

# Determinants of Female Students' Academic Achievement Living in and out of Hostel at Some Selected Preparatory Schools in Snnpr, Guraghe Zone Ethiopia

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## Abstract

The present research study was designed to assess off-hostel and on hostel factors affecting female students' academic achievement at Emdebir, Butajira and Buee Preparatory Schools in SNNPR, Ethiopia. The variables under consideration were the academic achievement female students as a dependent variable and social related factors (i.e. culture, economic status, etc.) perception of parents, school hostel, and accommodation trend were independent variables. Quantitative and qualitative data through questionnaire and document analysis were collected from 150 students participated in the stated schools through questionnaire using the simple random sampling technique. Besides, student academic achievement record was used for further comparison. For analysis, collected data were tabulated and interpreted using statistical tools such as percentage, using SPSS software version 23. Besides, Pearson's Chi-Square test was conducted at a 0.05 level of significance to test the impact of modality or type of hostel living on students' academic performance. The p-value of 0.317 is greater than the significant value of 0.05, indicating that the test was not significant with a chi-square value of 7.045 and a degree of freedom of 5. Hence, we failed to reject the null hypothesis and concluded that modality of living (in hostel and out of hostel) does not significantly affect students' academic performance in the stated schools. That is, female students' modality/type of living and a student's EGSELCE result are independent of each other.

**Keywords:** Academic achievement, Off-hostel, In-hostel, preparatory school

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## 1.1 Introduction

In developing country like Ethiopia, the number and proportion of educated females are very low as compared to their counter parts. Most women in the country are involved in physical hardship throughout their lives. These hardships include fetching water and carrying loads over long distances, grinding corn and other cereals manually, participating on social work activity in their neighbors, raising children, collecting firewood from the bush and cooking. These hardships will even become worse when females left uneducated. Researchers confirmed, "A better-educated mother has fewer and better-educated children. She is more productive at home and in the workplace. Moreover, she raises a healthier family, since she can better apply improved hygiene and nutritional practices." (King & Hill, n.d.:17)

In Ethiopia more specifically in rural areas, education is one of the social factors whereby gender disparity is reflected. The number and proportion of educated females are very low as the grade level of education increases. Insignificant number of female students who are fortunate enough to join preparatory schools characterized by lower academic performance, which results in few numbers of female students to join higher education institutions. Consequently, such inequity in higher education representation has a serious life-long impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations.

In Ethiopia, many countryside female students go far from their village to attend high school education after they have completed their primary school. Due to several factors such as poor family back ground to cover accommodation and food expense in the urban center, fear of danger thought by their families and cultural beliefs, many females students who passed primary education dropout from the educational system. In supporting this Ali, et al., (2013) stated that students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic

status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation (Ali, et al., 2013). However, there are few numbers of female students how choose to extend their education in the urban center where secondary education is available.

Even though the role of hostels is paramount, there are limited hostel services in some high schools of the country, which give only accommodation for females. In the study area, due to significant number of female students coming from the rural area, only few female students are given the opportunity to live in the school hostel service. Nevertheless, many students who do not get the school hostel service choose to extend their education by travelling to and from their village, living in the city renting, and living with their family relatives found in the city.

Even though female students are facing many challenges to effectively pursue and achieve good academic result during their high school education, there are limited researches conducted in this regard. Therefore, this study will focus on assessing off-hostel and on hostel factors affecting female students' academic achievement at Emdebir, Butajira and Buee Preparatory Schools.

## 1.2. Problem Statement

Offering huge supply of endowment in schooling, considering which determinants and funds most ultimately enhance learners' education is of a decisive role (Suryadarma, Suryahadi, & Sumarto, 2014). Due to poor economic background to allocate budget for food and accommodation to extend their education, many female students in Ethiopia more specifically in the rural area choose to walk long distance to school and return back home from school day to day. Consequently, leads them to quit their education and exposed them for some problems; for instance, sexual harassment, rape, and forced marriage; as a result, most of them are unable to attend their secondary education effectively.

Most secondary schools in Ethiopia are noted by the scarcity of physical educational facilities such as hostels for female students. As Evans (2006) stated, scarcity of hostels as physical educational facilities affects girls' academic performance. Hence, there is a need for improving the physical learning environment to enhance girls' academic performance by making it attractive and accommodative to female students (Evans, *ibid*). Cerid (1996) further compared traveler and dormitory students and suggested that living on campus fosters academic performance through expanded opportunity for integration into the overall academic system of the schooling. Therefore, schools hostels are believed to improve academic achievement of students, since immature students do not have to spend time going long distances to school and are not burdened by domestic chores at home.

