the response of the students to the first item shows that most of the students 141(58.4%) showed their agreement (strongly agree plus agree) that there are non college males who follow them when they got to college or come back to their home form college. Only 82(34%) of the students showed their disagreement and the rest 18(7.5%) remained undecided. This shows that the majority of the students fear of non college males who always follow them for sexual harassment.

In response to item 2,150 (62.3%) of the students showed their agreement, 76(31.6%) showed their disagreement and the rest 15(6.2%) remained undecided. This indicates more than three fourth of the students are encountering sex related discouraging words

thrown from males seating on road sides. It also shows female students are deprived of their freedom of going to college freely.

Item 3 on Table 10 tried to assess the students' response on the sexual harassment taking place in their residential house. According to the response obtained, 153(63.5%) showed their agreement, 72(29.8%) showed their disagreement and the rest 16(6.6%) remained undecided. This reveals that most of the students harassed at their residential house by their male colleagues.

In response to item 4, 165(64.4%) showed their agreement that off campus residence system facilitated females' sexual harassment. The rest 47(19.5%) showed their disagreement and 29(12.0%) remained undecided. This indicates the majority of the students identified that off campus residence system facilitated females' sexual harassment.

In response to item 5, 164(68.0%) of the students showed their agreement (strongly agree plus agree) that female students get married to be secure from sexual harassment. The rest 60(24.8%) showed their disagreement and 17(7.1%) remained undecided.

In response to item 6, 226 (93.8%) of the students showed their agreement that some female student's got pregnancy. Only 8(3.3%) showed their disagreement and 7(2.9%) remained undecided.

These two items (5 and 6) show female students are exposed to unwanted marriage and pregnancy because of off campus residence system.

Table 11: Teachers' response on sexual harassment problems of off campus resident female students

No.	Items	Response					Total	
			SA 5	A 4	UD 3	D 2		SD 1
1	Female students complain that there are males who seat on road side and throw sex related discouraging words	f	36	43	6	2	6	93
		%	38.7	46.2	6.5	2.2	6.5	100
2	Female students complain that some of them harassed in their home	f	40	39	9	5	-	93
		%	43.0	41.9	9.7	5.4	-	100
3	Off campus residence enhance female students' sexual harassment	f	40	43	4	6	-	93
		%	43.0	46.23	4.3	6.5	-	100
4	Off campus residence forced students to un wanted marriage	f	41	42	5	5	-	93
		%	44.0	45.2	5.4	5.4	-	100
5	Off campus residence resulted un wanted pregnancy	f	49	36	7	1	-	93
		%	52.68	38.7	7.5	1.0	-	100

According to Table 11 above, 79(84.9%) of the teachers showed their agreement, 8(87%) showed their disagreement and 6(6.5%) remained undecided on female students' complain that there are males who sent on road side and throw sex related discouraging words. This shows 85% of the teachers identified that female students are complaining the discouraging words through from males on road side. This indicates female students are under frustration of these discouraging words.

On item 2, 79(84.9%) of the teachers agreed (strongly agree plus agree) that female students complain some of them harassed at their home. Only 5(5.4%) of the teacher showed their disagreement and no teacher strongly disagree this statement, though

9(9.7%) remained undecided. This indicates the place where the students are living or their house is the major place where sexual harassment takes place.

In response to item 3, 87(93.5%) of the teachers showed their agreement on the statement, which says off campus residence enhances female students sexual harassment, only 6(6.5%) showed their disagreement and 4(4.3%) remained undecided. This shows the majority of teachers under study believe off campus residence created conducive situation for sexual harassment.

When we see the response of the teachers to item 4, 83(89.2%) showed their agreement, 5(5.4%) showed their disagreement and 5(5.4%) remained undecided. This shows off campus residence system believed to be the source of unwanted marriage. This indicates off campus resident female students are forced to get married to be free from sexual harassment by different male colleagues.

Item 5 tried to assess teachers' response on whether off campus resident system result unwanted pregnancy or not. According to the response obtained, most of the teachers 76(81.7%) showed their agreement, only 1(1.0%) showed his disagreement and 7(7.5%) remained undecided. This shows that the teachers know that there are off campus resident female students who have had unwanted pregnancy.

The results obtained from students interview and open-ended question, which ask "what problem did you faced related to off-campus residence system?" Supports the above the result obtained through questionnaire. For example one student said:

Once up on a time, two male students came to my home at 8 pm. After I invited them a cup of tea, I asked them to leave since it is too night. But they said let us discuss things by saying there is a time. At 10 pm one student left my house and the other asked me to stay with me through out the night and he refused to leave. Finally, since I don't have any chance, I left my house for him and go to my girl friend house. Early in the morning when I came to my house he left a letter which insults me using irritating words.

13/03/07

Another student added

Last year the college arranged a meeting to discuss with female students who got pregnant or raped. On that meeting there were 68 pregnant female students who came to the meeting to get help from the college. On the contrary, the college announced that all these pregnant students should take forced withdrawal. But one student stood up and said: I will not go back to my parent, rather I will going to commit suicide.

25/03/07

Another student added:

I know one student who came to college with in three days after she gave birth

25/03/070

The college deans also believe that the problem of students included sexual harassment problems. For instance one dean said:

There is a case where some boy and girl students who came from one zone or woreda rented houses together. This could have been prevented had there been dormitory facilities as the students are sexually sensitive enough not to be placed in same rooms.

(15/03/07

Another dean said:

Off campus residence made female and male students to go freely to the residence of one another at any time. And this could easily lead them to unwanted pregnancy.

25/03/07

OEB official also believe that off-campus residence can result sexual harassment problem. He said:

The males can easily harass female students unless the community protects them.

(10/05/07).

The following are a representative sample of responses quoted from the interview and open-ended responses.

- There are always males who are insulting female students by sex related words.
- Some female students get married with their male colleagues.
- Male students harassed females in the name of studying together
- Female students spend their time by inviting male colleagues tea and coffee in their residence.
- Some female students also go to the house of male students, and spend nights with them.

The result obtained from this study is almost similar to previous studies. For example, Koss (1988) cited in Anchor (1993) in a national study showed that over 20 percent of college women reported that they were forced against their will to have sexual intercourse at some time in their dating history. A survey by Palmer (1990) also shows 45 percent of female students at large mid Western university the victims of sexual harassment ranging from intimidation to rape of which 30 percent occurred in residence room. Among these, women's residence room accounted for 22 percent, and men's residence room accounted for 8 percent. Brandenburg (1997) also added that the off campus residence life of female students, the frequency of sexual harassment undoubtedly increases as the students have high chance of interaction with non college or university friends who are chatting with them or live near their residence and as there is no secure environment. Damtew(2006) also stated universities or colleges often tend to a liberal or open environment for interaction between the members of opposite sex. Young energetic and sexually matured populations move freely around and often lives together as dorm dwelling students far from the close security of parents, relatives, and their immediate community. Such environment creates conducive situation for spreading diseases affecting the community in the off campus residence. The idea of Damtew is supporting the result obtained from this study.

