

**FEMALE AFFIRMATIVE ACTION PROGRAMS IN PROMOTING
EDUCATIONAL EQUITY IN ETHIOPIAN INSTITUTES OF
HIGHER LEARNING: PROBLEMS AND PROSPECTS**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT FOR
THE REQUIREMENTS OF THE DEGREE OF MASTERS OF ARTS
IN CURRICULUM AND INSTRUCTION**

BY

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MAY 2000

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

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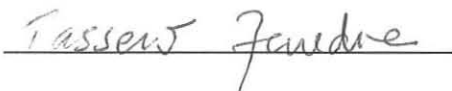
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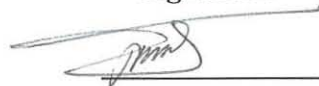
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ACKNOWLEDGEMENT

In the first place, I would like to express my earnest thanks to my advisor, Dr. Dribissa Dufera , for his unreserved professional and technical assistance in framing, actualizing and culminating the study.

Next, I strongly expound my deep appreciation to my true friend Dilnesaw Asrat for his unforgettable and worthy support and encouragement during the past two years.

Then, I would like to pass my words of thanks to my whole family, owing in fact the highest credits to my younger sister Yitayish Wasyhun and my cuisine Selamawit Hailu.

Lastly, I express my deep appreciation to the CERTWID and its beloved staff members for providing me fund for conducting the study.

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ABSTRACT

This study was conducted to reveal those problems associated with the female affirmative action programs being implemented in Ethiopian institute of higher learning and further to point out the prospects. Thus, the response of 90 female beneficiaries of preferential admission program, 90 female students enrolled to six departments in Addis Ababa University on the basis of quota and the response of 118 male students were analyzed. Accordingly, it was found out that, despite the increased number of female entrants through preferential admission policy, the enrollment rate of male students has projected seven-fold further widening the previous educational inequity of access. Furthermore, the increased attrition rate of female students on one hand and the decreased attrition rate of males on the other have contributed to the current attrition rate of gender gap. This situation has worsened the educational inequity. Contrasting the principle of promoting educational equity, however, except provision of access toward enrollment, no effort has been made by university officials to provide corrective measures that make the learning environment equally competitive. At its extreme, the outcome improvement strategy of reserving 20 % quota for female students during department placement has made substantial change in the area of studies pursued by female students toward areas that have good career opportunities. Nonetheless, the majority of female students enrolled in departments like Technology, Medicine, Economics, etc. with very lower freshman GPA of quota requirement encounter high attrition during their second year studies. To alleviate these problem, it was found that, no institutional structure was organized. As a result, a hostile gender relation between male and female students and sever academic competition is being reflected in the areas of social and academic interaction. Thus, the study recommends that transferring of egalitarian principle of promoting equity into the elitist and selective university education has to take into account the arrangement of strategies that have potential to address both excellence and equity in a single open admission. This requires the inclusion of promotion of educational equity in the goal of institutes of higher learning.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Introduction

Numerous studies on development reveal that women have been victims of inequity since long. The major causes are reported not the biological difference but because of the gender bias and behavior inflicted from social, economic, cultural, historical and religious factors. As a result, inequity is highly prevalent for women in the areas of social, political, educational and economic life.

Of these areas of life, however, inequity in education is the most painful since education is the gateway to improve the social, economic and political life of individual woman in particular and to promote the nation's development in general. Confirming this fact, Neave in Seyoum (1991) stressed, "There is no inequality more intolerable than inequality of educational opportunity."

Research findings have further made clear that these gender bias role, behavior, attitude and expectation are deep-rooted in educational processes too. Thus, educational inequity has endangered the education and training of girls and women in all the three dimensions of educational processes; namely, Access, Success, and Outcomes at all levels of schooling (Lindsay 1991). In connection 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; Lindsay, 1991 and Njuma, 1993).

From this different perspective of educational equity, it becomes apparent that the education of girls and women would be in trap at the peak of the pyramid in institutes of higher learning of developing countries that is particularly of importance to the national development.

To be more specific, equal access of educational opportunity is highly limited for girls and women in the initial phase of schooling. Thus, the enrollment and participation rate of women is very low compared to their male counterpart at all level of schooling. When this comes to female population in institutes of higher learning, the situation is highly distressing. In relation to this, the status of the third world countries, like Ethiopia. is highly acute (Bowman and Anderson, 1982 ; Njuma, 1993). Research findings of Seyoum (1991) and Abebayehu (1998) on the situation of girl participation in higher education of Ethiopia have also proved this fact.

Women education confronts with educational inequity in school environment also due to lack of equal quality of educational setting (Taking Liberty Collective, 1989). Absence of learning support system, hostile learning environment, and the like in school system challenge the performance and graduation rate of female students. Thus, high attrition rate and low retention rate characterize women education at large and this again gets worse at institution of higher learning, particularly in developing countries (Njuma, 1993). Through assessing the academic performance of female students in higher education institute of Ethiopia, Tsige (1991) has also confirmed the severity and hostility of the learning environment to female students.

Furthermore, educational inequity is perpetuated in women's education under covering the

“traditional pathway” of fields of study such as languages, home sciences etc. and deliberately alienated from others mentioned to be “non traditional pathways” areas of subjects like mathematics, the sciences and technical ones (Kenway, 1993). This trend has overstretched further the inequity of educational outcome for females in institutes of higher learning and created uneven distribution of educational benefits among society. A closer look at the trend of department enrollment process in institutes of higher learning of Ethiopia reveals women education is underrepresented in crucial field of study, especially, in mathematics, the science and technology areas (Tsige, 1991). These areas are, however, very critical for women not only to assume full participation in development process but also to become in a position of enjoying the benefits of the educational outcomes equally with their male counterpart (Jacqueline, 1973; Njuma, 1993). The freshman grade earned by female students under the hostile educational settings has been sole criterion for deciding the future career of females in the area of language and liberal arts.

The above mentioned persistence features of educational inequity for female students in Ethiopian institute of higher learning is believed to be malign to the development of the country. The fact is that national development is virtually impossible through segregating a pool of female populace from joining higher learning institution; nor dreamed through abusing human potential without furnishing the appropriate learning environment; nor attained without having highly skilled professionals in the sciences, mathematics, and technical fields. Therefore, it is recommended that policies designed to promote national development and educational equity must clearly incorporate plans to include systematically the participation of women (Lidnsday, 1990).

To alleviate the hectic problems of women's education, narrow down the education inequity gap, and consequently to boost women'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 national level, too, the Education and Training Policy (MOE, 1994) of Ethiopia has been formulated in such a way that it attacks educational inequity through providing access 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 level of institutes of higher learning, MOE has launched affirmative action programs which is labeled to be controversial issue (Cahn, 1993) as well as critical issue (Nelson, et al.1990) in education since the academic year 1996/97. Then onwards, female students are given access educational opportunity in a sense that they can be admitted to institutes of higher learning and/or enrolled to the privileged departments on the basis of affirmative action programs.

Regarding the nature of programs designed to promote educational equity, however, the UNESCO (1975: 83) has to say this:

“Any program addressed to integrating women in development in accordance with the country's over all development priorities involve dealing with a complex set of factors. Broadening women's education

opportunities is not just a matter of creating new educational facilities or providing access to those already established. The situation of women in virtually all societies poses special problem when it comes to creating equality of opportunities in fact as well as in principle. Programs directed to equipping women and girls for participation in the development process through education must deal with the realities of the situation and attack the fundamental area that serve to keep women entrenched in a lower status.

To prove potential in promoting educational equity in institutes of higher learning; therefore, the female affirmative action programs have to effectively deal with various factors such as contextual, institutional, instructional as well as individual which are of paramount to solve problems. At institutional level, for example, the affirmative action programs are expected to sufficiently address all the three dimensions of equity in educational processes - Access, success and Outcome - with adequate strategies and activities.

Under such circumstance; primarily, the affirmative action programs have to provide equal educational opportunity to admit or enroll substantial number of female students through expanding access strategies. Secondly, the affirmative action program has to ensure the academic persistence and performances of those female students admitted to institutes of higher learning or those enrolled to the privileged departments through strategies and activities providing viable learning support system and conducive quality academic environment. Thirdly, corresponding to the equal access and persistence educational opportunity provided to the female students, affirmative action programs have to ensure equal opportunity of educational outcomes in diversified fields especially where, female representation is highly scant.

Unless and otherwise, implementing the affirmative action program of inadequate and

inappropriate strategies and activities will be accounted not only as a lip-service, but it will also have negative effect in terms of social, economic, moral and psychological costs.

It is in line with this premise that this research will be under taken to monitor and evaluate the achievements so far gained to promote educational equity through implementing female affirmative action programs in institutes of higher learning. In connection with this, it is the intention of the study to discern the major obstacles hindering the programs not to attain their objectives and to propose the likely means through which the programs will succeed in future course of action.

1.2. Statement of the problem

Current statistics shows that less than 15% of students in tertiary institutions are females and they are primarily studying liberal arts subjects (MOE, 1997). Irrespective of the meager enrollment rate, research findings have indicated, time and again, that the attrition rate of female students in Ethiopian institutes of higher learning always exceeds the attrition rate of their male counterpart. This is in fact so when both sex are admitted on equal entry grade point of ESLCE, which is of course an issue most often raised for the purpose of discussions but never attempted practically to improve the situation. To promote educational equity for female students in institutes of higher learning, the following affirmative action programs of two types have been practical for the first time since the 1996/97 academic year.

1. The lowering of the minimum entry of Grade point average by zero point two (0.2), for female students to provide access opportunity to institutes of higher learning, and;
2. The reserving of 20% of the enrollment capacity of each department for female applicants

free of competition with male rather among themselves in order to ensure the diversity of enrollment for them in privileged departments previously blocked due to the requisite high freshman grade points.

It has been four years since these two types of affirmative action programs of unique features are implemented in Ethiopian education scene. Currently, the beneficiaries are expected not only to lie along the four years of the university track but the first group who had been enrolled to the privileged departments in the year 1996/97 were graduated in June, 1999. Effort made through these innovative action plans may contribute to increase access educational opportunity to females students for initial admittance to institutes of higher learning or for being enrolled to the privileged departments. But the point to be seriously noted here is that, “While initial access to education is the foundation on which virtually all other opportunity structure rest, equity only begins with access” (Lidnsday, 1990). 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 imparted adequately, appropriately and timely for the needy. Unless the access opportunity provided is supported towards good performance and success, and further towards satisfying outcome to the individual woman as well as to the society, any form of such affirmative action is worthless to promote educational equity. It rather looks like a revolving door. This and other elusive aspects of affirmative action programs call for the analysis of various contextual, institutional, 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.

Thus, the main purpose of this study is to ascertain the worthiness of the female affirmative action program being implemented in Ethiopian institutes of higher learning towards promoting educational equity for females through analyzing the condition of educational processes, and the contextual, institutional and individual factors and roles in institutes of higher learning.

Research Questions

In order to address the main purpose of the study, the following research questions are forwarded:

1. How significant has the preferential admission contributed to promote educational equity for females ?
2. How significant has the reservation of 20 % of department enrollment capacity contributed to promote educational equity for females ?
3. Are there adequate and appropriate academic success guaranteeing strategies that promote educational equity for female students ?
4. What are the major problems in the overall endeavor to promote educational equity for female students though female affirmative action programs ?

1. 3. Significance of the Study

Many educational plans and programs of developing countries in general, and our country in particular, most often fail to attain their objectives due to various reasons.

Among the pool of reasons mentioned time and again for the failure of educational policies, plans, programs and projects in Ethiopian education scene, the major ones according to ESR, 1972; ERGESE, 1991; Tekeste, 1991; and Seyoum, 1996 are:

- In appropriate contextual analysis;
- Unclear objectives or absence of objectives;
- Lack of integration and link between objectives;
- Inadequacy of the necessary resources in terms of human, material, financial and information;
- Lack of effective communication and coordination among units both vertically and horizontally;
- Lack of knowledge, understanding, value and commitment on the part of implementing units (teachers, educational administrators of different levels) to implement the innovations due to lack of participation;
- Higher officials conscious or unconscious denial to respond timely and adequately to expert evaluation reports; and last but not least,
- Absence of timely monitor and evaluation traditions.

Once again, the Ethiopian education system is entertaining affirmative action programs in institutes of higher learning to promote educational equity for females for the last four

academic years. Thus, timely monitoring and evaluating the effectiveness of the program helps to identify observed weaknesses and strength that are of importance for various group.

More over, the result of this study is expected to:

- inform the status and progress of the affirmative action to attain its objectives;
- reveal the effect and impact of affirmative action by establishing a link with the objectives;
- pinpoint the problems faced by the programs;
- highlight the unexpected effects and effects on unintended group;
- provide conclusions that have implication for the policy to be carried out.

The overall finding of this study is expected to be of importance to state officials, policy makers, university officials, instructors, donor agencies, women educators, female students, parents and other pressure groups. Based on the findings of the study, higher state officials can pass executive, legislative orders, decrees, etc. in the form of intervention action to uplift the program to a better position. The result of this study will help policy makers to re adjust the objectives of the program in light of the economic and social milieu of the country. It will also help them to specify adequate and appropriate strategies and activities to attain the objectives of the affirmative action program.

Cognizant of the operation of the program, the result of the study helps to stimulate dialogue among university officials that might help to ensure the transference and adaptation of positive features that might contribute to educational equity. It will be valuable for instructors in

creating awareness and improving the stereotyped attitude of learning environment and promoting gender sensitized school setting.

From the comparative education perspective, this study may come up with a frame work that might be adapted to the Ethiopian context through examining the experience of other countries. Further, it will serve to make cross sectional comparative analysis of the practice of female affirmative action program in Ethiopian institute of higher learning against the practice of other countries.

As an initial research work in the area, the finding of this study may encourage other researchers and practitioners to conduct further in-depth study on the issue. The findings of the study may prompt women educators to exert creative pressure so that the female affirmative action program will be able to achieve its prime objective of promoting educational equity for the target group in particular and female students in general. Through creating awareness, the findings of the study may mobilize female students who are the beneficiaries of the program to take action for them selves that might improve not only their academic performance and outcomes but also their gender relationship among themselves and between the opposite sexes.