Providing all required quality service for education is the most appropriate means for enhancing female students' academic achievement and minimizing social related problem. As Davis (2001), described in societies where girls' movement outside home is limited, hostels and dormitories give security and protection. Likewise, parents are more likely to encourage girls than boys to enroll in boarding schools because they perceive that dormitories offer personal protection and better education that ensures their daughters of future job.

Most girls who live in hostels and dormitories are believed to be protected from being at risk of such crimes as raping, sexual harassment and teenage pregnancy compared to those students outside these services Kassimoto, (1987). All this suffice one to conclude that hostels in secondary schools are very essential, as they ensure girls of protection from undesirable school conditions. Hence, the main focus of this study was to examine major factors affecting female students academic achievement.

## 1.3. Objective of the study

The main purpose of this study is to investigate determinants affecting academic achievement of female students living inside and outside of hostel at three selected preparatory schools in Guraghe Zone. Moreover, the research study will have the following specific objectives.

### 1.3.1. Specific objectives

- Identify social related problems that influence female students' academic achievement.
- Examine the attitude of preparatory female students towards living in hostel.
- Assess the nature of hostel administration in the stated schools.
- Analyze whether there is a significant mean difference between academic achievement of female students living in hostel, living outside of hostel renting houses nearby and walking long distance to and back from school.

## 1.4. Research Questions

In this study, we delimited the scope of our research to three high schools with hostel service in Guraghe zone SNNPR, Ethiopia to assess the major factors which mainly affect academic achievement of female students. Therefore, this study tried to give answers to the following questions.

1. What are the major factors affecting academic achievement of female students living in and out of hostel?

2. Does the attitude of preparatory female students towards living in hostel affect their academic achievement?
3. Does administration of school hostels affect female students' academic achievement?
4. Is there a significant mean difference between academic achievement of female students living in hostel and out of hostel (renting houses nearby and walking long distance to and back from school)?

### **1.5. Research Hypothesis**

Ho: There is no significant relationship between students' living in-hostel and off-hostel on their academic performance.

H1: There is a significant relationship between students' living in-hostel and off-hostel on their academic performance.

## **2. Review of related literature**

### **2.1. Measurement of Academic Performance**

Education is a part of humans' life started with the birth and lasted until the time of death where an individual learn new skills and information in a process. The main goal of education is to encourage the individual to acquire tasks, knowledge, facts, and traits, which previously not obtained as an academic performance (Iftikhar & Ajmal, 2015).

Academic performance is an achievement of education in which a student, teacher or an institution has attained their designed educational goals (Annie, Howard & Mildred, 1996). Likewise, Nabaseruka, (1997) defined it as the knowledge and skills a student gained at school designated by test scores or marks assigned by teachers. Academic performance of students' mostly measured by the Cumulative Grade Point Average (CGPA), (Gupta & Maksy, 2014). Cumulative Grade Point Average shows the overall students' academic performance where it considers the average of all examinations' grade for all semesters during the tenure in the school or university and it is believed that a higher CGPA is an indication of better learning or academic achievement of students (Ali, et al., 2009).

In Ethiopian educational system, the Cumulative Grade Point Average (CGPA) is used as a measure of students' academic performance in governmental and nongovernmental schools, colleges and Universities as a measure of transfer from one level to the other level of higher education. In addition, Ethiopian General Secondary Education Leaving Certificate (EGSELCE) is measure of students' academic achievement, which is given for students when they complete their secondary school education for transferring from secondary education to higher education in the country. Hence, this study uses CGPA and EGSELCE as measure of students' academic achievement.

### **2.2. Effects of Accommodation on Students' Academic Performance**

Living away from family and relatives for a specific period leaves some enduring experiences in the life of the students (Iftikhar & Ajmal, 2015). Results of previous studies on the effect of accommodation on students' academic performance are somewhat mixed. For example, Nabawanuka, (1997) indicated that accommodation has a significant effect on the academic performance of students and in schools where accommodation facilities were good, the performance of students was also high compared to schools where accommodation facilities were poor.