It is thus possible to infer from the above discussion that off campus residence system made female students to be easily vulnerable to sexual harassment. Because different people can throw sex related discouraging words when they are on journey between their home and colleges. Besides it seems female students have got freedom to pass every time with the person they want and as they are almost at puberty stage female and male students are not considering the consequence of unwanted pregnancy and marriage. One can also infer that some female students exposed to sexual harassment because of the favorable conditions that off campus residence system created. All these problems made female students not to concentrate on their academic work because some female students are taking the risk of bringing up child in addition to their academic work.

4.7 Off-campus residence and Academic Achievement

Off campus residence system is directly related to academic work. This section contains 5 items designed to assess the problems that off campus residence system will create on the academic achievement of female students. The data obtained through the questionnaire is presented in the following table.

Table 12: Students' response to academic achievement items

No	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	I spend time to prepare food	f	142	44	13	14	28	241	1009	4.18
		%	58.9	18.3	5.4	5.8	11.6	100		
2	I don't have enough time to discuss with my college friends	f	109	51	14	25	42	241	883	3.66
		%	45.2	24.2	15.8	10.4	17.4	100		
3	I am not involving in college extra curricular activities	f	120	40	19	26	36	241	9.05	3.75
		%	49.3	16.6	7.9	10.7	14.8	100		
4	External hostile environment made me not to concentrate on academic work	f	108	35	15	33	50	241	841	3.48
		%	44.8	14.5	6.2	13.7	20.7	100		
5	Lack of sufficient food made me not to work hard	f	100	54	17	33	27	241	860	3.57
		%	41.5	22.4	7.1	13.7	11.2	100		

According to Table 12 above, the total number of students who showed their agreement (strongly agree plus agree) to the first item is 186(77.2%). Only 42(17.4%) showed their disagreement (strongly disagree plus disagree) and the rest 13(5.4%) remained undecided. Thus the majority of the respondents mentioned that they are spending their time to prepare food. This indicates that the students are busy at their home.

In response to item 2, 160(66.4%) of the students showed their agreement 67(27.8%) showed their disagreement and the rest 14(8%) remained undecided. This indicates the majority of the respondents agreed that they do not have an enough time to discuss academic issues with their college friends.

Item 3 on Table 12 tried to assess whether the students are not involving in extra curricular activities or not. According to the response obtained, most of the students

160(66.4%) showed their agreement, 62(25.7%) showed their disagreement and the rest 19(7.9%) remained undecided. This shows the majority of off campus resident female students are not involving in extra curricular activities.

In response to item, 143(59.3%) of the students showed their agreement that external hostile environment made students not to concentrate on academic work. The rest 83(34.4%) showed their disagreement and 15(6.2%) remained undecided. This indicates external hostile environment made them to become reluctant on their academic work which have a negative impact on their academic performance.

When asked about the impact of lack of sufficient food on students academic performance, 154(63.9%) of the students showed their agreement, 70(24.9%) of the students showed their disagreement, 17(7.1%) remained undecided. This shows most of the respondent believe that lack of sufficient food made them not to work hard.

Table 13: Teachers' response on off campus resident female students' academic problem

No.	Items	Response					Total	
		SA 5	A 4	UD 3	D 2	SD 1		
1	Female students' spend time to prepare food	f	44	35	1	13	-	93
		%	47.3	37.6	1.0	13.9	-	100
2	Female students don't have an opportunity to discuss with other college friends	f	24	29	6	20	14	93
		%	25.8	31.2	6.5	21.5	15.1	100
3	Female students' involvement in extracurricular activities is low	f	34	39	5	12	3	93
		%	36.6	41.9	5.4	12.9	3.2	100
4	Female students complain that external hostile environment made them not to concentrate on academic work	f	27	34	6	10	6	93
		%	29.0	36.5	6.5	10.7	6.5	100
5	Female students complain lack of food made them not to work hard	f	39	40	3	11	-	93
		%	41.9	43.0	3.2	11.8	-	100

According to table 13 above, the responses of the teachers to the first item shows that most the teachers 79(84.9%) showed their agreement (strongly agree plus agree) that female students spend time to prepare food. Only 13(13.9%) of the teachers showed their disagreement and the rest 1(1.0%) remained undecided. This shows the majority of the teachers identified that off campus resident female students spend their time for food preparation. Which have negative impact on their academic achievement?

In response to item 2, 53(57.0%) of the teachers showed their agreement, 34(36.6%) showed their disagreement and the rest 6(6.5%) remained undecided. This shows that more than half of the teachers believe that female students don't have enough time to discuss with other college friends. This indicates off campus female students are not discussing with their friends, which have negative influence on their academic performance.

When asked about the involvement of off campus resident female students in extra curricular activities, 73(78.5%) of the teachers showed their agreement, 15(16.1%) showed their disagreement and 5(5.4%) remained undecided. This shows teachers identified that female students are not involving in extra curricular activities. But Astin (1977) found that students who lived in residence halls reported higher levels of participation in social activities (dating, attending parties) and concluded that living in residence hall had a positive effect on students self-esteem enhanced self-confidence and public speaking in ability and self-reliance. Astin's work tell us that residence halls or on campus residence have a positive effect on students personal growth and development perception of the campus social climate, participation in extracurricular activities, and persistence in college. On contrary, as the result of this study shows, off campus resident female students of Oromia TEIs are not the beneficiaries of advantage, mentioned by Astin.

In response to item 4, 61(65.5%) of the teachers showed their agreement that females students complain that external hostile environment made them not to concentrate on their academic work. The rest 16(17.2%) showed their disagreement and 6(6.5%) remained

undecided. This reveals the majority of teachers understood that female students are complaining that external hostile environment made them not to concentrate on their academic work.

According to table 17 79(84.9%) of the teachers showed their agreement to item 5. Only 11(11.8%) showed their disagreement and the rest 3(3.2%) remained undecided. This shows the majority (85%) of the teachers under study believe that lack of sufficient food made female students not to work hard.

The result obtained from this study is similar to the result obtained by previous studies. For example according to Astin (1962) cited in strange (1983) as mentioned in the review literature part revealed, the extent to which a residence hall environment creates a press toward intellectual or academic interests that would be reflected in observable and quantifiable behavior such as formal and informal discussions about course materials, book read, and faculty-student interactions. Astin further reported in on campus residence system, 90 percent of the students conduct frequent informal discussion about course materials and assignments which directly contribute to their academic achievement in contrast to off campus residents where only 15 percent perform such discussions (Strange, 1983:141).

The result obtained from students' interview and open-ended questions, "what is the problem of off campus residence on students' academic performance?" supports the result obtained from the questionnaire. The majority of the interviewed students revealed that off campus residence have negative effect on their academic performance. For instance one student said:

How can you study while felling hungry?

15/03/07

Another student added:

We spend some time to prepare our food. In addition, we lost home because time to invite our male friends at least a kind of tea when they come to our, if we don't make smooth relationship with them it is not good for us

14/03/07

Another student also said:

Off campus residence made me not to think only about academic work but to think about what to eat and where to live.

14/03/07

Another student added:

If we were living in the dormitory, we will get enough chairs and tables to work on. Again, we will not think about preparing food. But now we encountered uncomfortable situation to work hard and to discuss with each other.