The out come of the study may create awareness on the part of foreign funding agencies so that they can provide the necessary support that can facilitate the attainment of the objective of affirmative action.

1.4. Delimitation of the study

Due to time and financial constraints, the scope of the study is bound to examine only the situation of educational inequity in University campuses excluding Junior colleges. Further more, Universities are selected as research sites basically because of two major reasons. The first is Universities are composed of various faculties and graduate students with diversified areas of specialty potential to realize equity policies in general. The other is Universities often take minimum of four years for their successful completion which make the persistent level tough and challenging than colleges which take two years.

Out of the sixteen officially recognized universities and colleges in Ethiopia, only four of them are selected. These are:

1. Addis Ababa University
2. Alemaya University
3. Bahir Dar University College.
4. Nazreth Technical College.

To examine the academic performance condition of female students enrolled in the privileged departments, those departments accounted to be privileged in the above mentioned four Universities were used.

1.5. Limitation of the study

Two major problems are hindered the study not to be undertaken as intentioned in the proposal.

1. In availability of list of female students admitted to undergraduate degree program through affirmative action program since 1993 - 94 in the department of selection and placement of Ministry of Education.
2. Basically the study was intended to utilize Daniel Stembfle (1981), CIPP Model of program evaluation to reach the end. But the vastness of the scope of the study could not be amenable to deal with each variables. Therefore, this study treated only the two immediate aspects - production and process.

1.6. Definition of Terms

1. Affirmative action: - Un intervention measures usually undergone to relieve the sustained gender educational inequity at the tertiary level in the form of compensatory, corrective and re-distributive strategies.
2. Attrition rate: - The overall un intended output of the educational system in the form of dismissal, dropouts and withdrawal.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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 dismantle 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 institute of higher learning through affirmative action programs.

2.1. 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 (Lindsay, 1991; Witt, 1990). The persistence of this phenomenon while reasoned out by some educators like Strike (1985), Howe (1987) and D' Souza (1991) to be the inherent feature of the issue be it in any other dimension of social services, others like Bastian, et al, (1986), Eurich (1990) however, argue against this idea and attach the failure to procedural deficiency in treating the issue. When this comes to the case of developing countries like ours, expectedly, the magnitude of the problem gets wide couched with multitudes of complex forces and factors shaping their educational system.

Addressing one of the very purpose for which education is erected as social contract, educational equity is a powerful social policy theme that always raise heating debate (Schatter, 1981; Le Grand, 1985). As a matter of fact, educational equity as a concept and a practice becomes an arena of intense ideological and political contention (Schater, 1981; 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; Helieman, 1998). Explanation to this basic question has been accounted for the emergence of groups thinkers advocating different views and approaches with extremely contradictory position and others mainstreaming between the two opposite stands. Each of these groups is suggested, therefore, not only explain the notion of educational equity from its own philosophical stand point but they further treat the related dimensions of the issue with approaches believed to be concomitant to its own ideology. At this instance however, it seems imperative to scratch over the surface of the position maintained by the radicals in order to illuminate the approach of the mediating ones for its having more practical importance. This has 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” (Nelson, et al, 1993:10).

The two conflicting value of societal dilemma identified as the competition of individual interest over mass interest is invariably reflected in education as the value conflict between educational excellence and educational equity (Nelson, et al, 1990).

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 a demand for conduit toward social mobility, credentials and social participation on the part of the mass of its citizenry (Bastian, 1986; Balckmore and Kenway, 1993). This assumption rests on the principle of viewing education as a social good in which individuals have the equal right to share educational opportunities fairly and further to reap the fruit of educational outcome mutually in societal life sphere. In this instance, government is charged with the sole responsibility of providing balanced education for the masses safe guarding from the competitive market policy that favors individuals (Kelly, 1987; Levin, 1994). This position is, however, subjected to strong criticism from the other group holding extreme position on how education should serve society or individuals locally or internationally, at current or remote future.

Holding the highest value in academic excellence as achieved by the individual's merit and outstanding performance the opponents of educational equity demands the achievement of highest quality and the most refined intellectual and cultural expression in its educational system (Howe, 1987; Strike, 1985). It argues that the present advent of science and technology that ultimately benefit the whole society is the fruit of few talented and honored individuals. Therefore, according to this group a nation that urges over mass education through the earlier scheme is ascribed as putting a block log on the talented few from realizing their potentiality which not only manifests inequity but also highly disadvantageous to the larger society (D' Souza, 1991; Platt, 1997). This 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 demand 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 radicals.

Between these groups along the continuum of educational excellence and educational equity, however, there appears a third group that mediates these radical groups. It tries to compromise the conflicting aspects through devising alternative mechanism on a middle ground basis. Accordingly, it stresses both on quality and participation in a single open admission (Bastian, et al, 1986; Levin, 1994). They upheld such motto, as "there exists no contradiction between equity and excellence" and maintain the position that suggests, "Equality is a condition for excellence."(Nelson, et al , 1990).

2.2. The Realities of Promoting Educational Equity

In view of the real societal life situation, however, operating the very concept of educational equity in practice has been very complex and problematic. This becomes so because promoting educational equity requires to taking intervention measures which not only redistribute socio-economic resources but also build 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). One is eminent to the very contradiction between equity and the nature of public action itself (Clark, 1997). He further

argues saying that:

Equality 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 with the idea of equality can, therefore, easily either ignore the contradiction and become mere rhetoric, or turn in to an ideology underwriting bureaucratic rationality.

Once again the practical dimension of promoting educational equity ignites a political debate on such issues as to whom, by whom and on how to entertain educational equity.

At this juncture, however, the mediating groups suggest a plausible approach that helps to address the related problems. It resorts to the strategy of prioritizing aspects in the national education systems needed to be responded at in terms of the who, the which schooling level, and the what aspect of educational process (Lidsay, 1990).

Lidsay (1990) further suggest the second dimension of the approach to be one that sorts out the specific level of schooling need to be emphasized through the movement because the different level of schooling could have unique features that characterize them in national educational planning endeavor.

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 (Chan, 1993, Blackmore and Kenway, 1993).

2.3. 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 Le Grand (1985) and Lindsay (1991) are three; namely: equality of access, equal quality 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 in stance, the issue of promoting educationally equity is wrongly interpreted simply as the provision of access ignoring the other two important dimensions (Lindsay, 1991).

I. Provision of educational access.

This dimension of educational equity is commonly referred as equality of educational opportunity (Tiefjen, 1991). It is the initial phase that urges for opening door to let in the disadvantaged groups of student in to the hostile educational institutions. As a strategy, according to Blashaw (1994), it minimizes the admission requirement or allow 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 up on which the others fundamentally rest.

II. Equal Quality of Learning Environment

This aspect, according to Blackmore and Kenway (1993), Subbaraw (1994); Erwin and Maritto (1998) involves the creation of learning environment that allow 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 graduate. It is further

reasoned out by Subboraw (1994) that the bringing of unable and weak students in to highly selective, meritocratic educational setting that treats well prepared students necessitates the arrangements and provision of success guaranteeing mechanisms.

2.4. 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; Clark, 1997), it is initiated to rectifying fair and just society that equally shares the educational outcomes. Toward this endeavor, affirmative actions have become the educational policy reality as an intervention measure as described by Clark (1997) and Platt (1997), to address the problem of educational inequity for a educationally disadvantaged group whose the suffering is not self inflected but through deliberately established institutional procedure of segregation; and to help them 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). Thus, practical dimension of promoting equity through affirmative action remains a complex ideological and political fact of societal life (Schatter, 1981; Nelson, 1990). Regarding this point, Heilman et al. (1998), for example, suggest:

Public controversy abounds about affirmative action the preferential procedure it typically spawns. There are those who see it as a necessary antidote to widespread discrimination against women and ... and other who see it as self-defeating, creating more problem than it remedies.

At its peak; therefore, affirmative action encounters a heating debate in every of its form:

objective, scope, strategies, etc. (Clark, 1997; Platt, 1997). Due to the variety of social policy areas which exhibit different character, Heliman (1998) further notes that undergoing discussions regarding affirmative action requires the delineation of the specific type in question saying that, “ In actuality, there are many variants of affirmative action policies and many different forms that affirmative action practices and initiatives can take, and distinguishing among them is crucial if there is to be a productive debate.”

Taking this fact into account, in the next section the nature and the realities of affirmative action programs launched to promote educational equity for female students in institutes of higher learning will be discussed at length.

2.5. Female Affirmative Action Programs at the level of Higher Education

Higher education is the highest level in educational hierarchy and most important training ground of citizens that ultimately play crucial role in the overall national development endeavor. The private return cost and the social return cost is so high that while those who get access to join and graduate enjoy much (Subbaraw, 1994), those who did not get opportunity to reach there would be victims of inequity. Further more, the scarcity of places in higher education and consequently the severity of competition for the meager placement according to Witt (1990), has intensified debate of undertaking preferential treatment for female at this educational level. Despite the oppositions, the very low participation rate of women in higher education has caused the launching of the intervention measure of affirmative action programs a last resort toward alleviating the problem of gender inequity at this level. Levien (1994) contends the launching of affirmative action programs as conscious public policy that greatly

contribute to raise the female enrollment ratio in its initial phase. In a further discernment, however, female affirmative action in institute of higher learning is suggested to act up on the two major categories labeled under the model determining female access, performance and achievement (Tietjen, 1991; Subbaraw, et al.1994) as a demand side (Household factors) and the supply side factors (school factors) .

With regard to the interaction between the two, Bellew and King (1991) have noted that the intervention strategies and programs aimed to promote educational participation must respond to dual challenges. One is increasing the availability of education by expanding the school places for girls, there by increasing supply; and two, improving the accessibility of education by increasing the benefit of and reducing the cost of schooling for girls and their families there by increasing demand. When the different level of schooling is analyzed over the two factors model, however, Subbaraw (1994) states as follows:

Unlike the case of primary and secondary school enrollment where demand side factors were important, easing the constraints on the supply side is critical for improving the gender parity in higher education.

Toward this endeavor, affirmative action is labeled as deliberate, policy induced changes in the enrollment ratio of females along with other factors; namely, socio- political factors, economic factors, and secondary school completion rate.

2.6. The Nature of Female Affirmative Action Programs

The complexity of the educational level plus the sensitivity of the issue is suggested to call 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 (Lindsay, 1991), the effected female affirmative action program has to concomitantly address that end. Hence forth, female affirmative action programs have to effectively deal with the three aspect of educational process where barriers to equity are identified. This implies that efforts through affirmative action program has to attack and dismantle those barriers believed to block female students not to get into secondary school and get access to hostile institutes of higher learning. In other course of action, measures of affirmative action programs have to concomitantly address those aspect 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 this, possible and viable strategies have to be collaboratively designed by the participants of school personnel and implement accordingly.

Like wise, 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, then girls have to be offered with chances that are potential to redistribute social and economic outcomes enjoyed in the society.

To serve all these purposes, thus, means that least trouble the contending groups in accordance with principle of compromise that demand more resource from the outside is mostly recommended (Lidnsday, 1991). In this respect, the creation of social awareness and mass mobilization backed up by allocation of handful resource interms of manpower, financial, informational and material are considered to be forerunner measures.

More importantly, UNESCO (1996) enlists the followings five criteria as salient features of good female affirmative action programs toward promoting educational equity . These are:

- ◆ comprehensives,
- ◆ inter relatedness,
- ◆ adaptability,
- ◆ flexibility,
- ◆ consistency.

2.7. Responsible Agents in Implementing Female Affirmative Action Programs

Experience of some countries showed that successful implementation of female affirmative action programs in institute of higher learning largely determined by various factors. In most case, however, these factors are categorized under two broad divisions (Lindsay, 1990, Tejjien; 1994) as:

1. Internal Agents,
2. Contextual Agents

2.7.1. Internal Agents

As a broad classification, this category encompasses all the different establishments in educational system that play crucial role in initiating, implementing and institutionalizing female affirmative action programs in institutes of higher learning (Lindsay, 1991, Kelly, 1987) . The two important educational establishments that are directly responsible in this case and of importance to this discussion are:

- i. Minister of Education
- ii. Institutions of Higher learning.

i. Ministry of Education

As an immediate public organ mandated to ratify and handle the education policy of the countries, ministry of education is the position where the democratic principles reflected in the constitution are incorporated in the educational policy and becomes operational strategically (Subbaraw, 1994, Levin, 1994). As an initiator to the issue of promoting educational equity for female and women at all levels in general it has the following activities (Bastian, 1986).

- a. Adequate conceptualization of the issue of promoting educational equity in educational policy and operate it with corresponding objectives accordingly
- b. Comprehensive strategies that address all aspects of educational process labeled as barrier to equity
- c. Dissemination of activities to be handled by implementing bodies clearly and in a documented form
- d. Providing the necessary logistics along with supportive services
- e. Monitoring programs for adaptation and assessing the impact of the program

ii. Institutes of higher learning

This level is where the female affirmative action programs becomes operational. No matter how complete the design of the female affirmative action programs are what strongly decide the implementation of the program is the willingness and the capacity of the personnel in the

institution(Menges and Exum, 1993). Therefore, to effectively implement and institutionalize the female affirmative action programs, it is necessary to take intervention measures in the form of corrective and redistribute measures on those aspects believed to sustain educational inequity largely in the area of academic performance and educational outcomes. In this respect, intervention strategies have to arranged in order to make the learning environment girl friendly (Bellew and King, 1991) and more specifically they are expected to provide equal quality of educational setting that nurture talent and help girls equally compete with their male counterpart. To effect this, the interventions are mentioned to focus, according to Subbaraw (1994), on:

- a) Institutional policy and program
- b) Curriculum and Instruction
- c) Gender Relation in the Institute

a) Institutional policy and program

Aspects that fall under this unit are those action that guide the activities and performance of organization as a whole and individually incline with the requisites of female affirmative action programs. They basically incorporate the commonly called 3 's' s for success for beneficiary of Affirmative action program (Levine, 1994) -structure, support and special services. Beside this, Lindsay (1991) adds the following for effectiveness of the program:

The establishment of unit a called female affirmative action offices in the organizational structure of the institute to run, coordinate and monitor issues related with the beneficiary and the programs

- ◆ The reexamination of admission policies, enrollment policy, grading and examination

policy, graduation requirement, etc.

