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THE PRACTICE OF FEMALE AFFIRMATIVE ACTION PROGRAM
TOPROMOTE EDUCATIONAL EQUITY IN SECONDARY SCHOOLS OF
WESTERN ZONE OF TIGRAY

BY

MOLLA FITSUM



MAY 2011

ADDIS ABABA

**THE PRACTICE OF FEMALE AFFIRMATIVE ACTION
PROGRAM TOPROMOTE EDUCATIONAL EQUITY IN
SECONDARY SCHOOLS OF WESTERN ZONEOF TIGRAY**

**Thesis Submitted to the School of Graduate Studies
Addis Ababa University in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Education Leadership and Management**

By

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**MAY 2011
ADDIS ABABA**

Addis Ababa University

School of Graduate Studies College of Education

**The practice of Female Affirmative Action Programs in
Promoting Educational Equity in Western Zone of
Tigray Regional State**

BY

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Abstract

The purpose of this study was to investigate the practice of female affirmative action program implementation in three selected secondary schools in Western zone of Tigray Regional state. To this end, school principals (N=7) and teachers (N=12) were selected purposively, because these principals and teacher shave detail information about Female Affirmative Action Program, and female students (N=207) were selected using random sampling technique. In order to collect relevant data from respective participants, questionnaire and interview were employed. A questionnaire with 12 items was prepared and administered to all school principals; another questionnaire with 13 items was administered to all selected teachers. In addition, still another questionnaire with 14 items was designed and distributed to all selected female students. For detail information, interview was conducted with 6 female student participants who were selected using random sampling technique (2 from each school who were voluntary to participate in the interview). Furthermore, the students' result from record office was taken as a source of data. In order to analyze the data collected using the above three instruments: questionnaire, interview and document, the quantitative and qualitative method of analysis were used. The data obtained through questionnaires and documents were analyzed using quantitative method. Accordingly, mean, frequency and percentage were computed. The data obtained through interview was analyzed using qualitative method; and qualitative description and narrations were made. Results of the study depict that the implementation of female affirmative action program has become active in the beginning of the academic year; In addition, the program has never been practiced continuously throughout the academic year. In its opportunity, female students have recognized the relevance of the program and are aware of its positive impact in their successes

CHAPTER ONE

1.1. Introduction

Numerous studies on gender equity reveal that women have been victims of inequity since long. The major causes are reported to be gender bias, social, economic, cultural, historical and religiousness factors. As a result, inequity is highly prevalent in the areas of social, political, educational and economic lives of women (Johns, 1993, p. 143)

Of these areas of life, however, inequity in education has been reported to result in severe repercussions. That is because education is the gate way to improve the social, economic and political lives of women in particular and to promote the nation's development in general. Critiquing the inequity, Neave in (Seyoum, 1986, p.591) wrote, "There is no inequality more intolerable than inequality of educational opportunity." Thus, educational inequality has endangered the education and training of girls and women in all the three dimensions of educational processes: access, success, and outcomes at all levels of schooling (Lindsay, 1991). In relations to this, it is indicated that the degree of severity increases along levels from primary to tertiary, across the dimension of educational process from access to success to outcome, and cross-sectional among countries from the highly developed ones to the least developed others (Bowman and Anderson, 1982).

More specifically, equal access to educational opportunity is highly limited for girls and women in the initial phase of schooling (primary school education). The enrollment and participation rate of women is, for example, very low compared to their male counterparts at all levels of secondary schooling. When it comes to female population in schools, the situation is highly distressing.

In relation to this, the status of the third world countries like Ethiopia is highly acute (Njuma, 1993), Absence of learning support systems hostile learning environment, and the like in school systems affect the performance and promoting rate of female student. As stated by Njuma (1993), high attrition rate and low retention rate characterize women education at large particularly in developing countries (Njuma, 1993). Citing the research findings of Seyoum,(1991),and other related works. Abebayehu (1998) revealed that the situation of girls' participation in schools of Ethiopia is in agreement with this trend.

A closer look at the trend of enrollment process in school learning of Ethiopia thus reveals that women are not represented well in crucial fields of study, especially, in mathematics and the science areas (Tsige, 1991). These areas are, however, very crucial for women not only to assume full participation in development process but also to enjoy benefits of the educational outcomes equally with their male counterpart (Jacqueline, 1973).

In short, national development is virtually impossible through separating a pool of female populace from joining to learning schools and by abusing human potential without furnishing the appropriate learning environment..

To eliminate problems of women's education, to narrow down the educational inequality gap, and consequently to increase woman's role in development endeavor, worldwide movements have been taking place for many years. In this regard, international conference of education for all (IWEFA) by the year 2000 and international women's conference (ICW) are the cases in point.

At the national level, too, the educational and training policy (MOE, 1994) of Ethiopia has been formulated in such a way that it addresses educational inequity through providing educational opportunity to women at all levels of schooling to realize its goal, various programs and projects comprising different strategies have been subsequently designed (MOE, 1997).

To address the issue of educational inequity for females at all school levels of learning, MOE have launched affirmative action programs Since 1989 academic year. Female students have been given access to educational opportunity in the sense that they can be enrolled to schools.

When we specifically come to the case of western zone of Tigray, the target area of the present study, we realize that affirmative action programs have been launched with the hope of satisfactorily addressing the three dimensions of equity (access, success and outcome) in educational process.

At least in theory, the affirmative action in the zone hopes to achieve a lot of things... Primarily, the affirmative action programs seek to provide equal educational chance to

enroll significant number of female students through increasing access strategies. Secondly, the affirmative action programs hope maintain certain the academic diligence and performances of those female students admitted to secondary schools of western zone of Tigray that are thought to be viable in providing learning support system and conductive academic environment .Thirdly, the affirmative action programs intend to guarantee equal opportunity of educational outcomes at all levels of secondary schools especially where the number of female students are reported to be low and the dropout rate is high due to monetary problems .

This research was under taken to implement and evaluate the achievements so far gained to promote educational equity through implementing female affirmative action programs such as special supporting classes and financial helping for female students in high schools of western zone of Tigray.

In connection with the affirmative action programs(special supporting classes for girls and supporting female students financially in secondary schools), this study seeks to examine the major problems hindering the execution of affirmative action programs that are aimed at promoting girls' education.

1.2. Statement of the Problem

Current statistics of western zone of Tigray showed that less than 43.06% of students in secondary schools are females (Report from Zonal Education office, 2003 E.C). At the same time, the report indicates that the attrition rate (drop out rate) of female students in secondary schools always exceeds to the attrition rate of their male counterpart. In addition, the report showed not only that there is higher repetition rate among female students, but they are lower achievers when compared with their male counter parts.

To promote educational equity for female students in western zone of Tigray, the following two major affirmative action programs have been put in place since 1989 Ethiopian academic calendar:

- 1) Programs of supporting special classes for female students to maintain equity in education.

- 2) Provision of financial and educational material support to poor female students from grade nine and grade ten according to the women affairs in the zone.

In line with that, currently, female students are beneficiary of these programs at the level of secondary schools. Efforts are, however, underway to extend these benefits to female students pursuing their studies in higher institutions of education.

Though the access helping observed in the zone is encouraging, there is a need to further examine the effectiveness of the programs in light of what Lindsay has pointed out. "While initial access to education is the foundation on which virtually all other opportunity structure rest," argues Lindsay, "equity only begins with access" (Lindsay, 1991, p. 651).

Therefore, sustained educational equity for the target group is said to be promoted, if and only if strategies and activities guaranteeing equal quality of learning environment and further equal quality of educational outcomes are deliberately designed in advance and then imported adequately, appropriately and timely for the needy.

Unless the access opportunity provided is geared towards good performance and success, and further towards satisfying outcome to the individual women as well as to the society, any form of such affirmative action is worthless to promote educational equity.

This and the other aspects of affirmative action programs call for the analysis of various instructional and individual factors and roles to confidently witness the attainment of its objectives and leading also to undertake deliberate and serious intervention by the concerned bodies at large. Regarding this issue, however, to the knowledge of the researcher no studies have been conducted so far in Western zone of Tigray regional state.

The main purpose of this study is thus to investigate the worthiness of the female affirmative action program being implemented in western zone of Tigray in promoting educational equity for females through analyzing the condition of educational process and the contextual and individual factors and roles in secondary schools of western zone of Tigray regional state.

Research Questions

In order to address the main purposes of the study, the following research questions will be answered.

- 1) To what extent has the special supporting classes contributed to promote education equity for females?
- 2) To what extent does helping female students financially contribute to promote educational equity for females?
- 3) What are the major problems encountered in the overall endeavor to promote educational equity for female students through female affirmative action program?

1.3. Objectives of the Study

1.3.1. General objective

To investigate the challenges and opportunities of female affirmative action program implementation.

1.3.2 The specific objectives of the study are:

- To investigate the contribution of providing supporting classes for female students in promoting educational equity.
 - To examine the contribution of financing for female students in promoting educational equity.
- 3) To identify the overall challenges in promoting educational equity for female students in secondary schools of western zone of Tigray

1.4. Significance of the Study

Many educational plans and programs in developing countries in general, and our country in particular fail to attain their objectives in educational policies, plans, programs and projects for various reasons. With regards to affirmative action programs the focus of this study was absence of timely, monitor and evaluation traditions. They are the major reasons the Ethiopian educational system is being entertained in every schools' level to promote educational equity for females (Seyoum). One possible importance of the present study is,

to give a timely analysis on the effectiveness of the affirmative action programs in western zone of Tigray.

The study also hoped to inform the status and progress of the affirmative action in attaining its objective by the researcher to zonal and woredas educational office; to reveal the effect and impact of affirmative action by establishing a link with the objective; and to indicate some possible problems faced in affecting the programs by giving the research material to the zonal educational office.

The overall findings of this study are also expected to be of great importance to the state officials, Zonal officials, Woreda officials by distributing this research material. to them by the researcher. Based on the findings of the study, the zonal officials can pass directives and decrees in the form of intervention action to uplift the program to a better position.

1.5. Delimitation of the Study

In Western zone of Tigray there are seven (7) governmental secondary schools. It is difficult to involve all governmental schools found in the zone, so to make it manageable and to gather reliable information the study is delimited to only 3 (three) governmental secondary schools by purposive sampling and the study will confined only to examine the effects of giving special supporting classes and financial aids for female students in educational equity in Western zone of Tigray.

1.6 Definition of Terms

- 1) Affirmative action: an intervention measures usually undergone to relieve the sustained gender educational inequity at high school level in form of compulsory, corrective and re-distributive strategies. (Chan, 1993)
- 2) Attrition rate: the overall unintended output of the educational system in the form of dropouts and withdrawal (Ibid).
- 3) Drop out rate: a person who leaves school or college before they have finished their studies
- 4) Educational equity: equity in enrollment, achievement and retention in high school.