14/03/07

The response obtained through interview from the deans also supports the response of the students. For instance one dean said

Female students are considering their male friends as guests in their house and spend much time to invite them, because male students are group leaders when there are discussion and project work in the class.

15/03/07

The following are a representative sample of responses quoted from the interview and open-ended responses:

- Fatigue and shortage of time were the causes for low academic performance.
- They don't discuss in group since they live in a separate houses.
- They think about food, shelter and the like rather than concentrating on academic work.
- Stress in students life due to off campus residence lower my academic performance.
- They don't have extra time to participate in extra curricular activities.

- They faced a time limit to use electric light
- Academic work needs comfort, enough and nourishing meals, sleeping places, and the like
- Female students are busy in their houses

The result obtained from this study also supports the previous studies. For example: according to, Anderson (1981), living off campus leads to a potential for role conflict and so for poorer academic performance. Those living at off campus residence more likely exposed to non students whose attitudes toward college are not favorable, and are exposed fewer interacting in to college life. Chickering (1974) also stated off campus resident students are less psychologically and socially integrated to campus life which resulting negative effect on their academic performance. Besides, Tsige (2001) extended the idea of Chickering and found that, off campus resident students are facing financial problems, time constraint problems, less opportunity to interact with college friends and in general facing stress in life in one hand and concentrating on academics on the other hand make their academic performance lower.

It is thus possible to conclude from the above discussions that off campus residence have negative effect on students' academic performance. Quite significant number students have reported that they spend their tem to prepare food in their houses and they think about what to eat, where to live (Shelter) and other thing else rather than concentrating on their academic work. In addition, all the problems discussed like uncomfortable shelter, financial problem, stress in their life, lack of extra time to participate in extra curricular activities, unfavorable condition to discuss with their friends since they live in separate houses negatively affected female students' academic performance.

4.8 The Benefits of Off Campus Residence

Off campus residence have advantage and disadvantage. The following items are designed to assess the benefit of off campus residential life. The data obtained from the questionnaire designed to assess the benefit of off campus residential life is presented in the following table.

Table 14: Students' response to the benefits of off campus residential life

No.	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	Off campus residence helped me to develop self confidence	f	91	45	25	24	56	241	814	3.37
		%	37.8	18.7	10.4	9.9	23.2	100		
2	I learn the culture of the community in which I live	f	121	60	9	15	36	241	938	3.89
		%	50.2	24.9	3.7	6.2	14.9	100		
3	I learn how to lead my self in the future	f	167	50	3	9	12	241	1074	4.46
		%	63.3	20.7	1.2	3.7	4.9	100		
4	I learn how to cope up with challenges	f	57	51	21	41	71	241	705	2.93
		%	23.7	21.2	8.7	17.0	29.5	100		
5	I become free from creating relationship with the person I don't prefer	f	165	49	7	10	10	241	1072	4.45
		%	68.5	20.3	2.9	4.1	4.1	100		

According to Table 14 the response of the students to the first item shows most of the students 136(56.5%) showed their agreement (strongly agree plus agree) that off campus residence system helped them to develop self-confidence. The rest 80(33.1%) of the students showed their disagreement and 25(10.4%) remained undecided. This shows the majority of the students identified that off campus residence helps some one to develop self-confidence.

In response to item 2, 181(75.1%) of the students showed their agreement, 51(21.1%) showed their disagreement and 9(3.7%) remained undecided. This reveals that three-fourth of the respondents agreed that off campus residence system exposed them to the culture of the community and they learnt the culture of the community, which they are living.

When asked about the influence off campus residence system in the future, 217(90%) of the respondents showed their agreement (strongly agree plus agree) that off campus residence system made them to learn how to lead them selves in the future. The rest only 20(8.6%) showed their disagreement and 3(1.2%) remained undecided. This shows 90% of the respondents believe that off campus residence system helps the residents to learn how to lead them selves in the future. Similarly when we see item 4,214(88.8%) of the respondents agreed that they learn how to cop up with challenges. Only 20(8.2%) of the respondents showed their agreement and the rest 7(2.9%) remained undecided. This also indicates that off campus residence system helped the students to cope up with different challenges.

In response to item 5,108(44.9%) showed their agreement, 112(46.5%) showed their disagreement and 21(8.7%) remained undecided. This shows the feeling of the students on becoming free from creating relation ship with the person they don't prefer is almost mixed. Some find off campus residence as a means of becoming free from creating force able relation ship with others and others find off campus residence as not making students free from creating force able relationship with others and only few are undecided. However, Anchos (1993) pointed out that off campus residence reduces the force able relationship that students should create when they are in the dormitory and these students, have full freedom to select friends with who they want to live together.

Table 15: Teachers' response on the opportunities that female students gain from off campus residence system

No.	Items	Response					Total	
			SA 5	A 4	UD 3	D 2		SD 1
1	Female students can develop self confidence	f	25	38	8	10	12	93
		%	26.9	40.9	8.6	10.8	12.9	100
2	Female students can learn the culture of the community they are living in	f	30	55	2	3	3	93
		%	32.3	59.1	2.2	3.2	3.2	100
3	Female students learn how to lead themselves in the future	f	35	50	4	3	1	93
		%	37.6	53.8	4.3	3.2	1.1	100
4	Female students adapt the means of confronting challenges	f	37	50	1	5	4	93
		%	39.8	53.8	1.1	5.4	-	100
5	Female students become free from force able social life	f	15	24	19	21	14	93
		%	16.1	25.8	20.4	22.6	15.1	100

As it can be seen from Table 15, significant number of teachers 63(67.8%) showed their agreement (strongly agree plus agree) to item 1. Only 22(13.7%) showed their disagreement (strongly disagree plus disagree) and 8(8.6%) remained undecided. This shows the majority of the teachers have recognized female students can develop self-confidence when residing off campus. This indicates off campus residence is important for students as it help to develop self -confidence. This finding is contradicting some findings of the previous studies. For example Heath (1978) found that living in residence hall had positive effect on students' self-esteem, enhanced self confidence, public speaking ability, and self reliance as they are involving in campus social climate and extra curricular activities than off campus resident students.

In response to item 2, the majority of the teachers 85(91.4%) showed their agreement and only 6(6.4%) showed their disagreement and 2(2.2%) remained undecided. This shows

almost all of the teachers have recognized female students can learn the culture of the community they are living in. This indicates off campus residence system is advantageous for students since it helps them to learn the culture of the community in which they are living.

According to Table 15 item3, 85(91.4%) of the teachers agreed that female students learn how to lead themselves in the future. Only 4(4.3%) disagreed and the rest 4(4.3%) remained undecided. This shows also almost all of the teachers identified that off campus residence is advantageous in teaching students how to led themselves in future life career.

In response to item 4, quite significant number of teachers 87(93.6%) showed their agreement. Only 5(5.4%) showed their disagreement and the rest 1(1.0%) remained. This shows almost all of the teachers have recognized female students adapt the means of confronting challenges. This indicates off campus residence system is helpful for the students in that they can develop means of confronting challenges in the future from the reality of their present life situation.