- ◆ The provision of tutorials, consultation, orientation, guidance and counseling service, mentoring, etc.
- ◆ The presence of flexible curriculum requirements, fair grading policy, department transfer, etc..

b) Curriculum and Instruction

One area stipulated to be a source for gender disparity in higher learning institute is the male stereotyped ness of curriculum material and instructional procedure (Tejien,1991, Bowman and Anderson,1982). Regarding curriculum dimension, it is suggested that most of the curriculum content of higher learning institutes concentrate more on the deeds of male neglecting women issue. Thus, it comes under the subject of affirmative action to exclude those aspects of the curriculum advocate the supremacy of male and the inclusion of contents that introduces and reflects women's role and their importance in overall development endeavors.

The instructional procedure employed at classroom level is also mentioned to be a deterring factor toward education of female students both at secondary or higher education level (Taking Liberties Collective, 1989). The overall teaching learning procedure is suggested to be not in line with the learning style of girls and thus, it disfavors girls while it highly favors male students (Menges and williams, 1993). Since the method of teaching usually employed is lecturing, it is suggested that female students are highly disadvantaged as it does not give them chance for interaction. Further more, teachers' classroom behavior of giving maximum

attention to the boys than the girls during classroom participation is pointed to be another barrier to the education females (Taking Liberties Collective, 1989).

Taking in to account such negative aspect of instructional procedure towards female students in general and female affirmative action beneficiaries in particular, affirmative action program is suggested to undergo intervention measures that make the instructional procedure more interactive and in line with learning style of female students. Tijien (1991) and Blackmore and Kenway (1993) suggest the followings to serve this purpose:

- ◆ Making the teaching methods flexible
- ◆ Promoting cooperative learning through group discussion, group works, etc.
- ◆ Fostering independent learning through introducing study skill, giving term paper, etc.

c) Improving Gender Relation

The last aspect to be treated through affirmative action program is what is called gender relation in the campus according to Platt (1997) and Clark (1997). The launching of female affirmative action program that preferentially treat only female students may provoke hostility and deter the gender relation that is highly sensitive. The feeling of being victim for majority male at the cost of preferentially treated incompetent female students bring forth gender enclave and balkanization that is potential to disrupt the gender relation ship between male and female students (D' Souza, 1991). Instead of academic cooperation, there exist sheer academic competition. Further, knowledge of the existence of great achievement gap between the male students and female students may hinder particularly female students to interact academically with male students who are well prepared in fear of exposing their deficiency (Platt, 1994). "A

feeling of inadequacy breeds insecurity and inferiority that speeds up academic failure in the form of drop out or academic dismissal" (D'Suoza, 1991).

Cognizant of this fact then, it is advised that the affirmative action programs has to undergo huge campaign to improve gender relation in the positive direction. To help this, then the following intervention measures are suggested by Lindsay (1991), Bastian, et al (1986) to be undertaken in institutes of higher learning by the concerned bodies:

- ◆ Sensitizing campus community climate through campaign orientation, conference, etc.
- ◆ Publishing journal, conducting research on gender issue
- ◆ Establishing Co-curricular activities that allow maximum interaction between students
- ◆ Acquisition of various books, publication on gender issues in library
- ◆ Provision of gender oriented courses
- ◆ Establishing gender studies program.
- ◆ Establishing gender oriented research center

2.7.2. Contextual Agents and Their Roles

Achieving such egalitarian 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 Levine (1994) , for example, suggest "If we are serious about redressing the inequity of the past, it is needed to look beyond the campus gate for solution."

Contextual factors have potential power to greatly influence the gender relation pattern outside

the institutes, determine the direction of institution to effectively implement 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 in institutes of higher learning is at the mercy of contextual variables. The major components included here according to Lindsay (1990) are:

- i) Federal Government
- ii) Legislative, political and pressure groups
- iii) Interest groups

i) Federal Government

Basically the initiative of such 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 institutes of higher learning, Levin has to say the following :

Without state and national commitment, issues of access and equity seldom find their ways into the highest priority of colleges and universities. As Dergu Bbeok has stated, "the fact remains that, left to their own devices, academic community are less prone than other professional organization to slip unconsciously into complacent habit, in-word looking standards of quality, self reserving cannons of behaviors. To counter this tendencies, their will always be a need to engage the outside world in a lively, continue debate over the universities' social responsibilities (Levien 1990: 11).

Of the various role played by government, Lindsay (1990) and Subborow (1994) lists the following three major ones :

- ◆ The commitment of federal to allocate special fund
- ◆ The ability and aptitude to enforce concerned units to implement female affirmative action plans in line with the requirement.
- ◆ The consistencies to monitor and evaluate the progress of the program and reward who show compliance and punish the deviants.

ii) **Politico-legal pressures**

This measure refers to the external enforcement made on the different institutions 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 the institution to diversify their business contract or admission and promotion (Subraw, 1994, Williams 1972). This takes the form of executive order, legislative acts, etc. The most common one is the enforcing of higher learning institution 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-asides, goals, and timetables (Lindsay, 1991, Kelly, 1987, Erwing & Maurito, 1998).

This takes in to account to the assumption that it would take more than government will and power to make profound changes in the organizational culture of a previously elitist and selective institutes which, therefore, requires the interference of external pressure group. Platt

(1997) remarked this saying that, "Changing and integrating the institutional fabric of previously monolithic organizations would not have been possible without politico-legal pressures."

iii) Interest Group

As a component of contextual agent, interest group plays major role toward successful implementation of affirmative action programs (Tietigen, 1991). This include support given to the higher learning in the from of consultant, material etc. based on the experience of different countries who pass through related process. 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 are fertile ground for the success of the program, its absence may hinder the easy success as such.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

The study is mainly concerned with portraying the present status of female education in institutes of higher learning due to the intervention measures taken in the form of affirmative action programs using the data gathered and analyzed from both primary and secondary sources. Therefore, descriptive method of research design is employed because its features appropriately fit the procedure required to reach the end. Moreover, three families of descriptive research design; namely, survey, comparative and case studies were utilized.

Survey study was used to show the overall trend of the access, success and outcome improvement from statistical abstracts. Realities related to female affirmative action programs were also surveyed through the response gathered from female beneficiaries and male students using four different types of questionnaire. Furthermore, the profile of academic performance status of the female students who benefited from affirmative action programs of the quota department enrollment program was surveyed to discern the overall effect of the program.

Comparative studies was employed to investigate the variable that determine success or failure of the female students go through the effected female affirmative action programs associated to institutes of higher learning. Lastly, case study is employed to discern the extreme conditions associated in qualitative basis.

3.2. Sampling Techniques and the Sample Population

Different types of sampling techniques classified under the two broad sampling designs; namely, probability and non- probability- were utilized to select sample institutions as well as the sample population.

A. The Sample Institutions

Of the sixteen officially recognized institutions of higher learning in the country, four research sites are selected using purposive sampling technique due to two main reasons. The first reason was the fact that these institutions cover almost about 70 % of total higher learning population. The second goes to the availability of those fields of studies assumed to promote gender equity in our context in particular and worldwide in general in these research sites. These institutions are:

1. Addis Ababa University (AAU)
2. Agricultural University of Alemaya (AUA)
3. Bahir Dar Teachers' University College (BDTUC)
4. Nazareth Technical College (NTC)

B. The Sample Population

Different sample population were selected using alternate sampling techniques as responsive as to the characteristic feature of the individual target group as follows:

I. Freshman female students benefiting from preferential admission policy of female affirmative action programs in the academic year 1999/2000 are selected using purposive sampling technique because of their different nature to earlier admission scheme which solely depend on ones merit. Thus, the female students who survived first semester exam were further selected through availability sampling techniques. Thus, of the 168 female students admitted at the beginning of the academic year, the survived 97 freshman female students of affirmative action program beneficiary were made to fill questionnaires.

II. Female students placed in six departments of AAU, three from social sciences and three from natural sciences were selected based on multi-staged sampling technique. Departments from natural science disciplines are; Pre- Engineering, Medicine, and Pharmacy, and departments from social sciences disciplines are; Economics, Law and Accounting disciplines are randomly selected based on multi-staged sampling technique. A total of 90 respondents, 15 each from one of the three different departments found at the level of second year, third year and fourth year of studies in the two broad areas of studies were selected on cluster sampling technique.

III. 130 male students placed in the selected six departments on their merit are selected purposively after forming strata along the departments and the different years.

IV. The university officials whose duty and responsibilities are closely related with the academic affair: namely, Education program Officers and Freshman Program Coordinators are purposively selected.

3.3. Instruments and Data Collection Procedure

In order to gather relevant data that serve the purpose of this study, different data collecting instruments were utilized.

I. Questionnaire

Four different types of questionnaires were prepared in English to gather primary data from the four different groups of respondents. Questionnaire was basically used in the first case because it is the appropriate instrument to gather relevant data from large segment of sample respondent useful for under taking survey study in a shortest possible time.

II. Interview

One interview schedule was prepared in Amharic for the dismissed female beneficiaries of affirmative action program. An interview schedule was employed not only because the attendants in this case are very few in number but since it is intentioned to pull out the inner feeling of the target informant regarding the realities of female affirmative action programs. Amharic language is chosen to make interaction smooth and communication open.

III. Coding Sheets

To collect the relevant secondary data from the different recorded documents in MOE, freshman program offices, different coding sheets containing pertinent variables were

developed.

Initially, to validate the questionnaires, a pilot study was conducted in Debre-Zeit Veterinary College. Accordingly, items believed to be vague are interpreted and others believed to be irrelevant are discarded. Moreover, a questionnaire prepared to be filled by instructors in the different departments were totally left out because it is discovered through the pilot study that officials of institutions did not officially inform the instructors to undergo the necessary intervention measures in line with the request of female affirmative action programs.

Besides, questionnaires are made to be filled by the respondents at the presence of the main researcher at the three institutions, Bahir Dar was attended by an instructor teaching in college having similar status with main researcher. Procedurally, the female students are made to fill the questionnaire after identifying their names from MOE. Next, after distinguishing the survived female students in the first semester examination from those who were dismissed, the survived were requested confidentially to fill the questionnaire.

3.4 . Data Analysis Methods

Different parameters used to indicate the status of educational access, success and outcome of the female at a point in time and others reflecting the rate of change of educational equity as a result of affirmative action programs are employed. Thus, indicators like percentage, increment rate, gender gap (GG), gender parity index (GPI), mean GPA (\bar{x}), standard deviation (σ), and differences of mean GPA ($\Delta \bar{x}$) are the major instruments applied for analyzing the data.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA ANALYSIS

This part of the study deals with analysis of the data collected from both the secondary sources and primary sources.

Statistical abstracts of educational information, master list files of freshman students and the department placement files of Freshman program offices, and the record files of the departments are mainly exploited as the source of the secondary data.

Regarding the primary data, a total of 326 questionnaires were distributed to the five groups of respondents based on their predetermined proportion. Of these much, while 301(92%) were returned after being filled, the rest 25(8%) were not returned back from four groups of student respondents.

In the following section of the chapter, using the data gathered from these sources, the level of educational equity attained at the tertiary level as result of the female affirmative action programs were analyzed under three consecutive sections. Part I - treats data related to access, Part II - treats data related to success and Part III -treats data related to outcome.

Part I Educational Access Retained Through Affirmative Action Admission Policy

In order to augment the low participation rate of female in institute of higher learning, MOE has arranged a special intervention measure that maximize the educational opportunity of female students through lowering the admission ESLCE GPA in relation to their counter part

male students. In this scheme, female students who scored an ESLCE GPA lowered by 0.2 to that of the minimum University entry point are permitted to join undergraduate degree program since 1993/94 academic year. During two academic years- 1995/96 and 1998/99-, however, the preferential admission policies were altered in such away that unlike the other years when female students who scored ESLCE GPA 3.00 got admission, while the preferential admission of 1995/96 favored those who scored 3.20, no female preferential admission scheme was provided in the academic year 1998/99. Resumed again in 1999/2000, however, this preferential admission policy has attempted to address not only the new secondary complete female students who scored 3.00 but it has also encompassed the “old victim” female students of private candidate who maintained ESLCE GPA of 3.6 against the required 3.8 for their counter part male private candidates. The profile of regular students admitted during these years along the merit or preferential admission scheme is shown in table 1.

Table 1. Trend of regular student admission to undergraduate degree program

| Ac.Year | B S | M | F | % F | Female merit | | Aff.Act Fem. | | GG | Ret.GG | GPI |
|----------|------|------|------|------|--------------|------|--------------|------|------|--------|------|
| | | | | | No | % | No | % | % | % | |
| 1993/94 | 2203 | 1600 | 603 | 27.3 | 283 | 12.8 | 320 | 14.5 | 74.4 | 45.4 | 0.38 |
| 1994/95 | 1941 | 1489 | 452 | 23.3 | 263 | 13.6 | 189 | 9.7 | 72.8 | 53.4 | 0.3 |
| 1995/96 | 1863 | 1539 | 324 | 17.4 | 211 | 11.3 | 113 | 6.1 | 77.4 | 65.3 | 0.21 |
| 1996/97 | 3912 | 3218 | 694 | 17.7 | 487 | 12.4 | 207 | 5.3 | 75.2 | 64.6 | 0.22 |
| 1997/98 | 5337 | 4425 | 912 | 17.1 | 649 | 12.2 | 263 | 4.9 | 75.6 | 66.2 | 0.21 |
| 1998/99 | 6265 | 5539 | 726 | 11.6 | 726 | 11.6 | -- | -- | 76.8 | 76.8 | 0.13 |
| 1999/00 | 4834 | 4107 | 727 | 15.3 | 416 | 8.6 | 311 | 6.4 | 82.8 | 69.4 | 0.18 |
| Ave. Enr | | | | 18.5 | | 11.8 | | 7.8 | 76.4 | 63.0 | |
| A. G. R | 119 | 157 | 20.6 | | | | | | | | |

The average enrollment of females in undergraduate degree program for the last seven years is about 18.5 %. A closer look at the trend of female enrollment during these academic years, however, indicate a decline in the share of females in university education in an irregular manner from 27.3% in 1993/94 to 15.3% in 1999/2000.