1.7 Organization of the Study

This paper has five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and definition of terms used in the study. While the review of the related literature is included in chapter two, the research design and methodology is treated in chapter three. Presentation, discussion and analyses of the findings are treated in chapter four. Chapter five, the last chapter, deals with summary, conclusion and recommendations of the study.

CHAPTER TWO

Review of Related Literature

2.1 Evolution and Development of Affirmative Action

Identifying the exact time of the evolution of the concept affirmative action is difficult, though many (Rai and Critzer, 2000) documented that the concept originated and developed in USA. According to the discussion of these scholars, affirmative action is policies used in the United States to increase opportunities for minorities by favoring them in hiring and promotion; college admissions and the awarding of the government contracts. Depending up on the situation, 'minorities' might include any under represented group, especially one defined by race, ethnicity or gender. Generally, Affirmative Action has Been Undertaken by Governments, Businesses or Educational Institutions to remedy the effects of past discrimination against a group, whether by a specific entity such as a corporation or by society as a whole (Finkelman, 2004).

According to the sources cited above, until the mid 1960s legal barriers prevented blacks and other racial minorities in the United States from entering many jobs and educational institutions. Although women were rarely legally barred from jobs or education, many schools would not admit them and many employers would not hire them. The civil Right Act of 1964 which prohibited discrimination in public accommodation and employment was the first modern legislation to address these barriers. A section of the Act known as Title VII, which specifically banned discrimination in employment, laid the ground work for the subsequent development of affirmative action. The Equal Employment Opportunity Commission (EEOC), created by the Civil Rights Act of 1964, and the Office of Federal Contract Compliance become important enforcement agencies for affirmative action.

According to literatures, the term 'affirmative action' was first used by president John F. Kennedy in a 1961 executive order designed to encourage contractors on projects financed with federal funds to racially integrate their work forces. Kennedy's executive order declared that "Federal contractors should take affirmative action to ensure that applicants are employed and employees are treated during their employment without regard to race,

creed, color or national origin” (Executive Order No. 10925 on March, 1961) quoted by Emezat (2001:5).

This racial neutral requirement moved towards preferences and quotas over the next decade. President Johnson, following on the footsteps of President Kennedy, issued another executive order, which continued the affirmative action obligation (Emezat, 2001:5-6). She extends her discussion that guidelines in hiring that included “goals and time tables” were introduced during Johnson’s presidency. She further discussed that the entire president (Roosevelt, Truman and Eisenhower) who came after Kennedy issued order on fair employment practice that had a bearing either directly or indirectly on affirmative action.

The issuance of Title VII as apart of the CIVIL Rights Act empowered the courts in the USA to authorize affirmative action remedies in the face of an international action of unlawful employment practice and to play a significant role in the development of the concept during the decades to follow (Emezat, 2001). According to the same source the concept spread and gained acceptance in other countries like Canada, Australia, India, and South Africa. These countries have incorporated affirmative action in their constitutions. However, in some countries like England its development was hindered by state policies that looked up on affirmative action with disfavor.

Internationally, the concept came to be relevant in relation to group rights. For example, the 1957 ILO convention concerning indigenous and tribal people called for special measures implying preferential treatment, provided that such measures are not contrary to the expressed wishes of the groups concerned. The 1958 ILO convention adopted similar special measures to meet the particular requirement person’s who for reasons of age, sex, disability, family responsibility or social or cultural status are generally recognized as in need of special problems or assistance. UNESCO Convention against Discrimination in Education (1960), Convention on Racial Discrimination of 1965, Convention on the Elimination of Discrimination against Women of 1979 also adopt positive attitude towards affirmative action. Thus international law also accepts policies of affirmative action (Emezat, 2001 P6).

2.2 Female Affirmative Action Program in Ethiopia

In order to engage in gender based affirmative action, discrimination is a pre requisite. Gender discrimination through out the world in general and Ethiopia in particular have been well discussed in areas of education and employment that declarations and measures have been launched to alleviate the problem. In Ethiopia, the existence of women discrimination in areas of education employment and decision making is not a question, which lays the ground for the launching of affirmative action programs. The constitution of Federal Democratic Republic of Ethiopia is historically, the first legal instrument that recognized gender based affirmative action in Ethiopia. Article 35(3) is the specific article in the constitution which documents female affirmative action. Further more, following the constitution, the Education and Training Policy of Ethiopia also documents female affirmative action in education (article 3.4.10). Following these two legal instrument i.e. the constitution and the Education Policy, the female affirmative action program in education has been on implementation 1996/7 academic year in secondary school education.

new paragraph

The issue of promoting educational equity among citizenry has been referred as one of the permanent educational agenda both at national and international level. This, therefore, warrants the prior understanding of the issue of educational equity and all the related dimensions of the issue in detail before taking any intervention measures assumed to disseminate the barriers to and then bridge to educational equity.

To this effect, in the next sections of the literature, attempt will be made to overview the conceptual framework of educational equity and its practical endeavor referring particularly to the way of the addressing the problem of female's educational inequity in secondary schools through affirmative action programs.

2.3. The Concept of Educational Equity

Educational equity has been one of the commonest educational agenda for both developed and developing nations of the world. Despite the good effort made by earmarking huge fund since long, even the most economically developed countries of our times are still dealing with the problems of educational inequality (Lidnsay, 1991).

The persistence of this phenomenon was reasoned out to be the inherent feature of the issue it is in any other dimension of social services by some educators like, D'souza (1991) and other educators however, argue against this idea and attach the failure to procedural deficiency in treating the issue. When it comes to the case of developing countries like Ethiopia, expectedly, addressing one of the purposes for which education is erected as social contract; educational equity is a powerful social policy theme that always raises heating debate (LeGrand, 1985). As a matter of fact, educational equity as a concept and a practice becomes an area of intense ideological and political contention (Nelson et.al, 1990). Conceptually, the very question, "whose interest should education serve at best?" falls under two conflicting social values-individual self interest and group interest (Witt, 1990). Explanation to this basic question has been accounted for the emergence of group of thinkers advocating different views and approaches with extremely contradictory positions

The different views and approaches have been mainly opted owing to the fact that, "mainstream views always sound much more reasonable as bases of reform, but the radical ideas contain the seeds for longer-terms and more significant change. So the two conflicting value of social dilemma, identified as the competition of individual reflected in education as the value conflict between educational excellence and educational equity (Nelson et.al., 1990, p.10).

The proponents of educational equity advocate education for serving, at best, the need and interest of the masses at the cost of the individual. Educational equity is assumed as demand for conduct toward social mobility, credentials and social participation on the part of the mass of its citizenry (Blackmore and Kenway, 1993). This assumption rests on the principle of viewing education as a social good in which individuals have equal right to share educational opportunities fairly and further to reap the fruit of educational outcome mutually in societal life sphere. In such situations, government is charged with the sole responsibility of providing balanced education for the masses and safeguards them from the competitive market policy that favors individuals (Levin, 1994).

Holding the highest value in academic excellence as achieved by the individual's merit and outstanding performance, the opponents of educational equity demand the achievements of

highest quality and the most refined intellectual and cultural expression in its educational system (Howe, 1987).

Howe and Strike argue that, a nation that urges over mass education through the earlier scheme is attributed as putting a block extension on the talented few from realizing their potentiality which is not only manifests inequity, but also highly disadvantageous to the larger society (D'souza, 1991). These school of thought further advocates privately run system of education as an appropriate mode of educational governance.

In view of the justification of both groups, however, achieving both ends seems problematic basically excessive want for one at the cost of ignoring the other may prove the inefficiency of the education system. In the above case either quality of education may suffer very much or very few may enjoy the educational opportunities. This reflects the apparent criticism labeled against the changes (D'souza, 1991 p314)

Between these groups, along the continuum of educational excellence and educational equity, however, there is a third group that mediates these radical groups. It tries to compromise the conflicting aspects through devising alternative mechanisms on a middle ground basis. Accordingly, it focuses both on quality and participation in a single open admission. (Levin, 1994).

People who try to mediate the two positions (equity and excellence) uphold such motto, and "there exists no contradiction between equity and excellence" and maintain the position that suggests, "Equality is a necessary condition for excellence" (Nelson, et al, 1990).

2.4. The Realities of Promoting Educational Equity

In view of the real societal life situation, implementing the very concept of educational equity in practice has been very complex and problematic. That is mainly because promoting educational equity requires taking intervention measures which is not only redistributes socio-economic resources but also builds new social structure among the members of society (Erwin and Manitt, 1998; Heliman, 1998). Consequently, the overall endeavor of promoting educational equity becomes a political fact in practice that is

basically explained through some interrelated social variables (Platt, 1997, P407). Clerk further argues:

Equity involves the ideas of equal outcomes or equal treatment as between individuals, and/or groups. But, any sort of public action entails differentiation in every field rather than the blind, undifferentiated, random equality of the conventional picture of justice. Thus, educational equity with its problematic but close relationship the idea of equality can, therefore, easily either ignore the contradiction and become more rhetoric, or turn into an ideology under writing bureaucratic rationally.

Besides to the Educational excellence and Educational equity, the third aspect of the endeavor is the specification of the kind of educational equity in need. This point is usually quoted as a reason for the vagueness of the intention, action and outcome of promoting educational equity (Blackmore and Kenway, 1993).

2.5. Aspects of Educational Equity in Educational Process

Literature discussing the ways of promoting educational equity identifies initially the different dimensions of equity that are characterized by their own feature. The basic ones, and which in fact have relevance to education and schooling issues as suggested by Lidnsay,(1991) are three: equality of access, equality of learning environment and equality of educational outcomes. Often times, these three are either misinterpreted or mixed up causing them merge on one another. In most instances, the issue of promoting educationally equity is wrongly interpreted simply as the provision of access ignoring the other two important dimensions (Lidnsay, 1991).

2.5.1. Provision of Educational Access

This dimension of educational equity is commonly referred as equality of educational opportunity (Tietjen, 1991). It is the initial phase that urges for opening door to let in the disadvantaged groups of student into the hostile educational institutions. As a strategy, according to Blashaw, (1994), it minimizes the admission requirement or allows entry

through undergoing open courses, and the like; basically, the change in trend of enrollment of the target group is suggested to be the simplest indicator of the situation (Blackmore and Kenway, 1993). It is the initial dimension of educational equity upon which the others fundamentally rest.

2.5.2. Equal Quality of Learning Environment

According to a number of authors (for example, Blackmore and Kenway, 1993), equal quality of learning environment involves the creation of learning environment that allows academic success for the already admitted disadvantaged group of students in the hostile educational institutions. This requires the development of strategies that makes them stay in and complete. It is further reasoned out by Subbaraw (1994) that the bringing of unable and weak students into highly selective, meritocracy educational setting.