Other study such as Owolabi, (2015) also found evidence of an increase in cumulative GPAs of students who lived in on-campus housing than their counterparts in off-campus housing. In supporting this, Thompson, Samiratedu, & Rafter, (1993) examined the effects of on-campus residence on first-time college students and found that freshman students who lived on campus had higher retention, a greater degree of academic progress, and higher academic performance.

On the contrary, students' living in hostels encounters many challenges and hurdles such as financial crises, adjustment issues, personal helplessness, distress, changes in eating and sleeps habits, and many other issues (Iftikhar & Ajmal, 2015). Delucchi, (1993) examined a 'college town' where most students who lived off-campus and were in close walking distance of their lecture hall and university resources and found no statistically significant difference in academic achievement between students that live on campus and off-campus. In supporting this, Zhao & Kuh, (2004) argued that the impact of residential accommodation on a university student's academic performance might also depend on how satisfied the student is with the type of living arrangement.

Despite the fact that there are contrasting arguments between various researches on the effect of hostels on students' academic achievement, the main purpose of the study was to examine the major factors affecting students' academic achievement living in-hostel and off-hostel.

### 3. Research methods

The purpose of the research study is to investigate factors affecting female students' academic achievement living in hostel and off hostel. Since, the study focused on the social related issues, Gratton & Jones, (2004) suggest cross-sectional survey research designs are the most common design within the social sciences research. Hence, the research design takes a cross-sectional sample from the overall population of grade twelve students in the stated preparatory schools. The data were collected using questionnaires and document analysis. Therefore, this study employs a mixed approach encompassing quantitative and qualitative methods.

#### 3.1. Population and Sampling

The population of the study will be Emdiber, Butajira and Buee Preparatory school grade eleven and twelve female students found in SNNPR Guraghe Zone Ethiopia. In the stated schools, there were twelve sections in grade eleven and twelve in which there are about 60 students per section in average, 2317 female students in the stated schools. Among 150 female students who are living in hostel, 45 female students selected using simple random sampling (i.e, using stratified sampling method 15 students were taken from each respective school). Moreover, from the total population of female student living out of hostels in three schools Butajira, Buee and Emdiber 114 students were selected using stratified sampling method. Therefore, 150 students participated in this study as sample from the stated schools.

#### 3.2. Data collection instruments

In order to examine female students' academic achievement and on-hostel and off-hostel factors the researcher used primary and secondary data; therefore, document analysis on students' academic achievement record and questionnaire was used data collection instruments. Hence, academic achievement of students' record from the total sample, 165, was collected from school record office with the consent of the school principal. Moreover, a set of structured questionnaire with five point Likert-scales from (strongly agree to strongly disagree) was developed for the purpose of data collection to elicit responses from the students regarding the major factors affecting female students' academic achievement living in-hostel and off-hostel.

To check the validity and reliability of self-developed questionnaire, experts from Wolkite University Ethiopia social science and educational planning and management staff have been consulted. Based on the experts' suggestion, among 48 items 11 irrelevant items were omitted. Besides, to check the reliability of question items a pilot study has been conducted on similar secondary school students living in-hostel and off-hostel. The questionnaire developed by the research group encompassed three parts. The first part comprised required personal information of the participants. Moreover, part two consisted of question items which help to gather information about major factors affecting female students' academic achievements and the third part comprised questionnaire items related to students on-hostel and off-hostel factors'.

#### 3.3. Data Analysis and Interpretation

The purpose of the research study is to identify major factors affecting female students' academic achievement by comparing academic achievement of female students' living on-hostel and off-hostel in the stated Secondary and Preparatory Schools. The Pearson's Chi-Square test was used at a 0.05 level of significance to test for independency of accommodation types and students' academic performance. Hence, the quantitative and qualitative data collected through questionnaire and document analysis were tabulated, analyzed and interpreted using statistical tools such as percentage, Chi-square using SPSS software version 23.

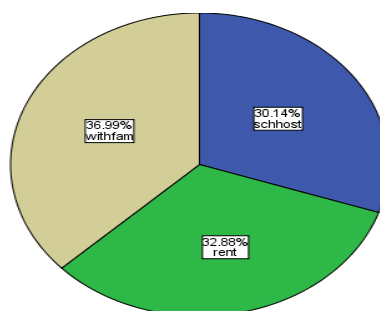
### 4. Data Presentation and Analysis

In order to achieve the objectives of the study necessary data were gathered using questionnaire and document Analysis. The data collected were analyzed using frequency and percentage. In the next sections, the data gathered through each method are treated separately and interpretations are made with the intention to reach possible conclusions that can lead to workable recommendations. In this study, specific objectives about determinants of female students affecting academic achievement living inside and outside of hostel. The results are presented in the same order with the specific objectives produced for the study.