The coverage of the female students admitted on their merit and others with preferential admission scheme of female affirmative action is also shown to weigh the contribution of one over the other. Accordingly, the share of the merits female students is found to be only 11.8 %. In the absence of the preferential admission policy, then the gender gap would have been 76.4 %. The intervention measure taken through reduced admission requirement has, however, supplemented the overall admission of female in Undergraduate degree program by 7.8 %. Despite denying admission for the 408 female students who scored ESLCE GPA of 3.00 in

1998/99, this figure make up 31.6% of the total female enrolled during this period in undergraduate degree program, it has raised the overall participation rate from 11.8 % to 18.5% and consequently narrowed down the gender gap of participation rate at this level by 16.4% from 76.4% to 63.0%.

Despite the good effort made through the access scheme toward narrowing down the GG of participation rate, a closer look at the trend of the gender parity index exhibit a distressing story. The index that was about 0.38 in 1993/94 has further declined to 0.18 in 1999/2000. This then off set the role of preferential admission from one of promoting educational equity to struggling to strike a balance between the old educational inequity and the emerging educational inequity.

A comparison of the net intake growth will clearly help identify the cause. The placement capacity in degree program has grown almost by 119% during these years. The net intake of male has increased by 159.6% while that of female grew only by 20.6%.

Proportionally, when the current enrollment is compared to what has been in 1993/94, the admission rate of male grew 7.6 fold to female in the net intake. In other words, much more male students are being enrolled to university while the proportion of female is declined down further and further. The net outcome counts that the number of male students eligible to occupy the available space has grown by 7.6 and inversely the female students who are eligible for admission is slowly growing or stagnated. As a result it seems that it has reached to the extent of not getting possible to be counter balanced through the current affirmative action preferential admission scheme.

Thus, educational inequity at this level seems to worsen further the condition of female students. This phenomena, therefore, necessitate taking of attested alternate strategies that not only address the problem on short- term basis but also potential to ameliorate root problem in sustainable fashion for long term. In either way, dismantling the barriers that bring about the scarcity in pool of female candidates that are eligible for admission should be the primary agenda of the policy. In this instance, cause for the scarcity of pool of female candidates toward admission can be checked in aspect of educational process just before the admission gate. Attempt has been made to assess whether the problem is at the gate in ESLCE requirement or unavailability of adequate female competent at secondary school level.

Table 2. Trend of regular students eligible for admission in undergraduate degree program

| Ac.Yr | Male | | | Female | | |
|---------|------------|--------|------|------------|--------|-----|
| | Took ESLCE | Passed | % | Took ESLCE | Passed | % |
| 1992/93 | 38490 | 1669 | 4.3 | 24132 | 642 | 2.7 |
| 1993/94 | 35753 | 1495 | 4.2 | 23858 | 461 | 1.9 |
| 1994/95 | 31102 | 1577 | 5.1 | 18226 | 311 | 1.7 |
| 1995/96 | 30497 | 3052 | 10.0 | 17388 | 725 | 4.2 |
| 1996/97 | 33885 | 3743 | 11.1 | 19179 | 746 | 3.9 |
| 1997/98 | 36380 | 5827 | 16.1 | 19382 | 731 | 3.8 |
| 1998/99 | 42253 | 3294 | 7.81 | 23550 | 732 | 3.1 |
| A. G. R | 62.5 | 120.3 | 11.7 | 59.2 | 58.8 | 3.6 |

As indicated in table 2, both male students and female students that took secondary school examination have grown nearly at equal rate of 62.5% and 59.2% respectively. Contrary, however, the passing rate of male students is found to be much greater than female students,(120.3% to 58.8%). This implies that while the eligibility of male candidate is almost doubled (62.5: 120.3), the pool of candidates of female students is however stagnated or

lowered (59.2 : 58.8). This may be possibly so because female students achievement in ESLCE is getting lower while that of male students is getting improved.

The existence of decline of female students achievement in ESLCE therefore calls to investigate those factors that intensify the problem in secondary education and lower ones. Intensive gender sensitizing programs has to be provided at secondary school in the areas of curriculum, pedagogy, school environment, and school community. Besides, strong effort must be exerted to change girl's student attitude and psychological make up too.

In general, it seems that absence of comprehensive strategies at the lower levels has brought this the reduced female enrollment rate a reality. Had there been good effort at lower level, the scarcity of pool of female candidate at admission could not resulted. Thus, attention should be given to that as it proves a sustainable solution.

Part II Profile of Academic Success Attained by Female Affirmative Action Programs

Access made to female students in joining undergraduate degree program in the initial phase is believed to contribute toward promoting educational equity, when only these female beneficiaries are able to stay actively in the system and lastly graduate from the system. Staying in long and reaching graduating, however, requires proving academic success withstanding the academic competition throughout ones academic life on the part of the beneficiary. Thus, the magnitude of attrition rates or retention rates exhibited by the target group in this case serve to indicate not only the effectiveness of the affirmative action program in promoting educational equity, but also the efficiency of the educational system in attaining

its objective with in an optional resources.

Underlying this unprecedented fact, then, the study has attempted to assess the educational performance condition of the newly admitted students at their freshman years. Basically, freshman programs are designed to serve as preparatory program toward orienting the newly admitted students with the general professional knowledge and skill required to peruse in the different specialized fields of studies. Though not specifically stated as an objective, freshman program is commonly known for its infiltration purpose those students who are capable to pursue their studies further from the not. High attrition rate is particularly in the form of dismissal is the reality than the subsequent levels due to various reasons. High academic competition and the different nature of instructional procedure than in secondary school are two most mentioned factor for high attrition at this level.

Table 3. Trends in attrition rates in the freshman undergraduate degree program

| Ac. Year | Enrolled | | | | Attrition Rates | | | | GG in Attrition Rate | | |
|----------|----------|------|-----|------|-----------------|------|-----|------|----------------------|------|------|
| | B S | M | F | % F | BS | %BS | F | % F | % M | %F | GG |
| 1994/95 | 2886 | 2359 | 527 | 18.3 | 678 | 23.5 | 265 | 39.1 | 17.9 | 50.3 | 32.4 |
| 1995/96 | 3233 | 2812 | 421 | 13.0 | 417 | 12.9 | 115 | 27.6 | 10.7 | 27.3 | 16.6 |
| 1996/97 | 5141 | 4268 | 873 | 17.0 | 989 | 19.2 | 331 | 33.5 | 15.4 | 27.9 | 22.5 |
| 1997/98 | 6113 | 5201 | 912 | 16.2 | 842 | 13.8 | 374 | 44.4 | 9.0 | 41.0 | 32.0 |
| 1998/99 | 7199 | 6368 | 831 | 11.5 | -- | - | -- | -- | - | - | - |
| Par.Rat | | | | | | 17.2 | | 36.2 | 13.3 | 39.1 | 25.9 |

As shown in table 3, the overall attrition rate of the system during the year 1994/95 - 1997/98 is about 17.2%. A regular decline in attrition rate is observed except in 1995/96 that registered the least sharp (12.9%) and interrupted the trend that might to be explained by the highest entry GPA of that year required 3.4 and above including the female students who scored 3.2.

Despite the slight improvement in the overall retention rate, a look at the trend of attrition rates of each sex separately calls cautionary observation. While the attrition rate of male has declined at a rate of 13.3%, that of the female has increased at rate of 39.1% between 1994/95 and 1998/99 and yet high enrollment rate is found to characterizes male rather than female in section I of this chapter.

Further more, maintaining the average gender gap of attrition rate of 25.9 %, the attrition rate gap between male students and female students is further widening. The attrition rate of male is declining from 17.9 % in 1994/95 to 9.0 % in 1998/99 where as female students attrition rate has elevated from 27.3 % in 1995/96 to 41.0 in 1997/98. In nut shell, the declining of attrition rate of male students and an increase of attrition rate of the female during these years shows a further widening of educational inequity between the two sexes in institute of higher learning. Since the increased attrition rate of female is contradictory to the objective of female affirmative action program to promote educational equity, this; therefore, warrants a general investigation of the whole educational processes that become cause to attrition in institutes of higher learning system in the curriculum, pedagogy, institutional policy and program and the rest.

More over, the study has attempted to figure out particular group(s) of female students that brought the gender gap differential in to effect. To serve this then, the academic performance status of the three groups of female student possibly found at freshman program during the last two academic years were surveyed. Accordingly, the attrition condition of female students admitted to the universities on the basis of their merit, preferential admission and readmission in the four sample institutions (AAU, AUA, BDUC and NTC) during from the academic year

1997/98 and 1998/99 is presented in table 4.

Table 4. Attrition rate profile of three groups of freshman female students

| Ac Year | Enrolled | | | Female | | | Attrition | | | | Attrition percentage | | | |
|---------|----------|-----|------|--------|--------|------|-----------|-----|-------|-----|----------------------|------|-------|------|
| | BS | F | % | Mer | Af. Ac | Read | TF | Mer | Af.Ac | RIm | F | M | Af.Ac | Red |
| 1997/98 | 3841 | 704 | 18.3 | 417 | 195 | 92 | 329 | 131 | 123 | 75 | 46.7 | 31.4 | 63.1 | 81.5 |
| 1998/99 | 3746 | 440 | 11.7 | 440 | -- | -- | 140 | 140 | -- | -- | 31.8 | 31.8 | -- | |

As a reminding point, female students admitted at freshman program during these two academic years were treated through different admission requirements. The admission policies implemented in the academic year 1997/98 had treated all the three groups of female students simultaneously (merits, female affirmative action admission and readmitted ones). In the academic year 1998/99 however only female students who scored the same ESLCE GPA of 3.2 and above similar to male students were admitted on the same standing..

These four institutions constituted more than 60% of the total female students admitted to undergraduate degree programs by then. The attrition rate of female students in these institution in the academic year 1997/98 is 46.7 % which is a great loss. Out of this much, attrition rate share of the merit female, female admitted on affirmative action admission and female readmitted counts 31.4%, 63.1% and 81.5% respectively. Though the attrition rate of the merit female student itself is not something very small, in relative terms, while the attrition rate of preferential admitted ones is almost twice the attrition rate of the merit ones, the attrition rate of readmitted female student is nearly three-fold of the attrition rate of merit females.

In the academic year 1998/99 where the only female students admitted to undergraduate program are those who maintained equal standing with male, their attrition rate is 31.8%. This figure is

nearly equal to the attrition rate registered by this group of students in the previous academic year that is 31.4%. A simple comparison of the attrition rates registered during these two academic years may then trace a mark for the groups intensifying gender gap of attrition rate. In the absence of the other two female groups, the attrition rate of merits female student remained the same and relatively small (31.4% and 31.8%), while at the presence of the remaining two female groups, however, the attrition rate was 46.7% elevated almost by 15.3%. From this observation, then, it seems safe to conclude that the widening of gender gap attrition rate in these days is attributed from the poor academic performance of both preferentially admitted female students and readmitted female students.

Thus, in a condition where sever educational inequity has been a reality in academic performance while both were being admitted in equal standing, the inclusion of less achieving female students along affirmative action admission policy seems to invite additional problem that is potential to intensify the educational inequity. In this instance, affirmative action tends to be mediocre rather than medicine to the problem of gender equity.

In principle, however, admitting less achieving students based on a fair entry requirement into a highly selective and elitist educational system as similar to our female affirmative action program, necessitates the pre- arrangement of institutional structure that provides academic support services. Such provision is suggested to be of help to the needy to make them cope up with academic competition as well as to help them remake the social psychology of underachievement. Absence of such corrective strategy then not only to prove the inadequacy of the program but it increase the inefficiency of the system.

From this point of view, the study has attempted to discern the arrangements made by the institution to provide the necessary help for the female beneficiary of affirmative action program.

Table 5. Response on the condition of provision of support service

| | | Female beneficiary | | | | University officials | | | |
|---|---|--------------------|---|----|-----|----------------------|-----|----|-----|
| | | Yes | | No | | Yes | | No | |
| | | No | % | No | % | Yes | % | No | % |
| 1 | Provision of consultation Service | 3 | 8 | 87 | 97 | 9 | 100 | -- | -- |
| 2 | Provision of tutorials | 2 | 8 | 88 | 98 | 9 | 100 | -- | -- |
| 3 | Provision of guidance and counseling | 5 | 2 | 85 | 94 | 9 | 100 | -- | -- |
| 4 | Provision of mentoring | - | 6 | 90 | 100 | - | - | 9 | 100 |
| 5 | Provision of stationery supplies | - | - | 90 | 100 | - | - | 9 | 100 |
| 6 | Provision of compensatory education | - | - | 90 | 100 | - | - | 9 | 100 |
| 7 | Provision of final aid packages | - | - | 90 | 100 | - | - | 9 | 100 |
| 8 | Provision of special borrowing service text reference | - | - | 90 | 100 | - | - | 9 | 100 |

For the list of academic support systems in table 5, the respondent of the female students confirmed the non-existence of each strategies assumed to help the female beneficiaries to stay in the system and enable them graduate successfully. A cross-check has been also made on the concerned university officials (freshman programs coordinators and academic program officer) regarding the presence or absence of these services. Thus, they revealed the presence of consultation, tutorial and guidance and counseling, and while the remaining five strategies were absent.

When the responses of the two groups are correlated, two things are illuminated. The first is the conformity of the response regarding the absence of such support services like mentoring, stationery supplies, compensatory education, financial aid package and special borrowing scheme that are potential to reduce the attrition of this group of students. Contrary, however, the responses of both groups contradict each other on the remaining three. While the officials announce the provision of consultation, tutorial and guidance and counseling to the needy, the

beneficiaries of the program however denied this to be so. This might happen due inadequate level of provision of the services or lack of adequate orientation about the services charged to the beneficiaries that makes still the responsible body an accountable due to launching affirmative action program that lack comprehensiveness.

Besides, the female students were asked to rate the strategies they consider important for them to stay in and graduate successfully.