2.6. Affirmative Action and Educational Equity

Historical emergence of affirmative action in the areas of public policy has been substantially documented in various writings, publications, etc. having its locus in the constituency and associated with the civil right movement (Chan, 1993). It was initiated to rectifying fair and just society that equally shares the educational outcomes.

Towards this endeavor, affirmative actions have become the educational policy reality as an intervention measure. As noted by some writers (Platt, 1997) affirmative actions attempt to address the problem of educational inequity for an educationally disadvantaged group whose suffering was not self inflicted but caused through deliberately established institutional procedure of segregation. More specifically, through affirmative actions, these groups of people are hoped to advance to better status in the larger sphere of societal life.

This step basically involves the redistribution of public wealth and the netting of new social structure that disturb the already established societal status quo in its many forms (Chan, 1993). This practical dimension of promoting equity through affirmative action remains a complex ideological and political fact of societal life (Nelson, 1990) It could thus be said that affirmative action encounters a heating debate in every of its form, objective, scope, strategies, etc. (Platt, 1997). Due to the variety of social policy areas

which exhibit different character, (Heliman,1998) further notes that undergoing discussions regarding the affirmative action that requires the detail description of the specific type in question saying that, "in actuality, there are many variants of affirmative action.

Taking this into account, in the next section reviews the nature and the realities of affirmative action programs launched to promote educational equity for female student in high schools.

2.7. Female Affirmative Action Programs

Gender discrimination which is based on perceived physical, cultural, social differences between men and women cuts across racial and ethnic lines and has generated a division of duties and rights within society based on gender. These perceptions have been reinforced through social and familial structures and have played a major role in shaping the opportunities available to women both in education and workforce (; Rai and Critzer, 2000). In almost all societies, economic as well as social roles have been determined by gender usually placing women in less powerful and lower pay positions which place them in a disadvantage position.

Affirmative action which is a response to the US civil rights act of 1994 was at first an effort to promote equality in the workplace among races or ethnics. A few years later, the program was extended to women and education, especially as a response to the US feminist movement in early 1970s (Rai and Critzer, 2000).

According to the same sources, the development of women in development approach within feminist movement in the early 1970s, with its emphasis on bringing women into development, which was later on taken up by Gender and Development (GAD) approach enforced the launching and development of affirmative action for females both in education and workplace. Furthermore, title IX of the Educational Amendments of the 1972 which prohibits sex discrimination in federally funded educational programs and activities in US and the UNESCO convention on the Elimination of Discrimination Against women of 1979 strengthened and supported programs that favor women

(Anderson, 2006). As a result, countries started to take positive measure (affirmative action) to increase the equality of females in education.

2.8. The Nature of Female Affirmative Action Programs

Edg The complexity of the educational level plus the sensitivity of the issue calls for systematic and wise handling of the program requiring the specification of all aspects (Chan, 1993). Basically, as the ultimate concern of educational equity is judged against the outcome (Lidnsay, 1991), the effected female affirmative action program has to concomitantly address that end. Henceforth, female affirmative action programs have to effectively deal with the three aspect of educational process such as equity of access, equality of learning environment and equality of educational out comes), where barriers to equity are identified. This implies that efforts through affirmative action program has to attack and dismantle those barriers that are believed to block female students not to get into secondary school In other course of action, measures of affirmative action programs have to concomitantly address those aspects of educational process that block the meager number of female students to succeed and also equally compete with male students in the school setting. To help the affirmative action program, possible and viable strategies have to be collaboratively designed by the participants of school personnel and be implemented appropriately (Seyoum, 1986 p605)

Likewise, affirmative action programs have to simultaneously come up with strategies that help to expand and improve educational outcomes of female. In order to do this, girls have to be offered with chances that would potentially redistribute social and economic outcomes enjoyed in the society (Tekeste N, 1991P 219).

To hand out all the above purposes that means to minimize troubles, the competing groups in accordance with principle of cooperation that demand more resource from the outside is mostly recommended (Lidnsay, 1991). In this respect, the creation of social awareness and mass mobilization backed up by allocation of handful resources (manpower, financial, informational and material) are considered to be forerunner measures.

More importantly, UNESCO (1996) lists the following five criteria as salient features of good female affirmative action programs that are believed to bring to promote educational

equity. These are: comprehensives, interrelatedness, adaptability, flexibility, and consistency.

2.9. Agents responsible in implementing female affirmative action programs

Experience of some countries showed that successful implementation of female affirmative action programs in high schools can be determined by various factors. In most case, however, these factors are categorized under two broad divisions: internal agents and external agents (Lindsay, 1991)

2.9.1. Internal agents

As a broad classification, this category encompasses all the different establishments in educational system that play crucial role in initiating and implementing the female affirmative action programs in high schools (Lindsay 1991). The important educational establishments that are directly responsible in this case and of importance to this discussion are: Ministry of Education, the Regional Educational Bureau, Zonal educational office, Woreda educational office, and high schools.

As an initiator to the issue of promoting educational equity for female and women at all levels in general, Ministry of Education is, for example, expected to carry out the following activities (Bastian, 1986 p68-9).

- Adequate conceptualization of the issue of promoting educational equity in educational policy and operate it with corresponding objectives accordingly.
- Monitoring programs for adaptation and assessing the impact of the program.
- Providing the necessary logistics along with supportive services.
- The provision of tutorials, consultation, orientation, guidance and counseling service, monitoring etc.
- Promoting cooperative learning through group discussion, group works etc.
- Fostering independent learning through introducing study skill, giving assignment etc.

- Provision of gender oriented issues.
- Establishing gender studies program. According to Bastine these activities are expected to be done by Ministry of Education.

2.9.2. External agents and their roles

Achieving equalitarian goal of promoting educational equity for female students through affirmative action in actuality is very problematic due to the dependency of educational system in external variables. Regarding this issue, Levin writes "If we are serious about readdressing the inequity of the past, it is needed to look beyond the school gate for solution". These agents have potential power to greatly influence the gender relation pattern outside the schools, determine the direction of schools to effectively implementing the programs and decide up on the nature of the program (Tietjen, 1991).

This implies that the realization of the very objective of female affirmative action program for lower education is at the mercy of contextual variables. The major components included here according to Lindsay (1991) are: the federal government, legislative, political and pressure groups; and interest groups

Federal Government: Basically, the initiative of intervention measures emanates from the philosophy/ideology of the state. Particularly, the value attached to education to promote equity between groups, gender and its assumed role to enhance national development highly determine the launching of affirmative action program as an intervention measure by governments. With regard to the role of government in effecting affirmative action programs in high school's education, Levin citing in (Seyoum, 1986 p587) has this to say, "Without state and national commitment; issues of access and equity seldom find their ways into the highest priority to primary and secondary level's education of the various role played by government")

Lindsay (1991, p. 593) lists the following as the three major roles of the government:

- To allocate special fund;

- To enforce concerned units to implement female affirmative action plans in line with the requirement set;
- To monitor and evaluate the progress of the program and reward those who show compliance and punish the deviants

Political-legal pressure: This refers to the external enforcement made on the different secondary education entertaining affirmative action programs to comply according to constituency of the country. Success of the realization of affirmative action program is affirmed through putting political, legal, and regulatory pressures on high schools to diversify their business contract or admission and promotion (Subbaraw, 1994).

This takes the form of executive order, legislative acts etc. The most common one is the enforcing of secondary level education to comply with affirmative action requirements, had they wished to continue in getting direct or indirect economic support from the state and Federal government. The compliances are suggested to be enforced by such very concrete measures, as quotas, set-a sides, goals and time tables (Lidnsay, 1991).

The interest group: As a component of contextual agent, interest group plays major role toward successful implementation of affirmative action programs (Tietjen, 1991). The kind of support an interest group gives to the secondary level education could be consultancy service or material assistance. In this regard, the transference of best aspects of the practice and their adoption may save resource and more importantly helps to buy time to achieve that end. Therefore, while the availability of technical and academic support from different interest groups is fertile ground for the success of the program, its absence may hinder the easy success as such. (Tietjen,1991:13-4).

2.10. Controversies and Challenges of Affirmative Action

Affirmative action has faced controversies and challenges in its application from the beginning in the United States. As shown in a number of works Emezat, (2001), there are various questions and concerns raised in relation to affirmative action. Some of the questions are more of an objection and arguments against the entire concept of affirmative action. While some of the other question rose are important points calling for clarity, and

others are strongly based on popular notions of the concept that do not convey the precise nature and meaning of affirmative action.

2.10.1. Arguments for Affirmative Action

As Mickelson (2002 p301-5) mentions, advocates of affirmative action criticize the traditional school enrollments decisions in America as they are far from objective. They argue that fairness requires affirmative action as a countervailing force against the practices and procedures used in school enrollment. From the discussion of the Mickelson's idea, it is possible to observe three main arguments often mentioned in support of affirmative action.

- 1 The first is that affirmative action is a necessary legal and moral remedy for past discrimination. It is claimed that discrimination at some level in a society is the principal cause of under representation for members of disadvantaged group. So the advocates call for compensation of benefits and resources to members of such a group for the harms suffered by them in the past.
- 2 The second argument mentions that affirmative action is a protection necessary to deal with the persistent race and gender barriers to equal opportunities. They argue that the absence of an equal start stands at the heart of the continuing educational discrimination that affirmative action seeks to remedy. They assert that membership in a certain racial, ethnic, gender and class groups is likely to deny some while it enables other people to enjoy educational advantages. Therefore, affirmative action practices intervene in ways that compensate for the disadvantages of unequal opportunities so that the equality of opportunity created by affirmative action will enable all persons to compete on the basis of equality and the society at large would be in a position to utilize the potentials and talents of members of the disadvantaged group.
- 3 The third argument is that affirmative action can be transformative because inclusively and diversity in school education strengthen and democratize schools and the people who attend them and ultimately-society. They argue that the diversity that student bring to school environment makes for a more dynamic intellectual environment and wider experience. They further mention that affirmative action practices can be transformative

because they allow majority group members to interact with diverse students in situations of mutuality, cooperation and equal status conditions that make possible reductions in racism and sexism. The advocates accept the difficulty with this argument that the empirical record does not suggest that affirmative action has enjoyed remarkable success in transforming the society along this line, although there are enrollment changes (improvements).