**Table 1: Description of the respondents**

Variable	Category	Frequency	Percentage
Family residence	In the city	17	11.9%
	Rural (Far from school)	126	88.1%

About 88.1% of students' families live in rural areas far from school while the remaining 11.9% of them live in the city. Among the selected students 30.14% of them live in school hostel, 36.99% of them live with their family while the remaining 32.88% of them live in rent house.



**Figure 1: Residence of Students**

The data show that the majority (36.99%) of preparatory female students walk long distance to attend their education. In other words, 69.87% of preparatory female students do not have access to school hostel.

#### 4.1. Factors Affecting Female Students' Academic Performance

Based on the result displayed in table 2 below, nearly half of the participants (40.1%) strongly agree that living out of hostel exposes them to sexual violence. In general 73% of the respondents agree (40.1% strongly agree, 32.9% agree) that living out of hostel gives risk of sexual harassment. The attitude of the community towards girls' education is among bad practices. Nearly 86% (47.3% strongly agree, 38.7% agree) of the participant agreed that bad practices have negative influence on their academic performance while 8.6% of them disagree with the idea. The expectation the community has about girl's education seems low as a result, female students are not given the required academic support to be successful in their education.

**Table 2: Summary of Factors Affecting Female Students' Academic Performance**

No.	Item	Strongly agree	Agree	Un Decided	Disagree	Strongly disagree	Total
1	Living out of hostel exposes me to sexual violence	61(40.1%)	50(32.9%)	23(15.1%)	7(4.6%)	8(5.4%)	152
2	Bad practices against female students have negative influence on their academic performance	94(61.8%)	38(25%)	7(4.6%)	10(6.6%)	3(2%)	152
3	Traveling long distance to school exposed them for bad practice and affect their academic performance	71(47.3%)	58(38.7%)	9(6%)	6(4%)	6(4%)	150
4	Living in rent house exposed them for bad practice and affect their academic performance	41(27%)	43(28.3%)	34(22.4%)	24(15.8%)	10(6.6%)	152
5	Living in hostel exposes them for bad practice and affect their academic performance	36(23.7%)	44(28.9%)	21(13.8%)	35(23%)	16(10.5%)	152
6	Living in rent house is more dangerous than living with family and hostel	52(34.7%)	38(25.3%)	27(18%)	24(16%)	9(6%)	150
7	Girls living far from school are more exposed to social problems than others	52(36.6%)	49(34.5%)	25(17.6%)	13(9.2%)	3(2.1%)	142
8	Living in hostel is better than living in rent house	51(34.6%)	40(27.4%)	17(11.6%)	19(13%)	19(13%)	146
9	Living in rent house is preferable for study and safety	22(15.3%)	27(18.8%)	32(22.2%)	37(25.7%)	26(18.1%)	144
10	I prefer living with my family and travel long distance than living in hostel	24(16.6%)	20(13.8%)	16(11%)	50(34.5%)	35(24.1%)	145
11	Living with my family increases work load and affect my education performance	48(33.3%)	37(25.7%)	15(10.4%)	34(23.6%)	10(6.9%)	144



About 59% of the respondents said that living with my family increases work load and affect their academic performance while 30.5% (23.6% disagree, 6.9% strongly disagree) of them said that it has nothing to do with academic performance. About 30.4% of them preferred living with their family and travel long distance than living in hostel. About 71.1% of them said that girls living far from school are more exposed to social problems than others are while, 11.3% of them were undecided with this. This item depicts that girls and women are exposed to social problems as a result, affects their schooling success in the society.

Furthermore, item three above shows that 86% (47.3% strongly agree, 38.7%) of students indicate that travelling long distance to school exposed them to social problems and affect their academic performance. Likewise, 71.1% of the respondents believe that girls living far from school are more exposed to social problems than others are. On the other hand, 60.2% (34.7%, 25.3%) of the participants indicated that living in rent house is more dangerous than living with family and hostel. Only 25% of the informants reported their disagreement that living in rent houses is not dangerous. The data show that female students who live renting are susceptible to harassment and sexual violence. They lack safe environment to study.