Table 6. Response of female beneficiary of affirmative action program showing their need level of support system

| | | Very much | | Indifferent | | Not at all | |
|---|--|-----------|------|-------------|------|------------|------|
| | | No | % | No | % | No | % |
| 1 | Provision of consultation service | 80 | 88.9 | 10 | 11.1 | -- | -- |
| 2 | Provision of tutorial | 83 | 92.2 | 7 | 7.8 | -- | -- |
| 3 | Provision of guidance and counseling service | 89 | 99 | 1 | 1 | -- | -- |
| 4 | Provision of mentoring service | 78 | 86.7 | 12 | 13.3 | - | - |
| 5 | Provision of stationery supplies | -- | -- | 10 | 11.1 | 80 | 89.9 |
| 6 | Provision of compensatory education | 81 | 90.3 | 9 | 10 | -- | -- |
| 7 | Provision of financial aid | - | - | 10 | 11.1 | 80 | 89.9 |
| 8 | Provision of special borrowing service of text, reference etc. | 85 | 94.4 | 5 | 5.6 | -- | -- |

Accordingly, as it can be seen from the table, while only two strategies referred as the provision of stationery supplies in item 4 and the provision of financial aid package in item 6 are suggested not at all by almost 80% of the respondents implying rejection, the other six strategies are mentioned to be very much needed by the respondents. In terms of perceived degree of importance; guidance and counseling service mounts 99%, special borrowing service of text, references, etc. by 94.4%, tutorial service by 92.2%, compensatory education by 90%, consultation service 89.9% and lastly mentoring service about 86.7%. This implies that,

irrespective of attached meaning and others, the target groups are cognizant of their being under risky academic condition and seeking academic support services.

Further more, female respondents were asked if it is possible to undergo other alternate strategies recognized formally that not only reduce academic burdens for the target group but also address their individual differences.

Table 7. Response on the presence of institutional arranged strategies

| | | Yes | | No | | DK | |
|----|------------------------------------|-----|----|----|-----|----|----|
| | | No | % | No | % | No | % |
| 1. | Repeating freshman program | 85 | 94 | 1 | 1 | 4 | 5 |
| 2. | Extending years of studies | -- | -- | 85 | 94 | 5 | 6 |
| 3. | Reducing semester credit hour load | -- | -- | 82 | 91 | 8 | 9 |
| 4. | Early warning system | -- | -- | 88 | 98 | 2 | 2 |
| 5. | Taking supplementary Examination | -- | -- | 90 | 100 | -- | -- |
| 6. | Fair Grading system | -- | -- | 90 | 100 | -- | -- |
| 7. | Availing elective courses | -- | -- | 89 | 99 | 1 | 1 |
| 8. | Transfer (change) of faculty | -- | -- | 88 | 98 | 2 | 2 |

Accordingly, except to item 1, the case identified as repeating freshman program, the majority of the female students respondents mentioned the impossibility to undergo such strategies like extending years of studies (94%), reducing semester credit hour load (91%), early warning(98%), taking supplementary exam(100%), fair grading system(100%), availing elective courses(99%) and transfer of faculty(98%) in order to reduce their academic burden and further address their individual differences in line with their learning style.

The absence of provisions of academic support services like tutorial, guidance and counseling, or mentoring service etc., and the non arrangement of other burden reducing strategies may bring the academic success level of the preferentially treated female students to the institution

highly under question. The academic achievement status of the target group in the first semester exam seems what was reflected in their response toward seeking the academic support services suggested in table 6. This might be evidenced by the profile of their academic achievement during the first semester examination of their freshman program

Table 8. Academic performance status of freshman female students of preferential Admission

| Ac.Yr | Admitted | Dismissed | | Survived female affirmative action beneficiaries by grade | | | | | | | | | |
|---------|----------|-----------|----|---|-----------|----|-----|----|-----------|----|-------|---|----|
| | | No | % | Total | 1.8 - 1.9 | | 2.0 | | 2.2 - 2.4 | | > 2.6 | | |
| 1999/00 | 168 | 71 | 42 | 97 | 58% | 66 | 68% | 20 | 21% | 10 | 10% | 1 | 1% |

Of the survived 58%(97) female affirmative action beneficiaries in the system as indicated in table 7, the majority 68%(66) female students are in probation status with GPA of 1.8 and 1.9. About 21%(20) are on the margin scoring GPA of 2.00, and only 11.3 %(11) of them have a GPA above 2.00. Thus, in a situation where there is no any support service in the system, the possibility of these target group to stay in long and graduate is highly questionable. The majority of them seem liable to dismissal without a trace unless urgently backed up by the necessary support services.

Part III. Educational Outcome Improving Scheme

On a related development, an intervention measure that is intentioned to improve the educational outcome of female students have been operational at Addis Ababa University since the academic year 1997/98. As an outcome oriented strategy, a quota system that reserves 20% enrollment capacity of each department is arranged and left for females candidates to fill the placement competing among themselves. This is then, believed to open good opportunity for female students to be enrolled in the selected few departments with high career option and good job opportunity. Basically, it is intentioned to place female students in

those departments labeled commonly to them as non-traditional because of lacking strong freshman GPA that allow them to be selected among other pool of applicants.

Sorted out from the department placement record, the trend of female participation in the different fields of studies when department placement is on ones merit and the others that combine merit and quota system is presented in the table 9.

Table 9. Trend of female participation rate in different fields of studies since 1994/95

| Field of studies | 1994/95 | 1995/96 | 19896/97 | 1997/98 | 1998/99 |
|--------------------------|--------------|--------------|-------------|-------------|--------------|
| Law | 12.5 | 13.6 | 15.6 | 32.9 | 30.4 |
| Business and Economics | 24.4 | 33.5 | 28.0 | 28.9 | 29.3 |
| Humanities | 22.2 | 40.0 | 36.0 | 31.2 | 22.0 |
| Language (Applied) | 7.7 | 58.8 | 42.3 | 15.3 | 26.7 |
| Library Science | 5.7 | 0.0 | 5.3 | 29.6 | 17.4 |
| Education (teaching) | 17.3 | 15.9 | 30.4 | 11.2 | 12.4 |
| Female applicant in SS | 127 (20.3 %) | 149 (30.8 %) | 179 (29.9%) | 233 (23.3%) | 280 (21.8 %) |
| Technology | 4.2 | 2.1 | 4.0 | 10.1 | 13.4 |
| Medicine Science | 6.5 | 9.4 | 24.7 | 19.2 | 20.0 |
| Pharmacy | 6.1 | 3.1 | 6.1 | 26.2 | 27.4 |
| Veterinary Science | 2.4 | 9.1 | 3.1 | 0.0 | 3.6 |
| Science (Applied + Pure) | 5.0 | 4.4 | 4.5 | 8.0 | 8.1 |
| Science (Teaching) | 14.8 | 10.0 | 15.7 | 2.1 | 0.0 |
| Female applicants in NS | 62(7.5%) | 41 (5.7%) | 81 (9.4%) | 101 (8.9%) | 95 (8.7%) |

The profile of female participation rate during the last five years from 1994/95 to 1998/99 in table 9 highlights the trend emerged during these periods in the level of participation between the two sexes in the departments. In Law, for example, the female participation rate that was 12.5 % in 1994/95 has raised to 30.4 in 1998/99, in Education (Social Sciences) the rate that was 17.3% in 1994/95 has declined to 12.4 in 1998/99. In technology, female participation rate has elevated to 21.5% from 4.2% between 1994/95 to date, in medicine from 6.5% it has reached 23.0%. Contrarily, in Education (Science) it has frozen form 14.8% in 1994/95 to 0.0% in 1998/99. Though there exist a slight irregularity in trend in few departments, as a

whole there seems, great change in female participation rate as a result of the implementation of quota department placement. A clear picture is more viewed from the computed average growth rate (A.G.R) from average participation of female in the departments during the two periods treating placement one with only merit scheme (1994/95-1996/97) and the other that combined both merit with quota (1997/98-1998/99).

Table 10. Trend in female participation rate during periods with merit (94/95-96/97) and, merit combined with quota (97/98-98/99)

| Ac. Yrs. | Law | B& E | Hum | Lan | Lib | ESS | Tec | Med | Pha | Vet r | ScP | ES |
|-------------|------|------|------|------|------|------|------|------|------|----------|------|------|
| 94/95-96/97 | 13.9 | 28.6 | 32.7 | 36.3 | 3.7 | 21.2 | 3.4 | 13.5 | 5.1 | 4.9 | 4.6 | 13.5 |
| 97/98-99/20 | 31.7 | 29.1 | 26.5 | 21.0 | 23.5 | 11.8 | 11.8 | 19.6 | 26.8 | 1.8 | 8.1 | 1.1 |
| A.G.R | 128 | 1.7 | -19 | -42 | 535 | -44 | 247 | 45.2 | 425 | -63 | 76.1 | -919 |

The growth rate of female participation in the different fields of studies due to the quota scheme is presented in table 10. To mention some, Law has exhibited growth by 128%, Business and Economics by 1.7%, Humanities declined by 19%, Technology by 247%, Pharmacy by 425%, Science (Education) decreased by 91.9% and so on. In this regard, field of studies can be roughly classified in to three groups in relation to the change level of significance in the participation rate as; highly improved, no change and highly diminished. Thus, in the fields of law, library science, technology, medicine and pharmacy the participation of females are significantly improved. In such areas as businesses and economics, veterinary and, applied and pure sciences however, no substantial change participation rate is noted. Contrary, decline in female students enrollment has been the reality of these days in fields of studies like the humanities, language fields, and education both in social science and natural science subjects.

This seems that, due to the quota enrollment scheme, female students now occupy fields of study occupied previously by male students. Inversely, male students are now filling those areas occupied by female students.

Further more, apparent distribution of the female students among the field of studies during a given academic year or between the two periods with different placement scheme may reveal the trend emerged regarding the concentration of female students during placement.

Table 11. Trend of female concentration in different areas of studies

| Field of studies | 1994/95 | 1995/96 | 1996/97 | 1997/98 | 1998/99 |
|--------------------------|------------|------------|------------|------------|------------|
| Law | 6.3 | 5.4 | 5.6 | 9.9 | 7.5 |
| Business and Economics | 43.3 | 44.3 | 33.0 | 35.2 | 33.9 |
| Humanities | 20.0 | 29.5 | 24.0 | 29.2 | 23.2 |
| Language (Applied) | 1.6 | 13.4 | 16.8 | 8.6 | 15.7 |
| Library Science | 6.3 | 0.0 | 0.6 | 3.4 | 2.9 |
| Education (teaching) | 20.5 | 7.4 | 19.6 | 13.7 | 16.8 |
| Female applicant in SS | 127 (100%) | 149(100 %) | 179 (100%) | 233(100%) | 280(100 %) |
| Technology | 17.4 | 12.2 | 12.3 | 28.7 | 35.8 |
| Medicine Science | 6.5 | 12.2 | 22.2 | 24.8 | 15.8 |
| Pharmacy | 3.2 | 2.4 | 3.7 | 15.8 | 17.9 |
| Veterinary Science | 1.6 | 7.3 | 1.2 | 0.0 | 2.1 |
| Science (Applied + Pure) | 16.1 | 17.1 | 11.1 | 23.8 | 28.4 |
| Science (Teaching) | 54.8 | 48.8 | 49.4 | 6.9 | 0.0 |
| Female applicants in NS | 62(100%) | 41 (100%) | 81 (100%) | 101 (100%) | 95 (100%) |

The relative concentration of female student around the major field of studies of the two broad disciplines-social science and natural science since 1994/95 to date is presented in table 11. Accordingly, among the social sciences disciplines during the year 1994/95, 1995/96 and 1996/97, Business and Economics, Humanities, and Education share relatively the largest pie ranking in order while applied language, law and library science share the meager. But the direct assignment of the students to library science by MOE, therefore, makes the share of female students in law to be the last.

In natural science disciplines, however, strong irregularity is observed. Nearly 50% of the females were concentrated in Science (Education) during the academic years 1994/95, 1995/96 and 1996/97 that is about 54.8%, 48% and 49.4 % respectively. The remaining few were shared by the other five areas in which Science (pure & applied), technology, or Medicine invariably count the next higher share during these three academic years. Pharmacy and veterinary science tailed in last order one after the other. But the scene has completely changed after 1997/98 in which technology spears a head through out, followed by medical science, pharmacy and basic and pure sciences alternatively. The concentration of females in education that was the highest in earlier years has faded and currently it becomes nearly nil.

More over, the net change of concentration of females is conclusive while delineating along the different scheme of enrollment treated during the two periods as shown in 12.

Table 12. Profile of female change of concentration in areas of studies through merit (94/95-96/97) and merit combined with quota (97/98 - 98/99)

| Acad. Year | Law | BE | Hum | Lag | Lis | SSEd | Tec | Med | Phar | Vet | ApSc | ScEd |
|-------------|-----|-----|------|------|-----|------|------|------|------|-----|------|------|
| 94/95-96/97 | 5.8 | 40 | 24.5 | 10.6 | 2.3 | 15.8 | 14.0 | 10.3 | 3.1 | 3.7 | 14.8 | 51 |
| 97/98-98/99 | 8.7 | 35 | 26.2 | 12.2 | 3.2 | 15.3 | 32.3 | 20.3 | 16.9 | 1.1 | 26.1 | 3.5 |
| A. G. R | 50 | -14 | 6.9 | 15.1 | 39 | -3.2 | 131 | 97.1 | 445 | -70 | 76.4 | -93 |

A cursory note over the table 12 shows that in general the concentration of female students has increased very much in fields of studies of technology by 130.7%, pharmacy by 445%, medicine by 97.1% and applied sciences for natural sciences and relatively around law by 50%, humanities only 6.9% and applied language areas by 15.1% in social science. However, in business and economics, social science (education), veterinary and science (education) great depression of concentration of female students observed in the areas mentioned above is in line with the objective of the affirmative action program intentioned to improve the educational outcomes of female students in institute of higher learning. Beyond the intended

outcome of quota enrollment of female students at least two unintended consequences are labeled to crop up both however disadvantageous to the system. While one is the problem associated with gender relation in the campus, the other is suggested to be the increase of attrition rate of the beneficiary group.