2.10.2. Arguments against affirmative action

Some of the major arguments forward and discussed against affirmative action include:

- 1) Affirmative action is damaging to minorities or results in self doubt upon beneficiaries. It is claimed that affirmative action can have a negative implication on the beneficiaries and it may foster the feeling in them that they cannot compete with other groups on equal terms. Opponents also argue that affirmative action accelerates discrimination (Leonard, 1986). Their critics, however, counter argue that these claims generally lack evidence.
- 2) Affirmative action is ultimately unfair and unethical because it violates the basic principle of equality. They call for every person to be treated equally without any preferences. However, as Emezat, (2001), discusses, the conception of equality shows that equality does not necessarily imply same or identical treatment. Differential treatment may be possible if there are valid grounds that dictate unequal treatment. It is argued that if beneficiaries of affirmative action and non beneficiaries are indeed unequal based on an accepted criterion, then affirmative action can be incorporated Affirmative action is reverse discrimination. There are two claims of affirmative action as a reverse discrimination. The first is that the relative marginal productivities of minorities and females have declined as their employment has increased, and have not moved toward equality with relative wages and the second one is that the decreased employment growth of white males. However, Leonard (1986), discuss that there is no significant evidence to support these contention.

- 3) The fourth critics believe that affirmative action unfairly displaces more qualified applicants with less qualified members of protected groups. However, proponents of affirmative action argue that it is difficult to demonstrate that this is true because those with better test scores may have been displaced by legacies. They further argued that this argument presumes that tests and grades are the only valid measures of “qualification”

In general, as noted by different educators (Leonard, 1986), criticisms forwarded action affirmative action not only lack significant evidence. Fundamental to those who support affirmative action is the past discriminatory values and practices that has shaped social relations, sex roles and career opportunities. They argue that without such government intervention, racial, ethnic and gender bias would continue in education.

CHAPTER THREE

THE STUDY DESIGN AND PROCEDURE

3.1. THE STUDY DESIGN

Primarily, descriptive survey was employed as a relevant methodology with the assumption that it could describe the practice of female affirmative action program to promote educational equity for female students'. According to Cohen, (1994), In a study of this kind, survey research helps to gather data at a particular point from given sample with the intention of describing the entire nature of existing conditions in general. Similarly, a number of researchers (e.g., Baker, 1988) for a study of this sort that examines samples taken from a large population

3.2. Research Methodology

The study was mainly concerned with portraying the present status of female affirmative action in secondary schools of Western zone of Tigray. In doing so, as indicated above, the descriptive method, particularly the survey questionnaire was employed in gathering data.

3.3 Sampling Techniques and the Sample Population

To come up with the right sample, two techniques namely simple random sampling and purposive sampling were used. While purposive sampling was used to select the three high schools included in the study, both random sampling and purposive sampling, was employed to the research participants.

The high schools taken as sample: out of the seven secondary schools found in western zone of Tigray, three secondary schools were selected as research sites using purposive sampling techniques because these selected schools have an. adequate information to the study and they have access of transportation .Here two of the schools were not included in the study because they were not accessible to transportation. The other two were excluded from the study as they lacked adequate information about female affirmative action programs as they were opened in 2003 E.C

The Sample Population: Below is a description of how the different group participants of the study were chosen.

- To select the number of students required for the study, I focused on grade nine and ten female students benefiting from the affirmative action programs (improving their academic achievement and getting financial support (45 female students that 15 female students from each school) were beneficiary of finance that was each student obtained 100 birr per month, that helped them from leaving the school due to financial problems) in the academic year 2003E C. Out of the total number 1380, female students of 9th and 10th grade students benefiting from the program, I randomly chose 207 female students (15% of the target population) and let them fill in the survey questionnaire prepared for the study.
- All the three principals of the schools and four vice-principals were involved in filling out the study questionnaires, here; from these sample high schools only Humera secondary school has two deputy principals.
- Out of the five departments available in each school, only teachers teach in departments of language, math-physics, and Bio-chemistry were purposively included in this study. That was because affirmative action programs have been implemented to help female students succeed in subjects given in these departments. This implementation that teachers supported students on these subjects was based on the interest of female students, since students were assumed (reported) that, the above mentioned subjects were difficult to them. Among the 24 number of teachers that belong to these departments and that gave supporting classes for girls, the survey questionnaire was administered only to 12 of the teachers that were chosen randomly to fill the 13 item questions. The table provides details of the teachers chosen from the schools included in this study.

Table 1: Teachers chosen from the three departments in each school.

No	School Name	Selected Department	Selected Subjects	Number of teachers
1.1	Humera Sec.School	Language	English	1
		Math-Physics	Physics	1
			Math's	1
		Bio- Chemistry	Chemistry	1
1.2	Getachew Azanaw Sec School	Language	English	1
		Math-Physics	Physics	1
			Maths	1
		Bio- Chemistry	Chemistry	1
1.3	Kafta Sec. School	Language	English	1
		Math-Physics	Maths	1
			Physics	1
		Bio- Chemistry	Chemistry	1
Total Number of teachers				12

3.4 Instruments and Data Collection Procedures

In order to gather the necessary data, questionnaires, interviews and documentary information were used.

Questionnaires: Two types of questionnaires (one for female students and another for teachers and principals/deputy principals) were prepared. While 14 questionnaires administered to 207 students was prepared in Tigrigna and 13 for teachers, 12 questionnaires to 3 principals and 4 vice principals were prepared in English. Here, the questionnaires administered for both teachers, principals and vice principals were almost similar because, they basically focus on the effective and efficient learning and teaching academic situation of girls that is the items of both teachers and principals were concerned to facilitate smooth and result oriented school performance. However, when we see the slight difference is that of the principals gear mostly on planning the strategic plan and annual plan of the school collectively lead the school to achievement of one goal.

Interviews: Semi-structured interview was conducted with six female students (two from each school the selection of interviewees was using random sampling technique) and the interview was conducted in Tigrigna but the discussions were translated in to English. Altogether, there were six questions used as a guide for conducting the interview. While the first two items were used to gather background information about the interviewees, these six questions were used to obtain deep insights regarding the informants' overall opinion about the affirmative action programs in their respective schools, the effectiveness of the programs and problems encountered in the implementation process. During the interviews, informants were also given the opportunity to reflect on their personal experience as beneficiaries of the programs.

Documentary Information: Documents primarily used for the study were school academic records related to academic achievement of female students in the 2002 E.C academic year. In an attempt to look into the academic achievements of the female students, it was only their grades in mathematics, English, Physics, and Chemistry that were looked at. That was because, as indicated earlier, the affirmative action programs were put in place basically to improve the academic achievements of female students in these subjects. This was proved from their academic results taking from record office.

3.5 Methods of Data Analysis

This section treated the presentation and data collected through questionnaires from female students, teachers, school principals, vice principals and interviews from students and document analysis were tallied and computed using percentage and mean. Before using the data, they were checked for their usability and the appropriate statistical procedures were used to analyze and interpret the data. I used to measure attitudes of the respondents 'questionnaires based on Likert scales' responses formula, each response is assigned a point value, and an individuals' score is determined by adding the point values of all the statements and percentage and mean analysis were used to investigate the effectiveness and weakness of the implementation of the program in secondary schools.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter deals with presentation, analysis and interpretation of the data gathered through questionnaire, interview and documentary information from three schools selected in the Western Zone of Tigray.

4.2. Background Information of participants

As indicated in the table below (Table 2) in item 2.1, in terms of sex, all the three principals and their four deputies involved in this study were males. There was not even a single female respondent who is currently serving even as a deputy principal in any of the three schools selected. One might argue that this is likely to impinge upon the implementation of the affirmative action programs negatively. Interestingly, even among subject teachers who are assigned to give additional support to female students, women teachers are disproportionately represented. While there were 10 male teachers assigned to do the job, there were only 2 female teachers assigned in the program.

With regard to age, as can be seen in the table 2 below (Item 2.2), both teachers and principals are youths. Surprisingly, from both teacher and school principal participants, almost 95 % (N=16) of them belong in the range of 20 - 30 years of old. Only, one of principals falls in the range of 31-35 years of age. This implies that in the selected schools, almost all teachers and principals are young who can do their best in academic context, and this in turn tell us that the young teachers can enhance the overall teaching-learning process effectively in their respective schools. Nevertheless, since principal-ship means leading and organizing personnel's and teaching learning processes, these young principals are, one might argue, that the principals can perform the leadership activities effectively..

Table 2. Sex and Age: Principals and Teachers

No.	Item	Alternatives	Principals	Teachers
			No.	No.
2.1	Sex	A. Male	07	10
		B. Female	-	02
		Total	07	12
2.2	Age	A. 20-25	02	08
		B. 26-30	04	04
		C. 31-35	01	-
		D. above 35	-	-
		Total	07	12

With respect to qualifications, as shown in table 3 below, we can clearly learn that both teacher and principal participants are first degree holders. While five of seven principals are holders' Bachelor of Arts and the remaining two are Bachelor of education; three of the twelve teachers are Bachelor of Arts and the remaining nine teachers are qualified in Bachelor of education. This empirical data tell us that the level of qualification enables the participants to play their role in high school teaching and learning Career. Nevertheless, regarding the requirement of school management, none of the above principals can match. Therefore, the managerial function of the schools had never been performed effectively and efficiently by the appropriate principals who were trained in school managerial skills. This in turn may affect the implementation of female affirmative action which needs strong managerial commitment in our country and in schools in particular.

In case of teachers, even though all the teachers are first degree holders, 3 of the 12 teachers are Bachelor of Arts, who did not take the pedagogy course. So from this, we can

understand that teaches with Bachelor of Arts may lack a good teaching approach in the class for their students. Therefore, lack of pedagogical experience may affect the classroom teaching in general and female students who needs affirmative action in particular.

Similarly, ones field of study is another factor that may determine the implementation of female affirmative action in schools. From item 3.2 (Table 3) below, one can learn that all of the school principals were trained in education for teaching not for leading. From twelve teachers, three of them were Bachelor of arts who did not take pedagogy courses as stated above and the remaining nine teachers have education background who took methodology and pedagogy courses. Therefore, from seven school principals of the three selected schools for this study, it can be said that all of the principals did not have the desired fields of study for school administration. This position mismatch may affect the overall school administration and the implementation of additional programs such as female affirmative action in schools.

It is obvious that either in teaching or school administration experience matters. From item 3.3 (Table 3) below, we can take a lesson that nearly more than half of the school principals (N=4) are not experienced; whereas a considerable number of teachers (N=8) are found to be reasonably experienced. More specifically, among the seven school principal participants, four of them have below 5 years of service; and the service of the other three principals range from 6 to 10 years. On the other hand, from the 12 teachers, eight of them are in the range of 6-10 years of service; the other four are below 5 years of service. From this, we can understand that most principals and few numbers of teacher participants are not well experienced. Therefore, there is a discrepancy of experience and role of individuals in school. For instance, as there are experienced teachers in the selected schools, the school administration has been done by inexperienced people whose field of study is not pertinent with the position they hold. Such experience and field of study gap may affect the school environment that may in turn create a negative impact on the implementation of female affirmative action.