In response to item 5, 39(41.9%) of the teachers believed that female students become free force able social life. The rest 35(37.7%) showed their disagreement and 19 (20.4%) remained undecided. This shows that the feeling of teachers on the assumption female students become free form force able social life is some what mixed. However, Smith (1998); Simth (1988) suggested when students from different racial, ethnic, cultural, religious, or social economic backgrounds asked to share the same residence room, there are always conflict to sleep, socialize, relax, and study, in the same space together in the room. As the result residence rooms are becoming fertile ground for increasing incidents of ethno-violence in college campuses.

The results obtained from students interview and open-ended question, which asks the students "Did you get any benefit from off-campus residential life?" supports the result obtained through questionnaire. For example one student said

Even though, I faced many problems that affected my academic work, I have learnt how to use money economically.

15/03/07

Another student said:

I will not face problems to live with community in the world of work

15/03/07.

Another student added that:

Even though, my academic performance is lower for the time being, I learnt how to cope up with different challenges from my daily experience.

16/03/07

The deans also mentioned some benefits of off campus residence. For example one dean said:

The students learnt how to familiarize themselves with the culture of the community

16/03/07

The following are a representative samples of responses quoted from the interview and open-ended question responses:

They have learnt how to cope up with different challenges.

- In the world of work in the future, they will not face difficulty in associating our serves with the community.
- They can live with the person who they prefer.
- Since they live depending on stipend given, they learn how to use their salary economically in the future.

Thus it is possible to conclude that off campus residence system has some benefits for the students. Off campus residence system helps students to develop self confidence because they learn how to cope up with different challenges or stress of life. Besides, they learn

economical usage of money, and they can easily adapt to the culture of the community in their future carrier.

4.9 The Support Provided by Teacher Education Institutes

Off campus residential life has problems like sexual harassment. To overcome these problems the support of Teacher Education institutes is mandatory. This section contains items designed to assess the support provided by the institutions and the result obtained is presented in the following table.

Table 16: Students' response on the support provided by Teacher Education Institutes

No.	Items		Response					Total	Σ	X
			SA 5	A 4	UD 3	D 2	SD 1			
1	The TEI consults students from time to time concerning their residential environment	f	39	40	18	44	10	241	597	2.48
		%	16.2	16.6	7.5	18.3	4.1.5	100		
2	The college's students affairs department occasionally supervises students' residential houses	f	29	10	11	53	138	241	462	1.92
		%	12.0	4.1	4.6	22.0	57.3	100		
3	TEI hears students residence related complain	f	23	27	31	60	100	241	536	2.22
		%	9.5	11.2	12.9	24.9	41.5	100		
4	TEI educate students to enhance their awareness on confronting environmental challenges	f	38	41	23	46	93	241	608	2.52
		%	15.8	17.0	9.5	19.1	38.6	100		
5	In case the student face critical problems related off campus residence, TEI provide immediate support	f	24	28	22	55	112	241	520	2.16
		%	9.9	11.6	9.1	22.8	46.5	100		

According to Table 16 above, the responses of the students to the first item shows that most of the students 144(59.8%) showed their disagreement (strongly disagree plus disagree) that the Teacher Education Institutes Consults students from time to time concerning their residential environment. Only 79(22.8%) students showed their agreement (strongly agree plus agree) and the rest 18(7.5%) remained undecided. This shows the colleges don't consult students concerning their residential environment.

In response to item 2, only 39(16.5%) of the students showed their agreement. The rest 191(79.3%) showed their disagreement and 11(4.6%) remained undecided. This indicates that the majority of the students disagree that the college's student's affairs department occasionally supervises student's residential houses. This shows student's affairs department of the college's doesn't supervise the students' residential houses.

When asked whether TEI hears students' off campus residence related complains, only 50(20.7%) of the students showed their agreement, 160(69.4%) of the students showed their disagreement and 31(12.9%) remained undecided. This indicates the majority of the students disagree that TEI hears students' off campus residence related complains. This shows the college don't give due consideration to the complains that students' raise related to their off campus residence environment.

In response to item 4, 79(32.8%) of the students showed their agreement that TEI educate students to enhance their awareness on confronting environmental challenges. The rest 13.9(57.7%) showed their disagreement and 23(9.5%) remained undecided. This shows even though one third of the students agreed that TEI Educate students to enhance their awareness on confronting environmental challenges, the majority, i.e., more than half of the students disagree that the college educate students to enhance their awareness on confronting environmental challenges. This reveals the TEIs are not giving education, which promotes the awareness of students on alleviating environmental challenges though the students are in need of this awareness.

In response to item 5, 167(69.3%) of the students showed their disagreement that in case a students face critical problem related to off campus residence environment that TEI provide immediate support. Only 52(21.5%) of the students showed their agreement and the rest 22(9.1%) remained undecided. This shows that the majority of the students are not getting immediate support from the TEIs when they face a critical problem related to their residence environment.

Table 17: Teachers' response on the support TEIs are providing to off campus resident female students

No.	Items	Response					Total	
		SA 5	A 4	UD 3	D 2	SD 1		
1	TEIs consults students from time to time concerning their residential environment	f	15	19	5	42	12	93
		%	16.1	20.4	5.4	45.2	12.9	100
2	The college's student affairs department occasionally supervises students residential houses	f	7	20	8	43	16	93
		%	7.5	21.5	8.6	46.2	17.2	100
3	TEI provide counseling concerning adjustment issues	f	19	24	10	24	16	93
		%	20.4	25.8	10.8	25.8	17.2	100
4	The TEI hears students' residence related complain	f	11	10	8	40	11	93
		%	11.8	10.8	8.6	43.0	11.8	100
5	The college educate students to enhance their awareness on confronting residential environment challenges	f	14	20	8	41	10	93
		%	15.0	21.5	8.6	44.0	10.8	100

As it can be seen from Table 17, quite significant number of teacher 64 (68%) showed their disagreement (strongly disagree plus disagree) to item 1. Only 34 (36.5%) showed their agreement and 5(5.4%) remained undecided. This shows the majority of teachers believe that TEIs consults students from time to time. This indicates TEIs are not consulting students from time to time concerning their residential environment.

In response to item 2, again few numbers of teachers 19(20.0%) showed their agreement. The majority of teachers 59(63.4%) showed their disagreement and 8(8.6) remained undecided. This indicates the majority of teachers disagreed that the college's student affairs department occasionally supervises students' residential houses. This shows the college's student affairs department don't occasionally supervises students' residential houses.

When asked about the counseling provided by TEIs, 43 (46.2%) of the teachers showed their agreement, 40(44.0%) the teachers showed their disagreement and 10(10.8%) remained undecided. This shows that the feeling of the teachers on the counseling provided by TEI concerning adjustment problems to the students is some what mixed some believe their is counseling service from the TEI and some don't believe that there is counseling service. However, Haregewoin and Yusuf (1994); and Japan, Hysbers and Sun (1997) identified, counseling in educational institution is very important. According to these writers, counseling is a process by which persons with emotional problems are helped to solve the problems and implementing compressive counseling program will result educational benefit including increased student achievement, satisfaction with the relevance of their education, and the development of safe and conducive school climate.