The apparent change of female participation in the major fields of studies is obviously resulted at the cost of regressed participation male students to the next lower department. And the trend is real throughout the departments incurring an upward mobility for female. This then appears to affect the majority of male applicants except very few male students topping the highest. Accordingly three groups emerge through the process- the beneficiaries, the victims and the on-lookers- in which each may develop their own attitude toward the process possibly expressed in action.

Owing to this fact, attempt was made to investigate the condition of gender relation between the beneficiary female students and male students in the department.

Table 13. Male students perception about preferential enrollment of female students

| | | Yes | | No | | Indifferent | |
|----|---|--------|------|-----------|------|-------------|-----|
| | | No | % | No | % | No | % |
| 1 | Way of getting information about reservation of 20 % department enrollment capacity for females: i. Informed officially in advance ii. Informed informally by senior students iii. Came across in the department enrollment notice board | - | - | 118 | 100 | - | - |
| | | 100 | 84.7 | 18 | 25.3 | - | - |
| | | 18 | 25.5 | - | - | - | - |
| 2 | Condition of holding workshop, conference by the official of institute to explain issue of female Affirmative action program | - | - | 118 | 100 | - | - |
| 3. | Considering of preferential treatment of female students in departments enrollment through quota system as fair and important. | - | - | 118 | 100 | - | - |
| 4 | State of being enrolled in the department you preferred in the first three choices | 20 | 16.9 | 98 | 83.1 | - | - |
| 5 | Placement of female students in proffered department having less GPA than yours | 115 | 97.5 | 3 | 2.5 | - | - |
| 6 | Do you feel thrown out from proffered area of studies for the sake of low achieving female students? | 115 | 97.5 | 3 | 2.5 | - | - |
| 7 | Feeling of being mistreated | Always | | Sometimes | | Never | |
| | | No | % | No | % | No | % |
| | | 110 | 93.2 | 5 | 4.2 | 3 | 2.5 |

The attitudes of male students regarding the reservation of 20 % department enrollment capacity exclusively for female is presented in table 14. To discern the real feeling of male students, the pre-information of male students about the female quota was inquired in item 1 and 118 (100) of the male respondent suggested that they were not officially informed about the reservation in advance. Rather 84.7 % (100) of respondent revealed that they got such information during their freshman years informally from students in higher years and about 25.3 % (18) of them even mentioned that they come across the issue right on notice board of placement which implies the coming of information gap which is not good.

Furthermore, question was raised in item 2, whether an effort was made by the institution to inform them and create awareness about female affirmative action programs, surprisingly, all of the responded pointed out the non- existence of such effort on the part of the official of the institution. This means, although the program has been practical in all the past four years, no effort, has been made to inform them regarding the objective of the program.

In item 3, almost all male respondents mentioned they do not regard the fairness of such preferential treatment scheme only for females. This implies, that male students did not welcome happily the introduction and implementation of the placement department reservation for females.

For an item raised to check the condition of their being enrolled in line with their choice at least up to the third choice order, while only about 17 % (20) of them mentioned yes, the remaining majority, however, mentioned that they are not enrolled in the departments they chosen in the first three order of choice. Almost all respondents in item 5 confirmed the enrollment of female students in those first three departments they went for with lower freshman GPA than they had. This may account the procedure as a sort of discriminatory. The placing low achiever ones while there exist others who are far better may worsen the contention over the few placement left and increase competition between students in unhealthy direction. when feeling of mistreatment is prolonged the ultimate impact is sever. Accordingly, male students were asked it they do feel hopeless and sort of being thrown of their preference for the sake of low achievers in item 6. Similarly the majority of them (97.5%) purported that they feel that they are thrown out from where they feel not appropriate for them. In last item, about 93 % (110) of the respondent expounded that they always feel

that they are mistreated . The existence of this feeling may not good for the individual as well as others in their academic interaction

Table 14 Male’s opinion about the academic performance of the female beneficiaries

| | | Yes | | No | | Indifferent | |
|---|--|-----|-----|----|----|-------------|----|
| | | No | % | No | % | No | % |
| 1 | Provision of support system for female beneficial of quota enrollment | 5 | 4 | 38 | 32 | 75 | 64 |
| 2 | The existence of significant achievement gap between male and female students in the department | 118 | 100 | - | - | - | - |
| 3 | Existence of significant academic achievement gap between those female students enrollment merit and quota | 100 | 85 | 17 | 14 | 1 | 1 |
| 4 | Ones worry for encountering academic failure | 118 | 100 | - | - | - | - |

The opinion of the male students regarding the capacity of female beneficiary to compete well academically was inquired in table 14. In the beginning the knowledge of the respondents about the provision of certain academic support system for the beneficiary was inquired and then, the majority of them about 64 % (75) said “I do not know”.

From their daily observation, male respondents were asked in item 2, whether high academic achievement gap is the reality between male and female students in the department or not. Though it is some what difficult to take this response for granted, all respondent suggested the existence of significant achievement gap between the to sexes.

In an inquiry further raised to the respondents in item 3, about 85%(100) of the respondent suggested the existence of academic performance between mentions female students and female students enrolled to the department on the basis of quota. This may, then, leaves

the expense of denying the places from male students that have equal or greater freshman GPA. The denial of the departments during enrollment and passing over the chance for female students may bring about two unintended consequences in to the surface . One is the already discussed issue of gender relation while the other is the problem of academic competence of the beneficiaries in the departments.

Evidently, the female students enrolled to the department on the basis of quota occupy the last queue when listed in the freshman GPA order. Contrasting to the pervious enrollment system that takes into account only ones merit, great academic achievement gap may exist between those student enrolled to the department on their merit, and others female students preferentially treated through the quota program. Table 15 overviews the freshman GPA differential exhibited between students group of 1994/95 and 1996/97 (purely merit placement) and during 1997/98 to 1998/99 when placement in departments between male and female students is merit combined with quota.

Table 15. Differential of weighted mean exhibited during the two placement scheme

| Areas of studies | Weighted Mean GPA | |
|--------------------------|-------------------|------------------|
| | 1995/96-1996/97 | 1997/98-1998/992 |
| Medicine | +0.00 | +0.88 |
| Pre-engineering | +0.05 | +1.18 |
| Pharmacy | +0.01 | +0.51 |
| statistics | +0.10 | +0.50 |
| Applied and pure science | +0,20 | +0.30 |
| Science (education) | +0.10 | +0.13 |
| Law | +0.10 | +0.62 |
| Accounting | +0.01 | +0.56 |
| Economics | +0.10 | +0.70 |
| MTPA | +0.10 | +0.45 |
| SOSA | +0.14 | +0.44 |
| PSIR | +0.10 | +0.57 |
| Geography-non teaching | +0.06 | +0.70 |
| History-non teaching | +0.30 | +0.42 |
| English- non teaching | +0.06 | +0.29 |
| Amharic-non teaching | +0.03 | +0.15 |
| Linguistic | -0.02 | +0.25 |
| Library Science | -0.32 | +0.35 |
| Theater Arts | +0.05 | +0.06 |
| Geography teaching | - | +0.57 |
| History- teaching | - | +0.12 |
| English- teaching | +0.18 | +0.45 |
| Amharic- teaching | +0.05 | - |
| Business Education | -0.10 | +0.46 |
| Educational Psychology | -0.10 | +0.45 |
| Average | +0.06 | +0.48 |

The difference between freshman mean GPA of male and female students enrolled in all department during the last five years is shown in table 15 as a likely indicator for the trend of GPA differences exhibited and consequently the degree of academic competition appearing between students of merit and students of quota in the departments. A closer look at the figures in the column of 1995/96-1996/97 catches the average mean difference falling between -0.32 and +0.30, depicting almost equal freshman GPA students of both sexes.

Contrasted with the above case, however, a significant difference of mean GPA is exhibited between the merits student enrolled to the departments and those female students enrolled on quota during 1997/98-1998/99. The lower goes to theater arts (0.06) and the highest goes to Technology (1.18), Medicine (0.88), then geography and economics (0.7) followed by law (0.62), accounting (0.56) and so on.

The increase of the mean GPA difference for both group is indicative for the emergence of different phenomena around the academic performance in the university. The greater difference of GPA resulted from male students with high GPA and female students with low GPA simultaneously in the same department at least helps to predicts the academic performance and the likely success of the low achievers. The other phenomena is one that is explained by the transgression of female students with low GPA up along the continuum and one that takes place in inverse condition with the regression of male students with high freshman GPA from department of high status to the lower ones. The net effect is then comes up to with population of students in a department comprising male students that have high GPA and female students with low GPA. Some departments then get a better student with high GPA that was not in scene in earlier the merits scheme and conversely other departments entertain female students with low GPA. The existence of better and well prepared male students with high GPA and less prepared and female students with low GPA attending the same class may not only intensify the academic performance for the female students, but it may cause high attrition rate.

To examine the effect of the quota enrollment scheme on the overall academic performance of female students a comparison of the attrition rate of two periods treating different placement

scheme was made. To serve this purpose, three departments from each the discipline of social sciences and natural sciences have been purposely selected, based on the following related criterion: highest mean GPA differences between merits students enrolled to that departments and the female students enrolled on quota; the increased participation rate of female student in the departments and the perceived level of career opportunity or non traditional to female students.

Accordingly, while economics, accounting and law are attended from social science disciplines, and medicine, pre- engineering and pharmacy are opted among the natural sciences.

Table 16. Attrition rate profile in some selected department through two enrollment scheme

| Departments | 1994/95-1996/97 (Only merit) | | | 1997/98-1998/99 (Merit and Quota) | | |
|-----------------|------------------------------|------|------|-----------------------------------|------|------|
| | M | F | GG | M | F | GG |
| Economics | 7.1 | 11.0 | 3.9 | 3.3 | 18.0 | 14.7 |
| Accounting | 9.0 | 8.0 | -1.0 | 5.4 | 13.0 | 7.6 |
| Law | 5.0 | 5.0 | 0.0 | 3.6 | 5.0 | 1.4 |
| Pre-engineering | 6.8 | 39.8 | 33 | 4.5 | 63.0 | 58.5 |
| Medicine | 18.5 | 15.3 | -3.2 | 5.3 | 59.0 | 53.7 |
| Pharmacy | 10.3 | 11.7 | 1.4 | 10.5 | 8.1 | -2.4 |
| Average | 9.5 | 15.1 | 5.6 | 7.1 | 27.7 | 20.6 |

Table 16 highlights the attrition rate profile of second year level in six selected departments during the two periods that entertained different enrollment scheme; one purely with merit (1994/95-1996/97) and the other that combined merit and quota (1997/98-1998/99). A closer look at the trend of attrition rates exhibited during along these periods brings in to light two phenomena. The average gender gap of attrition rate has increased from 5.6% in 1994/95-1996/97 to 20.65 in 1997/98-1998/98. Comparatively, however, in social science disciplines, despite the existence high mean GPA differences during department enrollment between two

sex, and despite bad gender relation in the campus, gender gap in attrition rate is not that much pronounced. In the case of natural science disciplines, however, the gender gap between the two period is highly widened apart reaching 58.5% from 33% in Pre-engineering, 53.7% from 3.2% in medicine between these periods. This means that the attrition rate of females is highly increased in science fields as a result of high enrollment GPA differentials between the merits students in the department and female quota program. This seems that the attrition rate being shown in natural sciences area is highly discouraging as compared to the social science areas.

In relation to this, attempt was made to investigate the beneficiaries view regarding the nature of academic competition, the gender relation and the existence of institutionally arranged to success guaranteeing support system to prove academic success permanently.

Table 17. The view of female beneficiary's of quota department program

| No | Item | Responses | No | % |
|----|---|---------------|----|------|
| 1 | Accounting of being enrolled to preferred department on quota | Lucky | 52 | 61.2 |
| | | Indifferent | 15 | 17.6 |
| | | Unlucky | 18 | 21.2 |
| 2 | Perceived level of academic competition in the department | Sever | 78 | 91.8 |
| | | Moderate | 7 | 8.2 |
| | | Weak | -- | |
| 3 | Possibility of graduating in the normal time | Yes | 43 | 50.6 |
| | | No | 14 | 16.5 |
| | | I do not know | 28 | 32.5 |
| 4 | Condition of advising freshman female students to go for quota enrollment | Yes | 77 | 87.1 |
| | | No | 8 | 12.9 |

Regarding the view of female beneficiaries for they coming across the quota department

enrollment in item 1, while the majority of the respondent about 72.9 % expressed that they are lucky, few 10 (11.8 %) respondents suggested indifferent and very few 13 (15.3 %) however, mentioned not lucky.

Regarding the level of academic competition they are experiencing in the department, while 91.8 % (78) of the respondent revealed its severity, only 8.2% (7) of them suggested moderate. This seems to indicate that the target group are under serious academic hurdles to stay in and prove success, implying further the existence of tension and stress around their academic life. In related aspect, their anticipation for possibility graduating with in the right three years of studies raised in item 2 was confirmed “yes” by 50.6% (43) and "No" by 16.5% (14), and "I don't know" by 32.8%(28) which implies that more than half of the beneficiaries seems at stake either needing additional years their successful completion or requiring some supplementary service to bring them in line of with the right time.

Their inner feeling for becoming beneficial of the quota placement scheme is further inquired in item 3. Then, while only about 21.2%(18) of them regretted saying unlucky, the majority of them 61.2% (52) mentioned lucky with 17.6%(15) saying indifferent. This shows that while even competition is believed to be sever by the majority and further through the upper hand population are not sure for graduating in the normal time, paradoxically, a handful of the respondents are happy about getting their chance. Lastly, in item 4 the possibility that respondents be engaged in advising the junior freshman students to go about quota placement if consulted was asked and similarly, 68.2% (58) of the respondents suggested “yes” while 31.8 (34) of them replied “No”. This seems that the majority of the respondents underscore the potentiality of quota placement scheme in improve the educational outcome of female

education, despite the academic burden and the hard requirement they are experiencing facing now. It is expected that such arrangement of enrolling female students in debatably tap inefficiency in the program requiring to under go the provision some of success guaranteeing strategies. Regarding the condition of provision of some strategies believed to help female students improve academic performance the response of female students and official of the institutions is presented in table 18.