Table 3: Educational Level, Field of Study and Service Year: Principals and Teachers

No.	Item	Alternatives	Principals	Teachers
			No	No
3.1	Educational qualification	A. BA	05	03
		B. Bed	02	09
		C. MA/Med	-	-
		D. diploma	-	-
		Total	07	12
3.2	Field of study	A. Educational administration	-	-
		B. teaching	07	12
		C. others	-	-
		Total	07	12
3.3	Service years	A. below 5	04	04
		B. 6-10	03	08
		C. 11-15	-	-
		D. above 15	-	-
		Total	07	12

As indicated earlier, amongst the students attending in the three schools targeted for this study,, only female students were chosen for this study. This was done purposively for the fact that the study deals with the implementation of female affirmative action. Hence, female students can be the real source of information. In table 4 below, the data depict that all student participants are females whose age ranges 12 – 16(N= 87); and 17 – 20 (N=120). From this data, it is also possible to take a lesson that students are in their teen's age and that implies they need special guidance and support.

Table4. Sex and Age: Student Participants

Sex of respondents	Age of respondents	Number of respondents	
		Grade 9	Grade 10
Female	15 – 17	88	49
	18 – 20	16	54
	21 – 23	-	-
	24 – 26	-	-
	Total	104	103

4.3 School Principals' Responses to the Questionnaire

The questionnaire with 12 items was prepared to be administered to the three selected school principals. It was designed with Likert scale (from very low=1 to Very high). All selected school principals filled and returned the questionnaires in the given time. This part of the study deals with school principals' response to the questionnaire provided by the researcher himself. The data would try to detect the degree of performance of principals in the view of gender issue. The tasks were the integration of the basic study questions that reveal to what extent do principals implement /perform / the affirmative action program. There were five alternatives that measure the degree of performance; those were very high, high, moderate, low and very low. The researcher comprised the 'very high' and 'high' to one end as good performance and the low and very low to the other end as bad or weak performance and leaving the 'moderate' as a measure of intermediate. Besides, the mean value calculated from the responses has also been used to detect the degree of agreement or disagreement to the respected item.

Item 5.1 (Table 5) below was designed to get information about preparing plan based on gender issue. Regarding this, the majority of principals (N=4) reported that they did not prepare plans based on the gender issue. Three of the seven principals reported in the range of moderate with the mean value of (2.4). So form this data, one can perceive that the majority principals did not consider gender issues in their strategic planning and this

showed that the female affirmative action program was not implemented well in most of secondary schools.

The purpose of item 5.2(see Table 5 below) was seeking information concerning the provision of proper and enough orientation for female students. Out of the total principals four of them responded high and 3 of them responded moderate with a mean value of (3.9). This indicates that as a whole female student were given adequate orientation during enrollment. This in turn increases the awareness of female students about female affirmative action in which the respected performance was preformed nearly high.

Regarding the provision of guidance and counseling service for female students in item (5.3), 2 of the principals responded very high, 1 of them said high, and 3 of the principals responded moderate while 1 of them responded very low. With the mean value of (3.4) All things considered, it can be said the activity was performed moderately.

In item 5.4(Table 5) below, the main concern was to obtain the financial aids/ supports given for poor female students. In this case, 5 of the principals responded that the situation was moderate and 2 of them responded that the situation was low with a mean value of (2.4). Here it showed that, the principals or schools revealed weak performance in supporting financial needs for poor female students.

The principals of the selected three schools were also asked about the establishment and support of gender committee in item 5.5 (Table 5). In this regard, below half of the respondents rated their level of agreement as high. The remaining respondents (N=4) showed their moderate response on the issue raised above (3.7). The response on establishment and support in gender committee in schools seems balance with insignificance difference. Hence, it is possible to learn that there is a sense of gender committee in the selected schools, which indicates the program was implemented moderately in all the selected schools.

Table5. School Rules and Environment Issues

No	Item	Scale or levels & their corresponding No.						Mean
		V.	High	Moderate	Low	Very	Total	
		High No		No	No	low No	No	
5.1	Preparing plans based on gender issue		-	03	04		07	2.4
5.2	Provision of proper and enough orientation for female	02	02	03	-		07	3.9
5.3	Provision of guidance and counseling service for female	02		03	-	01	07	3.4
5.4	Financial aids support for poor female students	-	-	05	-	02	07	2.4
5.5	Establishment and support of gender committee in the school	02	01	04	-	-	07	3.7

Average mean 3.2

Regarding the mechanism that the school principal followed when female students faced a problem in schools (Item 6.1 in Table 6), the participants responded as very high (N=1) ,high (N=2) and the remaining principals (N=4) responded moderate with the mean value of(3.6) . From this, we can understand that the follow up mechanism for female students was good.

Item 6.2(Table 6) of the questionnaire was designed to elicit information about principals' commitment in response to female harassment. The responses for this issue were encouraging. Almost nearly three fourth of school principals (N=5) fall in high category, and the remaining (2 principals) assured their moderate commitment on female related harassment with the mean value of (3.9). In general, school principals seem very concerned regarding the issue.

Item 6.3 (Table 6 below) deals with the interaction of principals /schools with parents on giving awareness to support their female students and space /chance for female students in using the tutorial program. Regarding this, nearly three fourth (N=5) reported high degree of involvement.. Surprisingly, in the issue stated above the moderate and low responses are just in equal amount. Therefore the positive attempts of the principals out weight the other side of responses of participant with the mean value of (3.6). Hence, one can understand that there was a good communication between teachers and school principals to enhance the tutorial programs

In table 6 below, the majority of principals (other than one principal's response reported to be low) showed their positive concern regarding facility provision for female students (see item 6.4) with the mean value of (3.6), The data reveal that there is rather a good concern on facility access such as toilet space in high schools.

The school principals rated their level of agreement from moderate to very high level for item 6.5 issues (Table 6). The question was prepared to obtain data whether the school environment was conducive for female students or not. Astonishingly, regarding the school environment, there is no any discouraging report from the principals. The principal's responses range between below half of respondent with high and above, and nearly above half of respondent with moderate with a mean value of (3.7). Therefore, the school environment does not look unsuitable for female students in high school.

In item 6.6(Table 6) below, the principals of the three selected schools were asked regarding school evaluation system in relation to female affirmative action. As we can learn from table 6 below, it seems quite encouraging which has a mean value of (3.3). It is possible to sum up; therefore most of school evaluation incorporated female affirmative action.

As can be seen in table 6 below from item 6.7, we can learn that there were clear rules and regulations in all schools regarding harassment and rape. Respondents (N=7) who filled their questionnaire said the rule and regulations of harassment and rape in their respective schools has given attention from moderate to high level of careers. In this regard, with the exception of 2 respondents who showed their moderate attention to the rules and

regulations, the majority principals (5 in number) completed their questionnaire the scale of high and very high options with the mean value of (4.0). The average mean of school support and guidance is 3.7 which indicate these issues were done in a good condition.

Table 6. School Support and Guidance Related Issues

6.1	Follow up mechanisms of problems faced by female students in the school	01	02	04	-	-	07	3.6
6.2	School commitment to respond and act accordingly to female harassment	01	04	02	-	-	07	3.9
6.3	Giving awareness to parents to support their female students to use	-	05	01	01	-	07	3.6
6.4	Provision of facilities (like to toilet, water and space for female students)	01	03	02	01	-	07	3.6
6.5	Creating conducive school environment for female students	01	03	03	-	-	07	3.7
6.6	School evaluation of the female affirmative action	01	02	03	-	01	07	3.3
6.7	Availability of clear rules and regulation in the school on harassment and rape of female students	02	03	02	-	-	07	4.0

Average Mean=3.7

4.4 Teachers' Responses to the questionnaire

The data gathered attempted to detect the degree of performance of teachers in the view of gender issue. The items were integrated in the view of the role teachers in school in relation to the implementation of the affirmative action program.

From item 7.1 in Table 7 given below, we can understand that teachers' performance in supporting female students through tutorial is encouraging. The majority of teachers (8 in number) reported their high and very high support by using tutorial class, and the remaining 4 teachers said that they participated in tutorial class moderately with the mean value of (3.8). From this, we can understand that the special supporting class was done well in all the selected schools

As can be seen in the same table (see item 7.2), teachers follow up strategy on tutorial results was fifty-fifty between high and moderate reaction. Encouragingly, there is no any low reaction of the issue of changing female students' results with the mean value of (3.6). Here the majority of teachers have a moderate perception regarding female students test assignment follow up in item 7.3 Among 12 teacher respondents, 7 of them reported their moderate reaction toward the issue and the remaining 4 teachers rated the situation as either high or very high with the mean value of (3.5). Their overall reaction can be summed up with 3.6 mean values and it could be said the follow up was quite good.

Although it seems encouraging to see the majority in item 7.4 (Table 7), teachers responses regarding the attempt to raise female students classroom participation in the range of moderate (N=4); and very high and high (N=6), there was still low concern in such issues in high school context. I felt as a teacher and researcher unusual to get such responses from high school teachers who said low (N=2 with the mean value of (3.5). From this data one can understand that majority of teachers were doing a good job on the issue, but this still needs further improvement.

In terms of providing guidance and counseling, the majority responses of school teachers were positive. Item 7.5 (Table 7), teachers responses regarding this issue was in the range of high (N= 3) and moderate (N=6) and the remaining (N=3) reported low with a mean value of (3.0). As whole the data has revealed that this activity in schools needs improvement.

A considerable number of chosen from the selected school reported their enthusiastic concern about the school environment. Item 7.6 (see Table 7) was set to garner the performance of teachers on creating more conducive environment for female students in teaching-learning process. In this point, 7 of the teachers responded high, 3 of them said moderate while 2 of them responded low. With the mean value of (3.5), this issue was done moderately to furnish more conducive environment for female students in the teaching- learning processes.

With the exception of two teacher participant who replied their gender sensitivity as low, the majority teachers (moderate=4, High and very high=6) reported that their gender

sensitivity lies in the range of moderate and very high.(see item 7.7, Table 7). This implies the gender sensitivity of the teachers is quite well and not that worrisome quantitatively expressed, the teachers' sensitivity has mean value of (3.4), and that is well above moderate.