In response to item 4, 21 (22.6%) of the teachers showed their agreement that the TEI hears students' residence related complain. The rest 51 (54.8%) showed their disagreement and 8(8.6%) remained undecided.

This shows that the majority of the teachers don't believe TEI hears students' residence related complain. This indicates students with residential problems are not getting help from the TEIs.

In response to item 5, only 34 (36.5%) of the teachers showed their agreement that the college educate students to enhance their awareness on confronting residential environment challenges. The majority of the teachers 51(54.8%) showed their agreement and the rest 8(8.6%) remained undecided. This shows that the majority of the teachers believe that the colleges don't educate students to enhance their awareness on confronting residential environment challenges.

The results obtained from students interview supports the idea obtained from the questionnaire. The majority of the students interviewed revealed TEIs are not providing support to the problems female students are facing related to off campus residence system. For example one student said:

At the beginning of the academic year the college announced that it doesn't take any responsibility to the problems related to students' residence. So when we face problems especially problems related to sexual harassment we do not going to inform the college because, we will forced to take withdrawal.

25/03/07

Another student added:

I know one student who has beaten by some body at her home. She informed the police and she did not get any solution from the police. Even though the college knows the case, it kept quite. Because they don't want to interfere problems created out of the campus.

15/03/07

Another student said:

One student gave birth by operation in the hospital. In this case, it is not the college, which helped here. But the student themselves contributed money and helped this student.

15/03/07

The response obtained from the interview of deans also supports the result from the students. For instance one dean said:

Our mission is to concentrate on teaching learning process not on management of students' residence. Because one of the off-campus policies is to avoid unnecessary management related to students residence.

254/03/07

The following are a representative sample of responses quoted from the interview responses:

- They don't get any support from the college yet.
- The college force female students to take withdrawal when became pregnant.
- Let alone obtaining support form the college, we hid our problem fearing forced withdrawal.
- If we came with some critical problem to the college, the college says this is not police station.

In some college the students don't know even the name of the representative of students' affairs department. According to the deans the college is not the place where child care is taking place. Therefore, if students became pregnant they have to withdraw form the college. The colleges mentioned that no one gave the students an awareness even concerning the advantage and disadvantage of off- campus residence system.

Event though there are gender affairs committee in the colleges, its effort is less to solve the problems of the students. The colleges believes some of the problems students facing are external around their residence which is not the concern of the college. The college's concentration is on the teaching learning process, which is taking place in the campus. On the contrary, the previous studies indicate that institutes should have intervention mechanisms to alleviate the problems off campus residence students are experiencing. For example Brandenburg (1997) stated institutions have responsibilities for off campus programs for prohibiting sexual harassment. She indicated, to address sexual harassment and other related problems at an off campus program, an institution should orient students and the local community about the issue of sexual harassment or assault, urge students and advises to report sexual harassment or assault complaints, respond to complaints sympathetically and quickly providing appropriate counseling services when necessary, and remove the students from the hostile environmental even if appropriate by conducting objective investigation as quickly as possible. Dash (2005) also

mentioned eliminating complex problem of sexual harassment needs long-term educational strategies. Because education directed at counteracting sex role stereotypes and raising awareness about sexual harassment on and off campus residence program can change attitude and behaviors of students.

It is thus possible to summarize that the TEIs of Oromia regional state have no intervention mechanisms to alleviate the complex problems created because of off campus residence system. Even though some of the colleges have gender affairs committee, which was formed to advise students, this committee is not functional. It seems the colleges do not created close relationship with the students and the local community, to solve the problems that female students are facing because of off campus residence system.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study attempted to assess the attitude of female students of Oromia TEIs have towards off campus residence system, major problems associated with off campus residence system, that will affect students academic work and the support TEIs are providing to solve these problems. Some opportunities that off campus resident female students are experiencing in their academic work is also assessed.

Data was gathered from 3rd year female students of TEIs in Oromia through questionnaire and interview and from teachers through questionnaire. Deans and an OEB official were also interviewed to supplement the data obtained from teachers and students.

The data obtained from three TEIs were merged together for analysis and interpretation. The major findings of the study are summarized as follows:

- 1) The over all result obtained from students through questionnaire and from students, principals through interview reveals that the students have negative attitude towards off campus residence system.
- 2) The majority of the students (over 60%) and most of the teachers (over 80%) have recognized the following problem related to housing condition.
 - Students leave library before 7 pm because the way to their house is not secure
 - The property of students' stolen by unknown individuals because of poor housing condition.
 - The house of most the student is not secure, since there is no guard.
 - Students exposed to healthy problem because their houses don't have proper aeration.

- 3) The majority of students (over 60%) and teachers (over 70%) have recognized the following financial related problems.
- off campus resident female students unable to feed themselves
 - Most of the students don't have family help as their families are poor.
 - The stipend given from TEIs is not enough to cover their monthly expense (like accommodation, food and health service expense)
 - Students also face shortage of stationary materials.
- 4) The majority of female students (70%) stated that they could not get house immediately when they came from their family since the society is not willing to rent its house for females on rental base.
- 5) The majority of the students (over 60%) and most of the teachers (Over 80%) have recognized some of the major sexual harassment problems that off campus resident female students are experiencing.
- Males' sit on road side and throw sex related discouraging words when they go to college or come back to their house.
 - Most female students harassed at their home by their male friends.
 - Off campus residence created conducive situation for female students' sexual harassment.
 - Off campus residence exposed students to unwanted marriage, i.e. female students get married to their male friends to secure themselves from sexual harassment.
 - Off campus residence resulted unwanted pregnancy and some of them give birth and bring up their child in addition to their academic work.

6) The majority of the students (over 60%) and teachers (over 70%) have recognized the following off campus related factors affecting students' academic performance negatively.

- Students don't have an enough time to discuss academic issues with their college friends.
- Female students involvement in extra curricular activities is low
- External hostile environment (like the time they spend on journey, lack of control by college etc) made them not to concentrate on their academic work.
- Lack of sufficient food made them not to work hard.

7) The majority of the students (over 60%) and most of the teachers over 80%) pointed out that off campus residence system have the following opportunities:

- Female students can learn the culture of the community in which they are living.
- Female students can learn how to lead themselves in the future (economically, socially etc.)
- Students can adapt the means of confronting different challenging
- Half (50%) of the students pointed out that they will develop self-confidence and become free from forced socialization with the person they dislike.

8) The majority of students (over 60%) and more than half (over 50%) of the teachers have identified TEIs have the following problems in providing support to off campus residing female students:

- The TEIs don't consult the female students from time to time

- TEIs student affairs departments don't occasionally supervises students' residential environment.
- TEIs don't hear student's residence related complains
- TEIs don't give education that will promote female students' awareness on confronting environmental challenges i.e. sexual harassment problems and the like.

In case the student face critical problem related to off campus residence, TEIs don't provide immediate support. Because the students themselves don't ask the college for help since they fear forced withdrawal.

5.2 Conclusions

From the overall analysis and discussions made from the responses obtained in the three sample TEIs and OEB official, the study disclosed the following points as the major conclusions.