In item-9 above the majority 43.8% (25.7% strongly agree, 18.1% of agree) of respondents disagreed that living in rent houses gives unsafe study environment, and they do not prefer to live in. However, only 24.1% of them agreed that rent houses are preferable and safe to study. As can be seen from this part of data social related factors sexual violence and harassment, fatigue as a result of travelling long distance, heavy responsibility with in the house, unsafe study environment negatively affect their academic performance.

#### 4.2. Attitude of Preparatory Female Students towards Living in Hostel

Table 3 summarizes attitude of Preparatory School female students towards living in Hostel. About 68.3% of them (29.1% strongly agree, 39.2% agree) said that living in hostel creates good opportunity and relationship with teachers and students while 14.9% of them disagree.

The other item is the informants' opinion about how hostels provide access to school materials. About 81.3% of the informants said that school hostel is well organized with library and other materials to improve the students' academic performance. 57.4% of the respondents reported their disagreement to the item that was designed to identify whether the school hostel does not allow them to use teaching materials. Only 24.5 % of the participants said that the school does not allow them to use school teaching learning material.

In the item for identifying the participants attitude towards freedom in hostel life the majority 53.1% (25.9% disagree and 27.2% strongly disagree) of them indicated their disagreement to live in rent house. 32% of them agreed (agree and strongly agree)that living in rent house gives freedom than hostel life. Most of the respondents preferred to live in hostel than rent house for freedom.

**Table 3:** Attitude of Female Students towards Living in Hostel

No.	Item	Strongly agree	Agree	Un decided	Disagree	Strongly disagree	Total
1	Living in hostel creates good opportunity and relationship with teachers and students	43(29.1%)	58(39.2%)	25(16.9%)	16(10.8%)	6(4.1%)	148
2	I preferred living in hostel to use all teaching-learning materials in the school	40(27.2%)	43(29.3%)	21(14.3%)	24(16.3%)	19(12.9%)	147
3	Living in hostel contributes to improve females academic performance	42(28.6%)	59(40.1%)	25(17%)	17(11%)	4(2.7%)	147
4	Since school hostel does not allow to use teaching-learning materials, I preferred living in rent house	14 (9.8%)	21(14.7%)	26(18.2%)	39(27.3%)	43(30.1%)	143
5	School hostel is well organized with library and other materials to improve females academic performance	63(43.8%)	57(37.5%)	12(8.3%)	10(6.9%)	2(%1.4)	144
6	I prefer to live in rent house than hostel for freedom	22(15%)	25(17%)	22(15%)	38(25.9%)	40(27.2%)	147

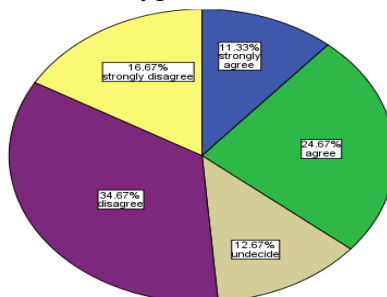
No.	Item	Strongly agree	Agree	Un decided	Disagree	Strongly disagree	Total
7	Female students living in hostel is more vulnerable for social problems than living with their family and rent house	15(10.1%)	24(16.2%)	21(14.2%)	54(36.5%)	34(23%)	148
8	Academic performance of female students living in hostel is affected by social problems	9(6.2%)	12(8.3%)	42(29%)	47(32%)	35(24%)	145
9	Living in hostel saves me time						

Similarly, as can be seen in the above table, more than half of the participants (59.5%) agreed that female students living in school hostel are not vulnerable for social problems than living with their family and rent house while about 26.3% of the respondents believed that female students living in hostel are more vulnerable. Preparatory female students living in school hostel are less vulnerable to social problems than walking long distance home and rent house. Moreover, only 14.5% of the respondents believed that academic performance of female students living in hostel is affected by social problems while more than half of them (56%) students living in hostel are not affected by social problem.