Table -7 Class Room and Academic Issue

No.	Item	Scale or levels & their corresponding No.						Mean
		V.High	High	Moderate	Low	Very	Total	
		No	No	No	No	No	No	
7.1	Support of female students through tutorials	01	0	04	-	-	12	3.8
7.2	Looking at the result of female students after the tutorials	01	05	06	-	-	12	3.6
7.3	Follow up of results of female students in tests and assignments.	01	04	07	-	-	12	3.5
7.4	Encouraging and giving chances to female students to participate equally with their male counterparts	02	04	04	02	-	12	3.5
7.5	Guiding and counseling of female students	-	03	06	03	-	12	3.0
7.6	Creating more conducive environment for female students in teaching-learning process	01	06	03	02	-	12	3.5
7.7	Gender sensitivity of teachers in their approach to teaching	01	03	05	03	-	12	3.2

Average Mean(X) = 3.44

Regarding teachers responsibility on encouraging and motivating their female students in the classroom, over three fourth of the respondents reported moderate and above average

attempts. In this regard, Item 8.1 (see Table 8) the responses of teachers varies from varies from very high (N=2), high (N=4) to low (N=2) with a mean value of (.3.5) Though the data reveal that there is an encouraging trend on the part of the majority of the teachers with regarding encouraging and motivating their students well, we still note that little commitment by a few teachers and that a cause for concern.

On the other hand, the issue of avoiding harassment looked a very serious concern for the majority of school teachers. Concerning the task of avoiding harassment in item 8.2 (Table 8), teachers responded high (N=3) very high (N= 4) moderate (N=4) and low (1).with the mean value of (3.8) this showed that teachers gave more attention on this issue.

In recognizing female students' classroom participation in group assignment, an item was set to garner teachers' opinion on the issue .In this regard, the role of teacher seemed encouraging as shown in table 8 below item 8.3. The responses of teachers ranged in, very high (N=1) high= (5), moderate (N=5) and low (N=1) with the mean value of (3.5).This indicates that teachers encouraged female students to participate in their classroom.

Concerning the follow up mechanism of problems faced by female students in item 8.4(Table 8),teachers' responses varied from very high(N=1), high(N=3) ,moderate(N=4),low(N= 3) and low(N=1),with a mean value of (2.6).From this one can understand that teachers selected in all schools have weak performance on follow up mechanisms. . .

Item 8.5 (Table 8 below) was designed to elicit the teachers' effort on giving immediate solutions to the academic problems of female students. Regarding this, teachers responded with very high(N=2),high(N=1),moderate(N=7)and low(N=2)which has a mean value of(3.3) . So, as the data revealed, most of the teachers' effort belonged to moderate, but helping female students academically should reach above this Therefore, it needs hard work to achieve the target and improve the situation.

The concern of Item 8.6 (Table 8) was to get information about teachers' attempt in solving the overall problems of female students by participating gender committee in the school. Regarding this, teacher's responses varied from very high (N=3), high (N=2), moderate (N=3), low (N=2) and very low (N=2),.With the mean value of (3.2). As a whole

the teachers' involvement on the issue was above average and had a mean value of (3.45) and that was not bad.

Table 8: Out of Classroom and Gender Issue Orientation

No	Item	Scale or levels & their corresponding No.						Mean
		V.High	High	Moderate	Low	V.low	Total	
		No	No	No	No	No	No	
8.1	Encouraging and helping female students to ask and answer questions	02	04	04	02	-	12	3.5
8.2	Avoiding harassment	04	03	04	01	-	12	3.8
8.3	Ensuring participation of female students in class and group assignments	01	05	05	01	-	12	3.5
8.4	Follow up mechanisms of problems faced by female students	01	03	04	03	01	12	2.6
8.5	Give immediate solutions to the academic problems of female students.	02	01	07	02	-	12	3.3
8.6	Solving the overall problems of female students by gender committee in the school	03	02	03	02	02	12	3.2

Average Mean(X) = 3.45

4.5. Female Students Responses to the Questionnaire

The questionnaire consisting of 14 items was administered to 207 female students' participants from the selected three schools. The questionnaire was prepared with alternatives from 'yes' or 'no' to the other more alternatives according to the role of each

item in relation to the desire of the study. All questionnaires which were administered by the researcher himself were filled and returned. Since the administration of the questionnaire was face -- to face, all the problems were treated soon and no difficulty was seen that hinders the completion of the questionnaire.

Female students from the three selected schools chosen for the study were first asked whether there was special supporting class for female students (see item 9.1, Table 9). Well over three fourth of the respondents (182) said that there was special support for female students in their school and a much fewer number of participants (N=25, 11%) reported that there was no such a program. From this, we can understand that female affirmative action program was given in secondary schools targeted for the study.

Item 9.2 (see the same table) was set to get information on how often did the special supporting classes were offered for female students. Regarding this, the vast majority of students (N=155, 75%) responded that the program was given twice a week; while 25 % of the respondents (52) answered that the program was delivered once a week. So, from this we can understand that, in most of the selected schools, the program was given twice a week.

Students were also asked to what extent the special support program was effective for their academic program in item 9.3(Table 9). This question was forwarded to the students with five point likert scale (from high to low options). Interestingly, the response for the moderate and high was exactly equal (N= 73, 35.3%, moderate (N=73, 35.3%) and, low (N=44, 21%) which shows that the support class given by teachers have positive impacts on students academic achievement.

Respondents who said the impact of special support program for female students' academic achievement was low (in item 9.4 in Table 9 below), were asked to justify who could be responsible for this ineffectiveness. The majority of students who answered 'low' put the blame on the school, teachers, principals, students and parents.

In relation to integrated support of female students in contributing to education equity in schools, female students were asked whether they could observe as positive or negative outcome With the exception of less than quarter of the respondents, the remaining majority

depicted their positive attitudes towards the integrated support of female students for equity in schools (see Item 9.5, Table 9 below). According to the responses of students, it was possible to note the integrated support for female student to balance educational equity has positive effect (N=175, 84%), and as a negative impact (N=34, 16%). As a whole, it could be said that for the majority of the students, the program has had positive impact on students' results. The data that, the positive and negative effects implied that when teachers supported the special classes continuously for female students, they become joyful and more understand about the lesson. As a result female students' academic achievement was good. On the other hand, when students went to school for supporting with a few number, teachers did not enter to the class to support them, so in this case students were wasted their time with no gaining any knowledge which had a negative effect to them

Participants, who reported the integrated support of female students in school as negatively, were further inquired to clarify who was responsible for the failure of the program (see Item 9.6, Table 9). While about a quarter of the respondents (N=8) reported that there was discrimination among female student more than 50 % of the respondents (N=18, 53%) responded that the following were the major obstacles: female students themselves, the implementation of the program, discrimination among female students, and low awareness of female students.

The participant of this study were asked whether there was or not strategy to prevent females' dropout in their school (see Item 9.7, Table 9). 66% of the respondents (N=136) reported that there was a drop out prevention mechanism in their school. Contrary to that a much lower proportion of the respondents (34%) said that there was any mechanism to prevent dropout of female students.

The participants who replied saying that 'yes' there was help to prevent dropout in their school were also inquired to report what type of help they had known (see Item 9.8, Table 9 below). The majority of students (N=92, 68%) responded that moral, material and financial supports were there. One may thus conclude there were some attempts to on the part of the school given to minimize the dropout rate of female students in all the selected school.

Item 9.9. was included to examine the degree of the contribution of the special support given to female students to their academic achievements. In relation to that, 27(13%) of them responded very high, 82(39.6%) responded moderate and 29(14%) of them said low. From this one can understand that the extent was good enough that enables weak female students to be supported academically

Item 9.10 of the questionnaire was concerned on motivational framework to female students who achieve good rank than others. On this point, the vast majority of the respondents (91.3%) responded "yes" while 8.7% (18 respondents) responded "no". This shows that female students were motivated when they score good mark and show effort to improve their academic results

Item 9.11 in table 9 below, depends on item 9.10 to get information from these students who responded yes and asked to clarify the kind of reward they got. To this end, nearly half of respondents (N=89, 47.1%) said that the reward was money, about a quarter (N=44, 23.3%) reported that the reward was material. On the other hand close to 30% of the respondents (N=56, 29.6%) responded that the reward was certificate.

Item 9.12, was designed to get information about to what extent the motivation affects academic achievements in female students. The majority participants (N=183, 88.4%) responded that the reward initiates others to achieve good result, and a few participants (N=24, 11.6%) reported that it demoralizes female students who could not score good result. As a whole, though, it can be said that reward given to female students in different forms (monetary, material or certificate) can initiate female students to exert their maximum effort in their academic performance. .

As can be shown in Table 10 (, item 9.13) below, a little over three quarters of the respondents (N=157) reported that there was a program for the discussion of gender issue and equity, and 50(24.2%) of the female students responded no there was no such kind of opportunity in their school. From these data, one can perceive that most of the selected schools have this program for discussion

Item 9.14 was designed to get information about the protection of female students from sexual harassment. In relation to that there were mixed Responses, While a little more than

half of the participants (N=109,53%) responded there was some protection safeguarding female students from sexual harassment a little less than half (N=98, 47%), reported that the school had no system that protects female students from sexual harassment. From these mixed responses, it is possible to note schools targeted for this study have a lot to do either by raising the school community's awareness on the issue or putting rules and regulations that would safeguard female students' sexual harassment.

Table 9 Female Students Responses to the Questionnaire

No	Item	Alternatives	Responses	
			No	%
9.1	Is there a system of delivering special supporting classes for female students	A. Yes	183	88.4
		B. No	24	11.6
		Total	207	100
9.2	If your response in item No 9. 1 is yes how often did this within a week?	A. once	52	25.1
		B. twice	155	74.9
		C. three times	-	-
		Total	207	100
9.3	To what extent did the special supporting classes offer academic achievement in female students?	A. very high	17	8.2
		B. high	73	35.3
		C. moderate	73	35.3
		D. low	44	21.2
		Total	207	100
9.4	If your response for the item No9.3 is low who would be responsible for this?	A. the school	06	13.6
		B. teachers	03	6.9
		C. Principals	02	4.5
		D. students	03	6.9
		E. parents	05	11.3
		F. all	25	56.8
		Total	44	100
9.5	How do you see the integrated support for females in balancing the	A. as positive action	173	83.6
		B. as negative action	34	16.4
		Total	207	100
9.6	If your response for item No9. 5 falls as negative where the faults did belongs?	A. females need not special support	-	-
		B. the implementation of the support	05	14.7
		C. discrimination among female students	08	23.6
		D. low awareness of the scope in females	03	08.8
		E. all	18	52.9
		Total	34	100
9.7	Is there any help for female students to prevent drop out from school due to	A. Yes	136	65.7
		B. No	71	34.3
		Total	207	100
9.8	Depending on item No9.7 if there is any help what type of support do female students got from the school?	A. Moral	16	11.8
		B. Financial	10	07.3
		C. Material	18	13.2
		D. all	92	67.7
		Total	136	100
9.9	To what extent did the special support offer academic achievement in female students?	A. very high	27	1
		B. high	69	33.3
		C. moderate	82	39.7
		D. low	29	14
		Total	207	100
9.10	Is there a motivation frame work to female students who achieve good	A. Yes	189	91.3
		B. No	18	8.7
		Total	207	100
9.11	Is there any discussion concerning gender issue and equity?	A. Money	89	47.1
		B. Material	44	23.3
		C. Certificate	56	29.6
9.12	To what extent did this motivation affect academic achievement in female students?	A. it initiate others to achieve good result	183	88.4
		B. it demoralize female students who couldn't score best	24	11.6
		Total	207	100
9.13	Is there any discussion concerning gender issue and equity?	A. Yes	157	75.8
		B. No	50	24.2
		Total	207	100
9.14	Is there any guarantee in your school that insures the protection of female students from sexual harassment?	A. Yes	109	52.7
		B. No	98	47.3
		Total	207	100