- 1) The introduction of off campus residence system in Oromia TEIs took place to increase the number of graduates each year to over come the shortage of second cycle primary school teachers seen in all zones of Oromia Region. The region is by now producing high number of teachers at diploma level even though their quality is being questioned. Off campus resident students, especially females are suffering from different problems related to off campus residence system and this has resulted for the unfavorable attitude by most of the students towards off campus residential life.
- 2) Off-campus residence system resulted poor housing condition, which made students not to work hard and exposed to different types of illness. In addition, instability, financial and sexual harassment problems are the major problems that off-campus resident female students of Oromia TEIs are suffering from.

These problems have direct relationship with the students' academic work and negatively affected their academic performance.

- 3) As it was already mentioned, even though off-campus residence system has many problems, it also has some benefit for the students. Since the students are living in the wide community, they get an opportunity to learn the culture of the community. On top of this, students can adapt the means of confronting challenges as they pass through different problems and learn how to use money economically (self administration) in their future life career.
- 4) Even though, off campus residence system strategy is a new concept for Oromia TEIs students, the support provided from the institutions to help the students in increasing their awareness and overcome different challenges in the residential environment is poor. It is obvious that our culture undermine females, they are considered as weak. The society it self is not willing to provide his house for females even on rental bases. The role of the institutions in this respect had been mandatory. But the institutions activity to make the students residential environment conducive is not significant.

5.3 Recommendations

The following points are the major recommendations made to overcome the problems identified in the study. If there is no means of providing boarding facility for female students in Oromia TEIs and off campus residence is the only alternative, the following should be fulfilled at least to minimize the revealed problems.

- 1) The college should create a network with the local community and municipalities, NGO's, private investors and well fair institutions to build more rental houses around the colleges for female students so that the students minimize the distance between their houses and college. If this is so, these students can get the chance of using library. In this case the municipalities can play a great role by providing land for individuals or organizations who wants to build houses for rental purposes.

- 2) The college should work with the local community and tries to remove the old tradition that renting house for female is harmful. The surrounding community should be convinced that female students' have equal right with male students to get houses on rental bases.
- 3) The college should strongly try to create networks with employers (government, non government, or private) so that the latter can sponsor or offer part-time jobs for those students with severe finical problems.
- 4) The college should educate students to increase their awareness on sexual harassment. Female affairs committee, guidance and counseling offices should be strengthen and open to hear the problems of students and find solution. The college should work with police, health stations, human right organizations to fight female students' sexual harassment problem. Besides, the college should not cover his eyes by considering sexual harassment as external problem and not as the duty of the college. Rather female students should be agitated to bring their problems to the college and find solutions from the college. Because the college is there, substituting the parent of the students. On top of this, the student need self-management like financial and time management education or counseling from the college and should be aware why off campus residence is needed and how to adjust themselves with the community.

Suggestions to further study

Off-campus Residence and Female Students Sexual Violence.

The attitude of the society towards off-campus resident female students.

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Appendix A
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

Questionnaire to be Filled by 3rd Year Female Students of Oromia TEIs

Dear Students

The purpose of this Questionnaire is to study the experiences of female trainees in connection with off-campus residence. The result of the study is expected to come up with relevant suggestions that would help in improving areas that need improvements to create suitable learning environments for female trainees. Be also informed that the response you give is to be used for this practical study and it will be kept confidential. Let me humbly remind you that the truth fullness of the responses you give contributes significantly to the success of the study.

Thank you in advance for your cooperation

General Directions

- 0. You need not write your name.
- 0. Indicate your opinions (response) by putting "X" mark or by writing as required in the space provided.

I. Background Information

- 1. Name of the college _____
- 2. Age 17 years and below _____
 - 18-23 years _____
 - 24 – 29 years _____
 - 30 years and above _____
- 3. Residence (A) Rented house _____ (B) Parent (relatives house) _____

II. The followings are statements regarding off campus residence related problems that female students are expected experience during their college study. Indicate your agreement or disagreement by putting "X" mark corresponding to the alternatives given: **Strongly agree, agree undecided, disagree and strongly disagree.**

No	1. Regarding students' attitude toward off campus residential life	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.1	Off campus life is comfortable.					
1.2	Lack of college supervision makes me free from any stress and anxiety					
1.3	There is a high disturbance of friends because of crowdness					
1.4	I can eat what I want,					
1.5	I get freedom to chat with whom ever I want					
1.6	Off-campus residence creates financial problem					
1.7	I can live with whom I want.					
1.8	Off campus residence limits social interaction					
1.9	Of campus residence made me to feel loneliness					
1.10	Off campus residence system contradicts the assumption that female students should get special support					
	2. Off- Campus related problems					
2.1 Housing Condition related issues	0. AMy house is 3-5 kms far from the college					
	0. The voice from the near by hotel/bar/local district house does disturb me					
	0. I do not have water in my house to use for sanitation purposes					
	0. I leave library before 7 P.M for the road to my house is insecure					
	0. The compound in which I live do not have guard, so that there is no security.					

	1. The compound in which I live do not have guard, so that there is no security.					
	1. The property is stolen by unknown persons					
	2. My house dose not have proper aeration so that experienced sickness					
2.2 Financial related issues	1. I do not have enough money to feed myself					
	2. I face problem of stationery materials					
	3. The cost of house rent is expensive					
	4. It is expensive to pay for health services.					
	5. Stipends given is not enough to cover my monthly expenditure					
	6. I don't have family help, since my family is poor					
	7. I pay for transportation cost daily which the college does not cover					
2.3 Adjustment problem	1. I couldn't get rental house for many weeks when I came from my parents					
	2. I am forced to change a house many times because of unsuitable conditions					
	3. The behavior of house owners is frustrating.					
2.4 Sexual harassment problem	1. There are non college males who always follow me when I go to college and/or comeback for sex related purpose					
	2. There are individuals who seat on road sides and through some sex related discouraging words to me					
	3. Male friends came my home and harassed me					
	4. Off campus residence facilitated females' sexual harassment					
	5. To secure themselves form sexual harassment some students are forced to get married with fellow college student					
	6. Some female student's got pregnancy					
2.5	1. I spend time to prepare food					

Academic problem	2. I don't have enough time to discuss with my college friends					
	6. I am not involving in college extra curricular activities					
	6. External hostile environment made me not to concentrate on academic work					
	6. Lack of enough food made me not to study hard.					
3	Opportunities that female students experiencing in relation to off-campus residential life.	Strongly disagree	Agree	Undecided	Disagree	Strongly disagree
3.1	Off campus residence helped me to develop self confidence					
3.2	I learn the culture of the community in which I am living					
3.3	I learn how to lead my self in the future					
3.4	I become free from creating relationship with the person I do not prefer					
3.5	I learn how cope up with challenges					
4	Supports provided to female student by TEIS in connection with their residential environment.					
4.1	The TEI consults students from time to time concerning their residential environment					
4.2	The college's student affairs department occasionally supervises students' residential houses					
4.3	Hears students resident related complain and attempts to find solution					
4.4	Educate students to enhance their awareness on confronting environmental challenges					
4.5	In case the student face a critical problem related to residential life, she can get immediate support form the college					

5. Mention problems that you faced because of off campus residence?

a. _____

b. _____

c. _____

7. What solutions you suggest?

a. _____

b. _____

c. _____

7. What opportunities you get because of off campus residence?

a. _____

b. _____

c. _____

Appendix B
UNIVIRISITTII FINFINNEE
COLLEGII BARNOOTAATTI
MUMMEE SIRNA BARNOOTAA FI BARNOOTA GUDDINA
OGUMMAA BARSIIISOTAA

Gaafillee Barattoota Dubaraa waggaa sadaffaa kan kollejjii Oromiyaa keessatti argamaniin gutammu.