The participants responses on items-7 and item-8 show that female students academic performance is not negatively affected since the chance of their vulnerability to social related problems on hostel is low compared with off hostel. The above data show that on hostel life is preferred by majority of preparatory female students since they believe that they have better access to teaching-learning materials

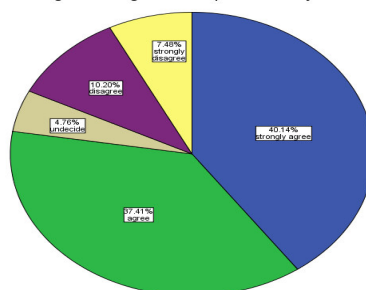
Based on Figure 2 below, nearly half of the respondents (51.3%) living in rent house help them to get academically good friends than living in hostel while about 36% of them agreed that living in rent house help them to get academically good friends than living in hostel. This could be one reason for some students for not choosing hostel life.

Figure 2: Living in rent house help me to get academically good friends than hostel



Based on the above figure, about 77.51% of them believed that living in school hostel help students to be good in time management and invest time to improve their academic performance while 17.68% of them it has nothing to do with time management.

Figure 3: Living in hostel help me to save my time



To sum up, the findings indicate that on hostel life contributes to improve preparatory students' academic performance. The informants preferred to live in hostel for better academic relationship with students and teachers, little vulnerability to social related problems, access to teaching learning materials and saving time.

### 4.3. The School Hostel Administration on Female Students Academic Performance

This section of the questionnaire assesses whether school hostel administration contributed to improved students academic achievement. Based on the summary result given in table 4 below, 58.4% of them said that living in hostel is important since management monitors and evaluates the participants learning in the hostel while only 20.5% of them disagree with it. More than half of the students (37.7%) said that school hostel got continuous follow up and support from the management and this in turn motivates them to work better in their learning. However, 20.1% of them said that there is no enough support and continuous follow up from the management.

**Table 4:** Summary on School Hostel Management

No.	Item	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
1	Living in hostel is important since management monitor and evaluates my learning in the hostel	28(19.7%)	55(38.7%)	30(21.1%)	12(8.5%)	17(12%)	142
2	I am encouraged to work better as school hostel got continuous follow up and support	30(20.1%)	56(37.6%)	33(22.2%)	20(13.4%)	10(6.7%)	149
3	Problems immediately solved by the management.	28(19.3%)	48(33.1%)	49(33.8%)	12(8.3%)	8(5.5%)	145
4	Enough human resource was sufficiently allocated	21(14.5%)	49(33.8%)	47(32.4%)	19(13.1%)	9(6.2%)	145
5	The hostel deliver the service effectively	41(28.3%)	39(26.9%)	45(31%)	15(10.3%)	5(3.4%)	145
6	The hostel is safe and peaceful	36(24.2%)	47(31.5%)	38(25.5%)	16(10.7%)	12(8.1%)	149
7	The hostel had quality materials and equipment.	35(23.3%)	46(30.7%)	41(27.3%)	22(14.7%)	6(4%)	150

More than half of the respondents (52.4%) said that the management immediately solves problems in the hostel while 33.8% of them are undecided and 55.7% of them responded that the hostel is safe and peaceful. With regards service delivery in the hostel, the majority of 55.2% of the informants disclosed that service delivery in the hostel is effective which shows that they are satisfied with it. Dissatisfaction of service delivery has been recorded by 13.7% of them. Safe and peaceful environment is one of important conditions for students learning. While 55.7% of the participants (both agree and disagree) reported that the hostel is safe and peaceful, only 18.8% of them disagree with it. Concerning the provision of quality equipment and materials in the hostel, 54% of them showed positive attitude. 27.3% of them could not decide on this issue and 18.7% of them reported their disagreement to this item which indicates that they are dissatisfied with the quality of materials and equipments. This shows that there is a need to do more to improve the quality of materials and equipment.

The findings of this section of the questionnaire show that close and frequent follow-up and support from school hostel management encouraged students to work better and improve their academic performance. Besides the hostel administration allocates supportive human resource to make the environment safe and peaceful which cultivated students' interest in school hostel and their learning. In short, supportive hostel management encourages preparatory female students better involve in their learning and improve their academic performance.