4.6. Documentary Information and analysis of the data

As part of the documentary information included in this study, a document found from the western zone of Tigray, office of education has been presented below in Table 10. Among other things the table provides information on the number of female students enrolled in 2002E C. and their academic achievement in some selected subjects. The table shows the number of female students enrolled in the academic year 2002 E C were 1,055. In comparison with the numbers of male students enrolled in the same academic year (N= 1399) that female students were quite lower in number than male students. With regard to academic achievements as well, female students have exhibited lower performance in all the four subjects though female students were given additional tutorial support in English, Mathematics, Chemistry and Physics for two hours per week (3 periods per week for each subjects. For example, about 78 .% and 72% of students were scored above 50% in English and Mathematics respectively, Where as 96% and 93% of the male students had got above 50% in these two subjects respectively. As a whole, from the data given in the table we can understand that though there is a gradual improvement in academic achievement of female students (most of them scored on the mentioned subjects above 70%), the affirmative action program still needs an effort for better academic achievement of female students to bring equity in education

Table 10: Female Students' Results of Four Subjects

Total number of students		No of enrolled female students		No of drop out female students		Subjects to detect female students achievement	Female students				Male students			
							Above 50%		Below 50%		Above 50%		Below 50%	
No	%	No	%	No	%		No	%	No	%	No	%	No	%
2454	100	1055	43	62	5.9	English	826	78.3	167	15.9	1315	96	56	4
						Mathematics	787	72	206	19.5	1278	93	93	5
						Chemistry	877	83.1	116	11.0	1324	97	47	3
						Physics	796	75.5	184	17.4	1270	93	101	7

Source: compiled from the records of the three schools in 2002E.C

4.7. Presentation and Analysis of Data obtained from the Interviews conducted with six female students

As pointed out earlier the interview was guided by some open ended questions related to the implementation affirmative action programs in the selected schools. More specifically, the following questions were posed to the six female students interviewed:

1. What types of support have you obtained from your school?

There was a support in the areas of academic, guidance and counseling and financial support to female students.

2. How did you see the support given to you by the school? Do you think it was helpful?

The process of the program is coordinated and controlled by classroom teachers, by the girl's club coordinators and by school administrators. In relation to that, at the beginning of the academic year female students taking part in the programs were informed and possible measures that would be taken against who did not observe the program. And the respondents talked about measures taken against those who failed to respect the rules

3. What do you think follow up made in relation to the students involved in the program?

Though follow up was firm at the beginning of the year, it decreases as the academic year unfolded. In fact, concerned bodies stop taking measures against female students who failed to fully attend in the support programs

4. How do you relate the support given by your school with your achievements?

Female students interviewed were of the opinion that the affirmative action the program would have yielded more effective results if carried out as designed. But they said that initial commitments observed at the beginning of the academic year were not sustainable and that resulted in poor results

5. What were the main problems observed while providing the support?

Full attention was given by students, teachers for school administrators for the program.

- Teachers were occupied by other programs or meeting and the result they could not help female students as much as they wanted to.
- Sometimes, when students came to class in a few numbers, teachers became reluctant to offer classes and the time of students who came to attend was wasted
- The program became a hot issue at the beginning of the year and but interest was lost gradually

6. What do you think are the solutions for these problems?

Teachers, the school administrators and parents must create awareness about the program and all the stakeholders must follow up the process of the program. To that end,

- The days of the program should be chosen by girls themselves.
- There must not be interfering to other programs and meetings on the days of affirmative action programs.

In general as the interviewees conducted revealed that, the female affirmative action programs have been implemented in all the secondary schools but the manner in which the programs was implemented was not well satisfactory. In most cases, the programs were

reported to clash with other programs and it could be said the programs were not planned and organized properly. Parents of the female students have little or no awareness about the program and its potentials to the beneficiaries. Parents were thus reported to be unenthusiastic to involve their daughters in the programs.

The female students themselves showed little interest in the program due to different reasons such as feeling waste of their time due to interfering the program with meetings and other programs and lack interest by teachers full heartedly.

Chapter five

5. Summary, Conclusion and Recommendation

5.1 Summary

The objective of the study was to assess the practice of female affirmative action programs and to identify challenges to promote educational equity for female students in secondary schools of the western zone of Tigray. Hence the following three basic research questions were raised.

1. To what extent have the special supporting classes contribute to promote educational equity for female students?
2. To what extent do teachers help female students financially to contribute and promote educational equity?
3. What are the major problems in the over all endeavor to promote educational equity for female students through female affirmative action program?

To answer these three basic research questions, questionnaires, interviews and document analysis were used as an instrument for data collection. The questionnaires were administered to 7 principals, 12 teachers and 207 female students.

An interview was conducted with six female students from the three sample schools just two from each school. In addition, a document from the zonal office of education was taken to reveal the achievement of female students in the selected subjects in the academic year of 2002 E.C.

The data gathered through different instruments was analyzed using percentage and mean. Where as, the data collected through interview was analyzed qualitatively and the concepts or themes were used to support or reject the research questions.

As the interviewees reported that, most parents of female students have no well awareness about the affirmative action program, so that they did not permit to their daughters to go to the school to involve in the program.

5.2 Conclusion

The study reveals the following findings;

The principals, teachers and female students themselves are making good efforts to promote gender equity in education for female students, however; The female affirmative action program became a hot issue at the beginning of the academic year and later, it became slow and clumsy and discontinuous through out the year.

The number of female students enrolled and their academic achievement was not equal to that of their males counter part. That is, 43% of female students have been attained The practice of special supporting classes, for female students were not organized, continuous and firm, it was even over lapped with the other programs and the unexpected meetings.

The number of female teachers and principals was few in number in the selected schools, that is, all the three principals and the four vice principals in the selected schools were males. With regard to the age, both teachers and principals are youths, surprisingly, from both teacher and school principal participants, almost 95% of them belong in the range of 20-30 years of age. With respect to qualifications, both teachers and principals are first degree holders and this level of qualification enables the participants to play their role in high school teaching and learning career, nevertheless, regarding the requirements of school management, according the data gathered, none of the above principals can match the managerial function of the schools. The degree of practices of gender committee in schools was found to be low and. Parents have also little or no awareness about the female affirmative action programs and most principals had not included the gender issues in their plan and the practice of guiding, counseling of female students and gender sensitivity of teachers in their approach to teach females was found to be weak which has a mean value of (2.6) and the academic achievements of female students in some selected schools were low, comparing with their male counterparts that was about 672 female students were detained in the selected subjects while 297 males were detained in the same subjects, similarly The practice of guiding, counseling and financial aids support for poor students was weak with the mean value of (3.0).

As it has been discussed widely under the previous chapters, female educational participations are entangled with several problems. Solving those problems and acquiring the benefits from the female education seriously calls for interventions. It is clear that supportive educational policies are preconditions for females' educational participation as it establishes a climate for reform. However, the policy declaration alone does not close the gender gap in education. Since factors that hinder females' educational participations are many and complex, applying one intervention strategy can not result in the desired objectives. Moreover, as I see the mean values, policies or intents to promote gender equity in education should be accompanied by action oriented policy statements so that the programs can necessary make them real. Unless the intents to promote gender equity in education become rhetoric, all efforts would remain to be result less. In general, no clear mechanism was available to follow up problems faced to female students out side or/and inside the schools

5.3 Recommendations

Depending on the findings obtained and the conclusions drawn from the study, the following suggestions are forwarded so as to give remedy to the problems:

- 1 .The female affirmative action program should be included in school strategic and annual plans.
- 2.The number of female principals and teachers in secondary schools should be increased as much as possible. This increasing number of female principals and teachers in secondary schools is positively associated with female student's participation. Thus, in order to solve the shortage of female educators in secondary schools, strategies have to be designed and seriously implemented. More over, not only their number but also the position and responsibility they have in both academic and non-academic areas are also very important to be considered.
3. There should be an establishment and support of gender committee in all secondary schools.

4. The female affirmative action program should not be a hot issue only at the beginning of the year; rather it must be implemented and checked the practical result through out the year.

5. The school Administrators and teachers should pay an emphasis on the practice of guiding and counseling of female students, and gender sensitivity of teachers in their approach to teach.

6. The female affirmative action programs should not be interfered (over lapped) by other unexpected external meetings, rather it should be run on its specific schedule.

7. The school principals and teachers should give emphasis on guiding, counseling and creating conducive atmosphere on financial aids for poor female students.

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Appendix A

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

Questionnaire for Principals

Dear Respondent:

First of all, I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire devoting your precious time and energy. The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. The purpose of the study is purely academic and your response will be kept confidential. Please don't write your name in this paper.

Thank you in advance

General direction

1. Try to answer every question according to the instruction provided
2. If you want to give additional suggestions, use the space provided at the end of the questionnaire.

Part I Background information

Put a thick mark (✓) of your answer in the box provided

1.1. Name of the School _____

1.2. Woreda _____

1.3. Region _____

1.4. Age _____

1.5. Sex _____

1.6. Educational Qualification

A. BA ☐

B. Bed ☐

C. MA/Med ☐

D. Diploma ☐

1.7 Field of study A, Educational administratio ☐

B, Teaching ☐

C, Others ☐

1.8 Service Year

A. below 5 years ☐

C. 11-15 years ☐

B. 6-10 years ☐

D. 16-20 years ☐

Part II Questions

Under this part, activities or /and issues related to the school principals, teachers and female students and the practice to promote female students educational equity are listed. Please put a thick mark (✓) on the space provided according your agreement to the item.