Kabajammo kadhiamtootta barsiisotaa:

Kayyoon gaafillewwan kanaa wantoota barattoon dubaraa dallaa kollejjii ala jiraachuu isaanirra kan ka'e isaan qunaman qorachuuf. Bu'aan qorannoo kanaas rakkowwan barattoota dubaraa yeroo dallaa mana barumsa ala jiraattan isaan qunammu beekuu fi barattoota kanaaf haala mijaa'aa ummuuf wantoota godhammu qaban heeruuf. Wanti beekuu qabdu garuu, yaadin atti kenitu kayyoo qoranaa kanaaf qofa kan ooluu fi akkasumas iccittidhan qabama. Kannan kabajjaan si-gaafadhu, deebii dhugaarratti hundaa'ee kennuun kee fixxan bahuu qorannoo kanaaf darana gummaacha.

Qooda fudhaanaa keettiif gallatoomi

Qajjelfama walligalla

1. Maqaa kee barreesuun hin barbaachisu.
2. Deebii (yaada) keessan mallattoo "X" gochuudhan akkasumas iddoo barbaachisaa ta'etti barreefaman kenna.

I. Oddeeffannoo walligallaa

1. Maqaa kollejichaa _____
2. Ummurii : waggaa 17 fi isaa gadi
waggaa 18-23 waggaa 24-29
waggaa 30 fi isaa ol

3. Manna jirenya

a. Mana kirra _____

b. Mana wara (Firraa) _____

II. kanneen armaan gadditti argaman mooraa kollejjii ala jirraachuurraa kan ka'e rakkowwan barattoota dubarraa mudachuu danda'u jedhammanii yaadamanidha. Itti ammanuu keetii fi mormuu kee fillannoo armaan gadii isaanis: **sirritti namammaana, nan ammana, hin murteesine, hin-ammanu, fi nan- morma** kan jedhu jalatti mallattoo "X" kaa'un ibsi

T.L.	1. Illaalcha barattoon dubbaraa jireenya mooraa kollejiin alaa irratti qaban illaalchisee.	Sirritti nan ammana	Nan ammana	Hin murteesine	Hin ammanu	Nan mormaa
1.1	Mooraa ala mana kiraa keessa jirraachuun namatti tolla(mijjaa'aadha).					
1.2	Hordofii warraa fi kan koollejjii waan hinjireef akka garaa kootti jiraachu waanan danda'uuf natti tolleera.					
1.3	Walti baayyannee waan galluuf jequmsa jirra.					
1.4	Waanan barbaade nyaachuu waanan danda'uuf, doormii keessa jirrachuu mannaa mana kiraa keessa jirraachuu waayya.					
1.5	Naman barbaadde wallin taphachuuf billisuumaa argadheerra.					
1.6	mooraa ala jiraachuun rakkinni qarshii akka nammudattu taasiisarra					
1.7	Namman feedhe waliin waanan jiraachuu danda'uuf mooraa ala jiraachuun bu'aa qaba.					
1.8	mooraa ala jirraachuun barattooti adda addaa wallin akka hin qunnamne waan taasisuuf miidhaa qaba.					
1.9	Mooraa ala jiraachuu koo qobummaan (loneliness) akka natti dhagahammu taasiiseerra.					
1.10	Mooraa koollejjii ala jirraachuun yaada "barattoon dubarraa gargaarsa addaa argachuu qabu" jedhuu waliin walli morma .					

2.	Rakkolee mooraa koollejjii ala jirraachuurraa kan ka'e ummamu danda'an illalchisee.	Sirritti nan ammana	Nan ammana	Hin murteesine	Hin ammanu	Nan mormaa
2.1 Mana jirrenyaa walliin kan wal-qabatan	1. mani jireenya koo kollejiirraa killoo meetira 3-5 faggaata					
	2. Naannoo mana koo hoteeli waanjiruuf nan jeeqama.					
	3. Mana kiyya keessa bishaan dhaqna dhiqachuu fi uccuu miccachuuuf nafayyadu hin jiru.					
	4. gara mana koo galluu waanan sodaadhuuf mana dubbisaa irraa galgalla sa'atti tokko durran dhiisee ba'a,					
	5. Mani anni keessa jiru wardiyyaa waan hin qabneef eegumsi naaf godhammu hin jiru.					
	6. Mani anni keessa gallu qilleensa waan galchuuf nan dhukubsadha.					
	7. Qabeeny koo namotahin beekamneen sammammerra					
2.2 Rakkoolee qarshiin wal-qabatan	1. Ani nyaata koo yuu of danda'aa hin jirru.					
	2. Qarshiin meeshalee barreesaa ittin bittadhu hin qabu.					
	3. Kaffaltiin mana kiraa baayyee minya'adha.					
	4. Qarshiin yaalamuuf baasuu human kootii oli.					
	5. Qaarshii koollejiin naaf kennu baasii koo kan ji'a hin danda'u.					
	6. warri kiyya hiyyessa waan ta'aniif nah ingargaaran (no help from my family)					
	7. Guyya guyyaan geejibaaf nan-kafalla.					
2.3 Rakkoolee tasgabaa'u walliin walqabatan.	1. Yeroon mana warra kiyyatti dhufu mana kirra daffee hin argadhu					
	2. Yeroo bayyee mana jijjiruun rakkadheerra.					
	3. Amalli namoota mana naaf kirreessanii ni jijjirama.					

2.4 Rakkoolee saalaan walqabatan	1. Namoon barattotaa hin taanne waan na hodefaniif, nan soodaadha.					
	2. Yeroon barnootaa gallu ykn dhaqqu nammoon karaarra taa'anii jecha abdi namma kutachiisuu dubbachuun haamilee koo tuqqu					
	3. Moora ala giraachuun rakine walqunamittii saalaa					
	4. Fageenyi mana jirreenyaa koo fi kollegii giddu jiruu rakkina saalaa waliin walqabattuuf na-saaxxilleerra					
	5. Rakkina saalaa waliin walqabattu irra billissa ta'uuf barattoon barattaa hirriyyaa saanitti heeruman jiru.					
	6. Barattoon dubaraa ossoo itti hin yaadiin kan ulffaa'an ni jiru.					
2.5 Rakkoo- Lee barnoota an wal- qabatan	1. yeroo koo nyaata qopheesuuf naan balleessa					
	2. Hirriyoota koo waliin waa'ee barnoota mari'achuuf yeroo hin qabu.					
	3. korrewwanii fi killaboota adda addaa keessatti hin hirmaadhu.					
	4. Rakkoleen adda addaa nanoo koo giran akkan sirritti hin hojjene nataasisu					
	5. Nyaata gahaa waan hin arganneef sirritti hojjachuu hindanda'u,					
3	Moora kolleejii ala yoo jirraatan bu'aa barattoon ni-argattu jedhamanii yaadaman illaalchisee.					
3.1	Moora ala jirraachuun koo offitti ammanumaa akkan horadhu na- taasisseera.					
3.2	Yeroon mooraa ala jirraadhu aaddaa ummata keessa jirraadhuu akkan baradhu nataasiiseerra					
3.3	Gara fuula durratti jirreenya koo akkammitti akkan gaggeesuu danda'uu na barsiisserra.					
3.4	Namman barbaade waliin akkan jirraadhu na taasisseerra					
3.5	Malloota rakkina adda addaa ittiin keessa darbuu danda'u baradheera.					