### 5. Findings of Document Analysis

**Table 6:** Female Students Ethiopian General Secondary Education Leaving Certificate Examination (EGSSLCE) results in the three Selected Preparatory Schools

Type	Range of Result					Total
	700-450	449-350	349-275	274-244	Less than 244	
In-hostel female students result	4	19	11	8	4	45
Out of hostel female students result	13	67	27	24	13	114

**EGSSLCE Range:** 700-450 1st Class, 449-350 2nd Upper, 349-275 average, and 274-244 fail

The data collected through document analysis of two Ethiopian General Secondary Education Leaving Certificate Examination (EGSELCE) results are presented in Table-5 below. Table-6 shows that, 150 of the respondents representing 30.14% of them live in school hostel, 69.86% of them live out of hostel with their family/ rent house. Out of the 30.14% respondents who stayed in hostel, 4 (8.2%) were in first EGSSLCE class division; 19(42.2%) were in the upper EGSSLCE division, 11(24.44%) in the average division; 8 (17.8%) were in the lower division; whilst the rest 4(8.9%) had a fail EGSSLCE result. Also, out of the 114 respondents who



lived out of hostel (renting and living with families), 13(11.40%) were in the first EGSSLCE division; 67(47.9%) were in upper division; 27(25.3%) were in the average division; while the rest 24(12.7%) had a lower division, whilst 13 had a fail result in the EGSSLCE.

### Chi-Square Test

A chi-square test was conducted to find out whether accommodation type significantly affected the students' academic performance (See Table- 7)

**Table -7:** Chi-Square Test for In-hostel and off-hostel modality and female students' results in EGSELCE

Chi-Square Test	Value	Df	Asymp. Sig. (2-tailed)
Pearson Chi-Square	7.045	5	0.317
No. of valid Cases		159	

From Table-7, the p-value of 0.317 is greater than the significant value of 0.05, indicating that the test was not significant with a chi-square value of 7.045 and a degree of freedom of 5. Hence, we failed to reject the hypothesis and concluded that modality of living (in hostel and out of hostel) does not significantly affect students' academic performance in the stated schools. That is, female students' modality/type of living and a student's EGSELCE result are independent of each other.

The EGSELCE result of majority of students living in hostel falls within the range of 449-350 (Second class upper division). The same applied to their counterparts who live in out-of-hostel. Thus, a student's academic performance may depend more on other factors rather than the type of residential accommodation (whether off campus or on-campus). The academic performance of students according to Raychaudhuri, Debnath, Sen & Majumder, (2010) depends on a number of socio-economic factors such as the presence of teachers in school, students' attendance in the class, and their ability to effectively utilize the academic resources provided on campus.

## 6. Finding and Conclusions

In the course of the study, 150 students (45 students in hostel and 114 out of hostel) participated in this study as sample from three selected schools in SNNPR, Guraghe zone Ethiopia. The researchers used primary and secondary data questionnaire and document analysis as data collection instruments. Data collected from these samples were organized, tabulated and interpreted using statistical tools such as percentage using SPSS software version 23. Besides, Pearson's Chi-Square test was used to test the impact of modality or type of hostel living on students' academic performance.

Hence, the finding of the study concluded that, Chi-square test on female students' results in EGSELCE modality of living (in hostel and out of hostel) does not significantly affect students' academic performance in the stated Preparatory Schools; that is, female students' modality or type of living and a student's EGSELCE result are independent of each other. The informants preferred to live in hostel for better academic relationship with students and teachers, due to little vulnerability to social related problems, access to teaching learning materials and saving time. It indicates that on hostel life contributes to improve preparatory students' academic performance.

The study depicted that social related factors sexual violence and harassment, fatigue because of travelling long distance, heavy responsibility with in house, unsafe study environment negatively affect female students' academic performance. The result of the questionnaire also disclosed that close and frequent follow-up and support from school hostel management encouraged students to work better and improve their academic performance.

## 7. Recommendations

Based on the findings of the study, it is indicated that female students have a positive attitude towards hostel life because of the social hindrances they face out of hostel. Hence, the research group recommended that, besides protecting female students' from social related problems, schools hostels has to be well organized with educational resources as well as academic support to help them better achieve national examinations.

There is no statistically significant difference between the academic performances of students who live in and out of hostels, therefore to improve academic quality and service delivery the schools hostels have to work hard in providing appropriate and adequate educational facilities for female students to attract and admit more students.

School administrators have to allocate enough budgets to hostels by devising appropriate plan, preparing, and writing projects to donors for securing better incomes for improving quality of hostel service. School hostels admission should have strategy to accommodate by considering an appropriate intake strategy which is not mainly be based on only distance from students home to schools.

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