Table 18. Availability of academic support service

| No | Item | Female Response | | | | Official Response | | | |
|----|----------------------------------|-----------------|------|----|------|-------------------|-----|----|-----|
| | | Yes | | No | | Yes | | No | |
| | | No | % | No | % | No | % | No | % |
| 1 | Consultation service | 13 | 15.3 | 72 | 84.7 | 1 | 100 | -- | -- |
| 2 | Tutorial | -- | -- | 85 | 100 | 1 | 100 | -- | -- |
| 3 | Academic Counseling | -- | -- | 85 | 100 | 1 | 100 | -- | -- |
| 4 | Career Counseling | -- | -- | 85 | 100 | 1 | 100 | -- | -- |
| 5 | Personal Counseling | -- | -- | 85 | 100 | 1 | 100 | -- | -- |
| 6 | Supply of Stationers | -- | -- | 85 | 100 | -- | -- | 1 | 100 |
| 7 | Special library borrowing scheme | -- | -- | 85 | 100 | -- | -- | 1 | 100 |
| 8 | Financial Aid package | -- | -- | 85 | 100 | -- | -- | 1 | 100 |
| 9 | Mentoring | -- | -- | 85 | 100 | -- | -- | 1 | 100 |
| 10 | Recreating program | 17 | 20 | 68 | 80 | 1 | 100 | -- | -- |
| 11 | Compensatory education | -- | -- | 85 | 100 | -- | -- | 1 | 100 |

With the exception of two items suggesting consultation service in item 1 and availing of recreating programs in item 10, 20 % (17) respectively, the provision of remaining nine support systems are mentioned to be “No” by all respondents. Those achievement improving strategies like tutorials, guidance & counseling (academic area or personal) mentoring compensatory education special services of borrowing useful references, texts, subsidizing financial aid, or providing stationary supply are mentioned not totally provided by the

institution so far. The case of consultation and recreation service are labeled No by 84.9% (72) and 80%(68) respectively.

For cross check purpose the education program offices of each institute were inquired. Along this all mentioned the arrangement of units that provide such services as consultation, tutorials guidance and counseling in the form of academic career or personnel mention recreation or compensatory education but the absence of provision such special services as like references, text borrowing scheme financial aid or stationary supply.

The response of the respondents corresponds with the officials in the absence of such special services as supply of stationary spend library borrowing scheme financial aid package and compensation education which may probably require additional budget by the institution additionally to the normal duty of the institution. But, regarding the rest services, however, the response of the beneficiaries contradicts the reply of the officials. Consultation, tutorials counseling, mentoring and recreation service are reported to be offered but the beneficiary complained that to be not so.. This is probably resulted because either the provision of the service is highly inadequate while the support services are arranged by the institution or the officers are talking about those services commonly arranged for all students but not particularly addressing female quota beneficiary. The need level of the female students for the above specified strategies was further asked and their response in presented in the table 19.

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Table 19. Attached level of importance in success guaranteeing improving support services

| | | Very much | | indifferent | | Not at all | |
|----|---|-----------|------|-------------|------|------------|------|
| | | No | % | No | % | No | % |
| 1 | Provision of consultation service | 58 | 68.2 | 24 | 28.2 | 3 | 3.5 |
| 2 | Provision of tutorials | 75 | 88.2 | 5 | 5.9 | 5 | 5.9 |
| 3 | Provision of academic counseling | 75 | 88.2 | 10 | 11.8 | -- | -- |
| 4 | Provision of personal counseling | 11 | 12.9 | 20 | 23.5 | 48 | 56.5 |
| 5 | Provision of career counseling | 12 | 14.5 | 24 | 28.2 | 49 | 57.7 |
| 6 | Provision of stationery supplies | -- | -- | -- | -- | 85 | 100 |
| 7 | Provision of special library borrowing scheme | 63 | 74.1 | 13 | 15.3 | 9 | 10.6 |
| 8 | Provision of financial aid package | -- | -- | -- | -- | 85 | 100 |
| 9 | Provision of mentoring service | 48 | 56.5 | 28 | 43.1 | 9 | 10.6 |
| 10 | Provision of entertainment session | 22 | 25.9 | 58 | 68.2 | 5 | 5.9 |
| 11 | Provision of compensatory education | 6 | 7.1 | 14 | 16.5 | 65 | 76.5 |

As it can be noted from the table, such strategies of personal counseling by 65.5%, career counseling by 57.7%, stationary supplies by 100%, financial aid package again by 100% and compensatory education programs by 76.5% are labeled to incur them no importance at all. Indifferent is overview by 68.2% (56) for getting or not getting entertaining session for helping success. Contrary, however, a high level of felt need and attached importance toward their academic success is expressed by the respondents in getting the services of consultation by 68.2 % (58) tutorial by 88.2% (75) academic counseling by 88.2%(75) special library borrowing scheme of references rated by 74.1%(63) and mentoring by 56.5% (48). Here, then, the respondents have highly underscored the significance of those strategies that directly address the improvement of academic outcome in short time as soon as possible. From this point of view, it seems that the majority of the beneficiaries are really experiencing high academic tension and suffering from failure.

The institutional measures permitted to undergo when need arise by female quota beneficiaries

that may serve as risk intervention was asked and response is presented in table 20.

Table 20. The presence of some risk alleviating strategies which are institutionally permitted for female beneficiaries.

| No | Item | Yes | | No | | I don't know | |
|----|----------------------------|-----|------|-----|------|--------------|-----|
| | | No | % | No | % | No | % |
| 1 | Extending years of studies | 3 | 3.5 | 81 | 95.3 | 2 | 2.4 |
| 2 | Reducing credit hour loads | -- | -- | 85 | 100 | -- | -- |
| 3 | Early warning system | 63 | 74.1 | 2.1 | 20 | 2 | 2.4 |
| 4 | Course repetition | 61 | 71.8 | 17 | 20 | 7 | 8.2 |
| 5 | Supplementary examination | -- | -- | 85 | 100 | -- | -- |
| 6 | Fair grading | -- | -- | 85 | 100 | -- | -- |
| 7 | Availing elective course | -- | -- | 82 | 96.5 | 3 | 3.5 |
| 8 | Re grading | 50 | 58.8 | 18 | 21.2 | 17 | 20 |
| 9 | Department transfer | 8 | 9.4 | 72 | 84.7 | 5 | 5.9 |

Of the eight different strategies assumed to be of help to female students at risk before risk or while at risk, early warning system, course repetition and regarding are confirmed to be possible with 74.1%(63) , 71.8%(61) and 58.8% (50) respectively. In contrast, however, the remaining six risk reliving strategies were not possible rated at extending years of studies by 95.3% (98), reducing credit hour loads by 100% (85), taking supplementary exam by 100%(85), availing elective courses by 96.5%(82), and department transfer by 84.7% (72).

Table 21. The status of female students academic and social interaction with male students.

| How often do male students | | Always | | Sometimes | | Rarely | |
|----------------------------|---|--------|-----|-----------|------|--------|------|
| | | No | % | No | % | No | % |
| 1 | Exchange instructional materials | 3 | 3.5 | 16 | 18.8 | 66 | 77.6 |
| 2 | Treat you friendly | 5 | 5.9 | 18 | 21.2 | 62 | 72.9 |
| 3 | Include you in their peer circle | 2 | 2.4 | 10 | 11.8 | 73 | 85.9 |
| 4 | Appreciate your academic competence | 2 | 2.4 | 21 | 24.7 | 62 | 72.9 |
| 5 | Willing and happy to accept you in group work | 5 | 5.9 | 38 | 44.7 | 42 | 49.4 |

Attempt has been made to investigate the feeling of female beneficiary about their gender relation with the male students in their department. This has been shown in table 21. Two

items that assess female's level of social interaction with male student in their department was raised in item 1 and 2. Accordingly, to one's surprise, male students' treatment is friendly, it is mentioned to be rarely by 72.9%(62) and the inclusion of females in their peer circle is again labeled rarely by 85.9%(73) response. This implies that the social interaction between male and female students in the department is very minimal, implying the surfacing of avoidance, and animosity rather than mutuality among them. This is potentially disturbing to the state psychological state of female beneficiaries. Further, the female respondents suggested that male students exchange instructional material with them rarely by 77.6%(50) indicating absence of academic cooperation and the identification of severe competition particularly worse if it is enclaved in sex difference bases. Lastly, regarding male students' willingness to accept them in group work, while 49.4%(42) responded rarely, 44.7%(38) of respondents mentioned it to be so only sometimes. This seems that the interaction between them is negatively affected in which is more disadvantageous for female beneficiaries.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Higher education is expected to contribute a lot in the overall national development endeavors made toward lifting up the development capacity particularly in developing countries to address the ever history of stigmatization below poverty line. Nonetheless, in these part of the world, the female population who makes about half segment of the whole, is highly underutilized due to various factors and forces shaping the educational system of these countries. In all level of schooling, high gender disparity is the reality, getting the most distressing in institutions of higher learning. One commonly employed model categorize those factors believed to determining females participation in two major classes as demand side factors and supply side factors. Numerous studies suggested that unlike in the case of primary and secondary education enrollment where demand side factors were important, easing the constraints on the supply side was critical for improving the gender parity in higher education. Comparative research findings showed that four factors cut across nations as a deterrents of women's (s well as men's) participation at tertiary level. These are: Secondary school completion rate, socio-political factors, economic factors linked with private rates of returns into higher education or structural changes in the economy, and last but not least, deliberate policy induced changes in gender ratio of enrollment.

A deliberate public policy in the form of affirmative action, reservation, etc. have been effected by countries to address the problem of gender parity. Some countries, treat the problem of female educational inequity at this level through Affirmative Action Program as a

prominent goal of their higher education systems. Others; however, resort to launching female affirmative action programs as simple as of crisis intervention mechanism measure to combat with the existing problem.

Irrespective of the either path followed, undergoing affirmative action measures in educational process is said to be not something that can be clearly traced for the cause or the effect. Further, it is labeled as the issue that tap strong debate among the public owing to its feature inviting value conflict between individual self-interest and social need and interest. In most cases, then realizing the objective of such controversial program is very problematic. As a result, initiating and actualizing female affirmative action programs need to take into account possibly all the variables determine successful implementation. Such systematic and comprehensive approach is mandatory not because it only shows the steps to the intended outcome, but it also helps to control and regulate the social and economic cost of failure in the course of action.

Underscoring to this unprecedented fact, the major findings of the study conducted to assess the effectiveness of female affirmative action programs implemented in Ethiopian institutes of higher learning to promote equity is summarized as follows.

1. The female preferential admission policy started in 1993/94 has so far allowed 1403 female students to be admitted to undergraduate degree program. This figure seizes about 42.2% of the total female student population during these years. These figure induced the participation rate of females by 7.8%. Of the 18.5% participation rate of females, which is quite low, the preferential admission policy makes up 7.8%. In the absence of this affirmative program,

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female students participation rate would have been 11.8%. As a result, the gender gap of participation between male and female students is narrowed down from 76.4% to 63.8%. It cuts the gap by 15.6 units.

2. Irrespective of the access retained through preferential admission policy of affirmative action program, the gender parity index is continuously declining from 0.38 in 1993/94 to 0.18 in 1999/2000. In other words, the proportions of enrollment of male and female students during these years is being continuously varied inversely in which case while male entrants increase, female decreases. Between these years, placement capacity expanded at the rate of 119%. The enrollment rate of male students is increased by 159.6% while that of females increased only by 20.6%. That means, male enrollment increased by 7.6 fold to female enrollment between 1993/94-1999/2000.

3. In other development, the growth rate of both sex taking ESLCE is found to be nearly equal; male students grew by 62.5% and female students by 59.2. On the contrary, the pass rate of male students has grown by 159.6% and that of female has grown only by 20.6%.

4. The average attrition rate of freshman program of the system since 1994/95 is 17.2%. The attrition rate of the system is declining steadily from 23.5% in 1994/95 to 13.6 % in 1997/98. The net attrition rate of female students is 36% while that of male is 13.3%. The Gender gap of attrition rate is; however, widening from 16% in 1995/96 to 33% in 1997/98. While the net attrition rate of female students is increasing from 27.6 in 1995/96 to 44.4% in 1997/98, the attrition rate of males is declining from 17.9 in 1994/95 to 9.0 in 1997/98.

5. Comparison of the attrition rate profile of three groups of female students showed the attrition rate registered by merit female during academic year 1997/98 is about 31.4.0% while the other two groups -the preferential and readmitted -correspond to 62.0% and 79.6%respectively. The latter both group furthered widened the gap by 15.3%. In the absence of readmitted or preferentially admitted female students group the attrition rate of female students admitted based on their during the ac. year 1998/99 is found to be 31.8.which is nearly equal to the average attrition rate of the merits females students of the academic year 1997/98 - 35.0%.

6. Almost all freshman respondents mentioned the absence of any academic support services by the institution in the form of consultation, tutorial, guidance and counseling, mentoring, stationary supplies, compulsory education, financial aid package or special borrowing services of text, references for library. Regarding this same items; however, all university officials suggested the existence of consultation, tutorial and guidance & counseling services and non-presence of the other five services like mentoring, stationary supplies, compensating education, financial and package and special borrowing services, text or references.

7. The Freshman female students of beneficiary of preferential admission revealed the presence of one strategy i.e. repeating freshman program if risk of failure comes and the absence of other seven potential strategies like extending years of studies, reducing semester credit hour load, early warning system, taking supplementary exam, fair grading, availing elective course of switching off from one faculty to the other.

8. Freshman female students have responded the very essentially of six support systems to help

them stay in and graduate in the following order of importance: guidance and counseling, borrowing scheme of references and texts, tutorials, consultation, compensatory education and mentoring services. Contrary, stationary supplies and financial aid package services are suggested to be unimportant to them to prove success as such.

9. Of the 168 preferentially admitted female students into the four sample research universities, 42%(71) are dismissed during the first semester exam and about 58%(97) of them have survived. Of these survived; however, 68.4% (66) are in probation with a GPA of 1.8 and 1.9, 20.6%(20) of them have maintained a GPA 2.00 and only 11.3(11) of them have scored GPA above 2.00.