4	Raakkoolee barattoon yeroo moorraa ala jirraatan issaan qunaammu hikkuuf kollejiirraa gargaarsa godhamme illaalchisee.	Sirritti nan ammana	Nan ammana	Hin murteesine	Hin ammanu	Nan mormaa
4.1	Kollejiin yeroo yerootti haalaa jireenya barattootaa illaalchiisee barattoota ni-marrii sissa.					
4.2	Mummeen diinnii barattootaa yeroo tokko tokko mana jireenya barattootaa deemee ni- illaala.					
4.3	Iyyannoo barattoon raakkoolee moorraa ala jirrachuu illalchisee kaassan ni-dhagaha, akkasumas furmata barbaaduuf ni yaala.					
4.4	Barattoon raakkoolee isaani qonnamuu danda'an akka jabbinaan keessa bahaniif barnoon hubbanoo isaani ciimsu ni – kennama.					
4.5	Akka carraa barattuun tokkoo rakkoon cimman mana jirreenya shee illaalattee yoo ishee qunnamme, furmaan attatama ni kenamaaf.					

5. Rakkooolee moorraa kollejii ala jiraachuu keerraa kan ka'e si-muudatan tarreesi.

- A. _____
- B. _____
- C. _____
- D. _____

6. Furmaanisaa Maal haata'u jetta?

- A. _____
- B. _____
- C. _____

7. Moorraa kollejii ala jiraachu keerraa kan ka'e bu'aa maalli argatte?

- A. _____
- B. _____
- C. _____

Appendix C
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

Questionnaire to be filled by Instructors

Dear Instructors

The purpose of this Questionnaire is to study the experiences of female trainees in connection with off-campus residence. The result of the study is expected to come up with relevant suggestions that would help in improving areas that need improvements to create suitable learning environments for female trainees. Be also informed that the response you give is to be used for this practical study and it will be kept confidential. Let me humbly remind you that the truth fullness of the responses you give contributes significantly to the success of the study.

Thank you so much in advance for your cooperation

General Directions

- (1) You need not to write your name
- (1) Indicate your opinions (responses) by putting "X" mark or by writing as required the in space provided.

I. Background Information

- (1) Name of the college _____
- (2) Sex Male Female
- (3) Year of experience
 - 1-5 years 10-15 years
 - 5-10 years 15 years and above

II. The followings are statements regarding off-campus residence related problems that female students are expected to experience during their college study. Indicate your agreement or disagreements by putting "X" corresponding to the alternatives given:

Strongly agree, agree, undecided, disagree and strongly disagree

No.	Off-campus related problems	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
2.1 Housing Condition	1. The house of the student on average is approximately (3-5) Kms far from the campus					
	2. The house of some student is near external source of disturbance (e.g. hotels, bars...)					
	3. Some students complain that there is no water in their house for sanitation purposes					
	4. Female students leave library before 7 P.M. as the way to their home is not secure					
	5. Students complain that their property is stolen by unknown persons because of their poor housing condition					
	6. Students experience home sickness because of housing related problems.					
	7. Students face a problem of going to clinic on foot since the college do not provide services.					
2.2 Financial problems	1. Students complain that they can't feed themselves					
	2. Students complain the stipend given is not sufficient to cover their monthly expense (accommodation, feeding and health service expenditure)					
	3. Students don't have family help as their families are poor					
	4. Students don't have sufficient money to purchase stationary materials					

	5. I know student who drop out because of financial problem					
2.3 Sexual harassment issues	6. Female students complain that they are non college males who seat on road side and throw sex related discouraging words					
	6. Female student complain some of them harassed in their home					
	6. Off-campus residence enhance female students' sexual harassment					
	6. Lack of college supervision expose female students to sexual harassment					
	6. Students complain that their living condition expose them to sexual harassment					
	6. Female students' complain that living condition expose them to non college male friends					
2.4 Academic problem	3. Female students' spend time to prepare food					
	3. Female students' don't have an opportunity to discuss with other college friends					
	3. Female students' involvement in campus extra curricular activities is low					
	3. Lack of college supervision made them not to study hard					
	3. Female student can't use library properly because they have to go to their home before 7 P.M					
	3. Student complain that external hostile environment made them not to study hard					
	3. Off-campus residence system affected negatively female students' academic performance					

H. Mention some other problems you encountered related to female students off-campus residential life (write in English, Amharic or Afan Oromo).

- A. _____
- B. _____
- C. _____
- D. _____

Your recommendations are:

- A. _____
- B. _____
- C. _____
- D. _____

No.	3. Opportunities that female students are experiencing in relation to off campus residential life	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3.1	Female student can develop self confidence					
3.2	Female students can learn the culture of the community in which they are living					
3.3	Female student develop living style which will help them for future life career					
3.4	Female student adapt the means of confronting challenges					
3.5	Female student become free form force-able social life which is common in on-campus residential life					

3.7 Mention other opportunities that you think female students can obtain from their off-campus residential life

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

No.	4. Supports provided by TEI to female students in connection to their off campus residential life	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
41.	TEI consults students from time to time concerning their residential environment					
4.2	The college's student affairs department occasionally supervises students' residential houses					
4.3	TEI provide counseling concerning adjustment issues					
4.4	The college hears students' residence related complain.					
4.5	The college educate students to enhance their awareness on confronting environmental challenges					

4.6 What other things do you think the TEI should do in connection to female off campus residential system?

- A. _____

- B. _____

- C. _____

Appendix D
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS
PROFESSIONAL DEVELOPMENT STUDIES

Interview Leading Questions for Oromia TEIs Deans

1. What were the reasons behind devising off-campus residential system is needed? Do you think these reasons still valid?
2. What opportunities do you think female students' can gain from off-campus residential life?
3. What challenges/problems female students' experience from off-campus residential life?
4. What do the TEI do to help the female students overcome the challenges?
5. How is the attitude of female students toward off-campus residential life?
6. In your opinion, what should be done in the future in connection with the residential system of TEIs?

Interview guiding questions for OEB officials

1. What were the reasons behind devising off campus residential system? Do you think these reasons are still valid?
2. Was there any preliminary study concerning the advantage and disadvantage of off-campus residential system before its implementation?
3. What opportunities do you think female students' can gain from off-campus residential life?
4. What challenges/problems female students' facing as a result of the off campus residential life?
5. Is there any attempt done from the OEB to reduce the challenges?