2.1. The School principals' or school efforts: below are some of the activities and/or points related to school efforts and practices put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities	Very high	High	Medium	Low	Very low
1	Preparing plans based on gender issue					
2	Provision of proper and enough orientation for female students during enrollment					
3	Provision of guidance and counseling service for female students					
4	Financial aids support for poor female students					
5	Establishment and support of gender committee in the school					
6	Follow up mechanisms of problems faced by female students in the school					
7	School commitment to respond and act accordingly to female harassment					
8	Giving awareness to parents to support their female students to use the tutor					
9	Provision of facilities (like to toilet, water and space for female students)					
10	Creating conducive school environment for female students					
11	School evaluation of the female affirmative action					
12	Availability of clear rules and regulation in the school on harassment and rape of female students					
13	Solving the overall problems of female students by gender committee in the school					

Appendix B

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

Questionnaire for Teachers

Dear Respondent:

First of all, I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire devoting your precious time and energy. The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. The purpose of the study is purely academic and your response will be kept confidential. Please don't write your name in this paper.

Thank you in advance

General direction

1. Try to answer every question according to the instruction provided
2. If you want to give additional suggestions, use the space provided at the end of the questionnaire.

Part I Background information

Put a thick mark (✓) of your answer in the box provided

1.1 Name of the School _____

1.2 Woreda _____

1.3 Region _____ 1.4 Age _____ 1.5 Sex _____

1.6 Educational Qualification

A. BA ☐ B. Bed ☐ C. MA/Med ☐ D. Diploma ☐

1.7 Field of study A, Educational administration ☐ B, Teaching ☐ C, Others ☐

1.8 Service Year

A. below 5 years ☐ C. 11-15 years ☐

B. 6-10 years ☐ D. 16-20 years ☐

Part II Questions

Under this part, activities or /and issues related to the school principals, teachers and female students and the practice to promote female students educational equity are listed. Please put a thick mark (✓) on the space provided according your agreement to the item.

The teachers' efforts: Below are some of activities and/or statements related to teachers' efforts. Put a thick mark (✓) of your opinion under the given scale for each statement.

No	Activities	Very high	High	Medium	Low	Very low
1	Support of female students through tutorials					
2	Looking at the result of female students after the tutorials					
3	Follow up of results of female students in tests and assignments.					
4	Encouraging and giving chances to female students to participate equally with their male counterparts					
5	Guiding and counseling of female students					
6	Creating more conducive environment for female students in teaching-learning process					
7	Gender sensitivity of teachers in their approach to teaching					
8	Encouraging and helping female students to ask and answer questions					
9	Avoiding harassment					
10	Ensuring participation of female students in class and group assignments					
11	Follow up mechanisms of problems faced by female students					
12	Give immediate solutions to the academic problems of female students.					

Appendix C

በአዲስ አበባ ዩኒቨርሲቲ

ስነ ትምህርቲ ፋኩልቲ

ትልሞን ትምህርትን አመራርላን ክፍሊ ትምህርቲ

አብ ክልል ትግራይ ምዕራባዊ ዞባ 2^ይ ብርኪ ቤት ት/ቲ ብደቂ አንስትዮ ተምሃሮ ዝምላእ መጠየቕ

ናይዚ መጠየቕ እዙይ ቀንዲ ዕላማ አብ ምዕራባዊ ዞባ ትግራይ አብ ዝርከቡ 2ይ ብርኪ ቤት ትም/ቲ ንደ/አንስትዮ ዝወሃብ ፋሊይ ሓገዝ ዘላዎ አዎንታዊ ውፅኢትን ዘለውዎ ፀገማትን ንሞፍታሽን ነቶም ፀገማት ፍታሕ ክኾኑ ዝኽእሉ ነገራት ንምሕባርን እዩ ነዚ ዕላማ ሽትኡ ንክወቅዕ ናሃታትክን ሓገዝ ብፍላይ ነቶም ሕቶታት ንምሞላስ እትገብርኦ ትክክለኛን ሚዛናውን አቀራርባ ነቲ ዕንዓት ምስካዕ ወሳኒ ስለኽኾነ ነቲ መጠየቕ ብአግባቡ ንኸትሞል አላይ እንትሓትቶ ንዝግበረለይ ምትሕብባር ኩሉ ምስጋናይ ወሰን የብሉን

መተሓሳስቢ:- 1. ስም ምዕሓፍ አይደልይን

2. ንዝቐርቡ ሕቶታት ትክክል እትባልኦ ጎኒ ዘሎ ናይ “X” ምልክት አቕምጣ

3. ክፍቲ ንዝኾኑ ሕቶታት ተገቢ መልሲ እዩ እትብልኦ ሓሳብ ብሓፂሩ መልሳ

ክፍሊ ሓደ:- ሐፊሻዊ ናይ ውልቀ ኩነት መረዳእታ

1.1. ሽም ቤት ትምህርቲ _____

1.2. ፆታ አጎ ☐

1.3. ዕድመ 12 – 16 ☐ 21 – 26 ☐

17 – 20 ☐ 27 – 33 ☐

1.4. ደረጃ ክፍሊ 9^ይ ☐ 10^ይ ☐

7. ንዕጉማት ደቂ ኣነስትዮ ተምሃይ ትምህርተን ንኸየቋርፃ ዝግበር ሓገዝ ኣሎ'ዶ?

እወ ☐ ኣይፋሉን ☐

8. ኣብ ቁፅሪ 7 መልስኺ “እወ” እንተኾይኑ እቲ ዝግበር ሓገዝ እንታይ'ዩ?

በሞራል ☐ በገንዘብ ☐ በማተሪያል ☐ ብኩሎም ☐

9. እቲ ዝወሃብ ሓገዝ ኣብ ወፅኢት እተን ተምሃሮ ዘለዎ ኣወንታዊ ፅልዋ ብኸመይ ይርካይ?

ኣዝዩ ልዑል ☐ ልዑል ☐ ማእኸላይ ☐ ትሑት ☐

10. ፅቡቕ ውፅኢት ንዘመዝገባ ደቂ ኣነስትዮ ተምሃሮ ዝወሃብ መበረታተዒ ኣሎ'ዶ?

እወ ☐ ኣይፋሉን ☐

11. ኣብ ቁፅሪ 10 “እወ” እንተኾይኑ መልስኺ ትሕዝቶ እቲ መበረታተዒ እንታይ'ዩ?

ብገንዘብ ☐ ብማተሪያል ☐ ብሰርተፍኬት ☐

12. እቲ ዝወሃብ መበረታተዒ ኣብ ውፅኢት ትምህርቲ ዘለዎ ፅልዋ እንታይ ይመስል?

ንደካማ ተምሃሮ የበረታትዕ ☐

ንትኑት ውፅኢት ዘለወን ደቂ ኣነስትዮ ተምሃሮ ሞራለን ይትንክፍ ☐

13. ኣብ ቤት ትምህርቲ ኣብ ፆታዊ መዓርነት ኣድሂቡ ዝግበር ምይይጥ ኣሎ'ዶ?

እወ ☐ ኣይፋሉን ☐

14. ኣብ ቤት ትምህርቲ ደቂ ኣነስትዮ ፆታዊ ጥቅዓት ንኸይበፅሑን ብቤት ትምህርቲ ምምሕዳር ዝግበር ከለላ ኣሎ'ዶ?

እወ ☐ ኣይፋሉን ☐

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

Questionnaire for Students

Dear Respondent:

First of all, I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire devoting your precious time and energy. The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. The purpose of the study is purely academic and your response will be kept confidential. Please don't write your name in this paper.

Thank you in advance

No	Items	Alternatives
1	Is there a system of delivering special supporting classes for female students in your	A. Yes
		B. No
		Total
2	If your response in item No. 1 is yes how often did this within a week?	A. once
		B. twice
		C. three times
		Total
3	To what extent did the special supporting classes offer academic achievement in female students?	A. very high
		B. high
		C. moderate
		D. low
		Total
4	If your response for the item No. 3 is low who would be responsible for this?	A. the school
		B. teachers
		C. Principals
		D. students
		E. parents
		F. all
		Total
5	How do you see the integrated support for females in balancing the educational equity in your school?	A. as positive action
		B. as negative action
		Total
6	If your response for item No. 5 falls as negative where the faults did belongs?	A. females need not special support
		B. the implementation of the
		C. discrimination among female
		D. low awareness of the scope in
		E. all
		Total
7	Is there any help for female students to prevent drop out from school due to some	A. Yes
		B. No
		Total
8	Depending on item No.7 if there is any help what type of support do female students got from the school?	A. Moral
		B. Financial
		C. Material
		D. all
		Total
9	To what extent did the special support offer academic achievement in female students?	A. very high
		B. high
		C. moderate
		D. low
		Total
10	Is there a motivation frame work to female students who achieve good rank than others?	A. Yes
		B. No
		Total
11	If your response on item No. 10 is yes what is the reward?	A. Money
		B. Material
		C. Certificate
		Total
12	To what extent did this motivation affect academic achievement in female students?	A. it initiate others to achieve good
		B. it deactivates female students
		Total
13	Is there any discussion concerning gender issue and equity?	A. Yes
		B. No
		Total
14	Is there any guarantee in your school that insures the protection of female students from	A. Yes
		B. No
		Total

Appendix D

ጉጅላዊ ቃለ-መጠይቅ ንደቂ-አንስትራ ተሞሃሮ

ክፍል 1. ሐፈሻዊ ሓበሬታ

1.1. ሽም ቤት ትምህርቱ _____

1.2. ደረጃ ክፍሊ _____

ክፍል 2. ሕቶታት ጉጅላዊ ቃለ መጠየቅ

1. ካብ ቤት ትምህርቱ ዝወሃበክን ሓገዝ ኣብምንታይ ኣብሞንታይ ዘትኩሩ እዮሞ?
2. ከይዲ እቲ ሓገዝ ከመይ እዩ? ንውፅ እታውነቱ ትዕቀናዶ?
3. ክትትል እቲ ሓገዝ ከመይ እዩ?
4. እቲ ሓገዝ ምስ ውፅኢትክን እንታይ ምት እስሳር ኣለዎ?
5. ኣብ ከይዲ እቲ ሓገዝ ዝረኣዩ ዓበይቲ ፀገማት ኣለውዶ? እንታይ እንታይ ዮኖ?
6. መፍትሒ ናይቶም ፀገማት እንትይ እዩም ኢልክን ተሓስባ?

Data obtained from the interview with the selected six female students

The interview was contained open ended questions that help to reveal whether the affirmative action had been implemented in a good situation to support female students academically, counseling and financially.

The starting questions were;

1. What type of support did you get from your school?
2. How did you see the support given for you by the school? Did you evaluate the effectiveness of the program?
3. How do you see the follow up of the support?
4. How do you relate the support given by your school with your achievements?
5. What were the main problems observed during the help?
6. What do you think the solutions for these problems will be?

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the thesis have been duly acknowledged.

Name: Molla fitsum

Signature:  _____

Addis Ababa, MAY 2011

This Thesis has been submitted for examination with my Approval as
University Advisor

Name: Getnet Fetene

(PhD)

Signature  _____

Date of Approval _____