10. A comparison of the trend of female participation rates since 1994/95 to date revealed that female participation rate has increased in field of studies like law from 12.5% to 30.4%, library sciences from 5.7 to 17.4, in applied language from 7.7 to 17.4. In other fields like Business and Economics, and Humanities, the change is only from 24.4 to 29.3 and from 22.2% to 22% respectively, in education (social science); however, it declined from 17.3% to 12.4%. In the case of natural science disciplines, females participation has increased from 4.2% in 1994/95 to 21% in 1999/2000, in medicine from 6.5% to 23%, in science(education) it has declined from 14.8% to 0.0%.

11. The net change of female participation in different departments during the periods 1994/95-1996/97 where placement is only on merit and when placement is with combination of merit and quota(1996/97-1999/200) is computed by the average growth rate and thus, the participation rate of females in law has grown by 128%, library science 535%, technology by

247%, pharmacy 425%, medicine by 45.2%, and science(applied and pure) by 76.1%. Further, in Business and Economics while only growth rate of 1.7% is recorded, decline of participation has been recorded by 19% in humanities, by 42.1% in language, by 44.3 in education of social sciences, by 63.3 in veterinary and by 91.9 in science(education).

12. The net change of female students distribution in the different area of studies along the two placement scheme showed that the proportion of female has increased by almost 445% in Pharmacy 130% in technology, by 97% in medicine, 76% in pure and applied science, by 50% in law, 39.1% in library science, by 15.1% language(applied) and only by 6.9% in humanities. Contrarily; however, female proportion has declined by 14% in business and economics, 3.2% in social science education, 70% in veterinary and 93% in science education.

13. The improvement of female participation rates in these fields of studies is , however, happened through regressed participation rate of male from these the highly preferred one to the lower ones.

14. The majority of male respondents in different department suggested that they are informally informed from senior students about the reservation of 20% department enrollment capacity for females as quota. All suggested no workshop, conference, etc. was held by the official of the institution to explain the objective of female affirmative action program. Further, all male respondents suggested that they do not consider the provision of preferential treatment as fair. About 83.1% of the respondent suggested they are not enrolled in the department they preferred it in the first three order of choice. But, about 97.5% of these respondents revealed the enrollment of female students with lower GPA in the first three

department of their choice. Almost all male students responded that they feel that they are thrown out of their preferred department for the sake of low achieving female student. About 93.2% of them suggested that they always feel a sense of being discriminated.

15. Male students opinion about the academic performance status of the female beneficiaries of quota department enrollment showed that almost all male respondents suggested the existence of significant achievement gap between male and female students in the department. About 85% of the respondents further suggested the existence of significant academic achievement gap between female students enrolled on their merit and other enrolled through using quota chance. In another issue, almost all male respondents suggested that they do not worry for encountering any academic failure.

16. Regarding the level of interaction between both sex in a given department while 67% suggested they rarely exchange instructional material with the female students in the department, about 32% added the do this sometimes. About 97% of the male respondents mentioned they sometimes treat them friendly; and about 87% suggested that they do not include them in their peer circle. With regards to the condition of recognizing the academic competence of the female students while only 52% suggested they do it sometime, the majority (58%) mentioned it to be rarely. In addition, about 90% of male respondents affirmed that they usually discuss in their male circle for a certain girl could have not been in a given department had it not been through quota enrollment system. Regarding throwing of words or phrases of resentment toward female students, while about only 25% of the respondents suggested they do so always to the female students in their department, about 95% however suggested that they do this act always to female students in other departments.

17. A composition of the differential of mean GPA of differences both group of students during merit placement and the other including quota placement has shown at average a of +0.06 between male and female students when enrolled on merit and average of 0.48 between students enrolled on merit and female placed in quota. The greatest differential is exhibited in technology which is about 1.18 followed by medicine with 0.88 which goes declining the least in Theater arts; the absence of female enrollment in Amharic (education) did not allow for comparison.

18. The attrition rate of female students at the second year level exhibits significance growth in the natural science disciplines. In for example technology it has elevated from 23.8% in 1994/95 -1995/96 to 57.9% in 1996/97-1998/99. In medicine, too it has grown from 15.3% to 59%. In social science however, no substantial difference is the reality. In economics it has gone up a bit from 11% to 18% , in accounting from 8% to 13 and in law it remained the same 5% before and after. The attrition rate of males is , however, improved in the latter scheme in technology it is reduced from 20.5 % to 14.5% in medicine it went down from 18.5% to 5.3% in pharmacy it is downed from 12.3% to 10.5% in economics form 7.1% to 3.3% in accounting from 9% to 5.4% and in law fro,5% to 3%.

19. About (two-third) of the female respondents expressed their being lucky to be beneficiary of quota enrollment while 17.6% said indifferent and about 21.2% regretted saying unlucky chance. In connection to their, however, almost all female respondents expressed the seventy of the academic competition in the department. Under such circumstance, almost half of them mentioned such for their graduating in normal four years but 16.5% totally said not to

graduate in the four years while a substantial figure about 32.9 of them mentioned they so not know. Despite this circumstance, however, while 87% of the respondent suggested they encourage senior fresh female students to become beneficiaries, 12.9 % however mentioned they do not do so.

20. The majority of respondents suggested the absence of any institutionally provided support services like consultation (84%) , tutorial (100%) academic counseling (100%) career counseling 100%, personal counseling 100% supply of stationery 100% special borrowing scheme 100% financial and package 100%, mentioning 100%recreation program 80% and compensatory education 100%. The response of university official while however, confirmed the presence of consultation service, tutorial and counseling in the form of the academic career and personal it confessed the absence of the set five support services.

21. In another development, the presence of institutionally acknowledged other alternative strategies were inquired and thus, the female respondents mentioned the presence of early warning system by 74% course repetition 71% and regarding by 58.8%. They however, announced the absence of other strategies we extending years of studies 95.5 % reducing credit hour load 100% avoiding elective causes 96.5% and department transfer 74.7%.

22. The female respondents of quota department enrollment beneficiary have underscored the very much necessity importance of provision tutorial academic counseling (88.2) special borrowing scheme of references (74.1%) consultation 68.2 and mentoring service 56.5% for them to stay in and graduate. But they expressed them indifference to provision of entertainment or giving no importance to or provision of such services as personal and career

counseling stationery supplies, financial and package and compensatory education.

23. Regarding the engagement of female respondents in social and academic interaction with male students, about 72% of them mentioned that male students treat them friendly very rarely of for about 18.8% something. Furthermore, 85.9% of them responded that male students rarely include them with their peer circle. Regarding academic interaction, again about 77.6% of them suggested male students rarely exchange instructional material with them and 72.9% suggested further that male students rarely give recognition to them academic endeavor, while only 6% of female respondents said male students are always willing to accept in group assignment, 44.7% suggested that males willingness to be only sometimes while 49.9% suggested that they rarely accept them in group works.

5.2. Conclusion

In an attempt made so far to answer the basic questions raised at the beginning of the study, the following conclusions are drawn.

The female affirmative action program launched at institute of higher learning so far takes only two forms. While the one being provided at admission level is concerned with improving educational access, the other one being entertained at department placement level is oriented with outcome improvement. In each dimension, both have contributed to enrollment rate to higher learning institute or participation rate in the departments.

Irrespective of these, however, both couldn't bring about sustained result because the issue of promoting educational equity in either case of affirmative program didn't address the other

aspects which is a bridge for access and outcome. As strategies for access and outcome improvements are arranged, strategies that improve success for the beneficiary of affirmative action program didn't partially or wholly structured in institute of higher learning. Due to this reason, lots of problems have been cropped around the academic performance of the female students. These are high academic competition followed by high attrition rate, and intensified problem of gender relations between females beneficiary.

5.3. Recommendations

Based on the conclusion made the following recommendations are suggested to erect the major problems identified in the study.

Basically, most of the weaknesses of female affirmative action programs implemented in the Ethiopia higher learning institute is the fact that it lacks comprehensive strategies in addressing admission of equity in educational processes; namely access, success and outcomes. It emphasizes some by passing the others. Therefore, in order to come out with successful implementation in the future, affirmative action program should be designed in such away that it wholly address all dimensions of educational processes equally with appropriate and adequate strategies.

To boost access to education, effort must be made by government starting from the primary to secondary to improve the academic performance of female students, and there by overcome the problems of pool of candidates eligible to university admission. Further, to reduce the attrition rate of female students in institutes of higher learning, the university environment has to be gender sensitized in the areas of policy and program, curriculum and instruction, last but not least, in improving gender relationships in the campus community.

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Addis Ababa University
School of Graduate Studies
Department of Curriculum and Instruction

Subject: Questionnaire to be Filled by Female Students Enrolled to the
Different Departments on the Basis of Quota Program.

Note to Dear Respondent:

First of all, I would like to mention my great regard and much
thank for the cooperation you owe me in providing invaluable
response to the questionnaire devoting your precious time and energy.

As you well know, since the academic year 1996/97 (1989 E.C.) female
affirmative action programs have been implemented in higher learning
institutes to promote female education. Accordingly, certain innovative
intervention measures such as minimizing university entry ESLCE GPA by
0.2 and reserving 20% of department enrollment capacity for females are
underway at the different implementing units. In this regard, it is
the view of the researcher that you have directly or indirectly come into
contact with this the issue of female affirmative activities as the policy
maker, strategy designer, executor, implementer, beneficiary, victim,
advocator, etc. Taking into account such premise, this evaluative study
is conducted to assess the implementation status, the effects and impacts
of the female affirmative action programs. Therefore, you are kindly
requested to provide your onerous response to every item accordingly.

Thank you!

Additional Remark

- The purpose of the study is purely academic and your response is highly confidential.
- No need to write your name
- Whenever you feel to give a comment, supplement an idea, suggestion or something different which you believe important to the study, please do so on available space of the questionnaire.
- Put "X" corresponding to your response to the items.

Part I. Background of the respondent

1. Name of the University _____ 2. Faculty _____
3. Department _____ 4. Age _____ 5. Year _____
6. Entry Year to University _____ 7. ESLCE GPA _____
8. Enrollment Year to Department _____ 9. Freshman GPA _____

Part II. Feeling of female students enrolled on quota about their academic life?

1. How do you ^{initially} feel for being enrolled to this department on the basis of quota? ⁷
- _____ 1. Lucky _____ 2. Indifferent _____ 3. Unlucky
2. How do you judge the academic competition in the department?
- _____ 1. Severe _____ 2. Moderate _____ 3. Weak
3. Do you think you will manage to graduate in the normal years (4 years time)?
- _____ 1. Yes _____ 2. No _____ 3. I doubt
4. Do you advise your junior^s freshman female students to become beneficiary of quota program as you did?
- _____ 1. Yes _____ 2. No
5. If your response to item No. 3 is "No", why? _____

Part III Assessment of necessity of support service

Which one of these are you in need and

1. ↑ How do you rate their necessity :

(support services)

for helping you get success.

| Needs ones | V. Much | No. difference | Not at all |
|--|---------|----------------|------------|
| 1. Provision of consultation service | | | |
| 2. Provision of tutorials | | | |
| 3. Provision of academic counseling | | | |
| 4. Provision of personal counseling | | | |
| 5. Provision of career counseling | | | |
| 6. Supply of stationery | | | |
| 7. Borrowing service of references, texts | | | |
| 8. Financial aid package | | | |
| 9. Monitoring | | | |
| 10. Entertainment session | | | |
| 11. Compensatory education | | | |
| 12. Others | | | |

Part IV. Assessment of conduciveness of institutional policy to the need and interest of the target group.

1. Which of the following institutional regulation do you think will help you get graduate.

| | Yes | No |
|-------------------------------------|-----|----|
| 1. Extending year of studies | | |
| 2. Reducing credit hour load | | |
| 3. Early warning system | | |
| 4. Course repetition | | |
| 5. Supplementary examination | | |
| 6. Fair grading | | |
| 7. Availability of elective courses | | |
| 8. Department Transfer | | |

Part V. Assessment of Gender Relation

1. How often do male students

| | Always | Some times | rarely |
|---|--------|------------|--------|
| 1. exchange instructional material with you | | | |
| 2. treat you friendly | | | |
| 3. share instructional information frankly | | | |
| 4. willing to include you in male peer circle | | | |
| 5. regard your academic potential | | | |
| 6. willing to accept you in group assignment | | | |
| 7. respond to struggling female students in classroom | | | |

2. Is there common words/adjectives attached you the females students in different department?

_____ 1. Yes _____ 2. No _____ 3. I don't know

8. If "yes", list some of them _____

Part VI. Assessment of institutional effort to sensitize the campus climate

1. Which of these effort has been made to improve campus gender relation?

- ___ 1. Sensitizing campus community climate through campaign, orientation, conference etc.
- ___ 2. producing journal publication, conducting research, on gender issue.
- ___ 3. Improving gender relation between male and female students; male faculty & female
- ___ 4. Establishing Co-curricular activities that allow maximum interaction between campus community
- ___ 5. Acquisition of various books, publication on gender issue is library
- ___ 6. Provision of gender related courses
- ___ 7. Establishing of gender studies program.
- ___ 8. Establishing gender oriented research center
- ___ 9. Others _____

Addis Ababa University
School of Graduate Studies
Department of Curriculum & Instruction

Subject: Questionnaire to be Filled by ~~Male~~ ^{in freshman} Students of the Department of ~~the~~ ^{Program}

Note to Dear Respondent:

First of all, I would like to mention my great regard and much thank for the cooperation you owe me in providing invaluable response to the questionnaire devoting your precious time and energy.

As you well know, since the academic year 1996/97 (1989 E.C.) female affirmative action programs have been implemented in higher learning institutes to promote female education. Accordingly, certain innovative intervention measures such as minimizing university entry ESLCE GPA by 0.2 and reserving 20% of department enrollment capacity for females are underway at the different implementing units. In this regard, it is the view of the researcher that you have directly or indirectly come into contract with this the issue of female affirmative activities as the policy maker, strategy designer, executor, implementer, beneficiary, victim, advocator, etc. Taking into account such premise, this evaluative study is conducted to assess the implementation status, the effects and impacts of the female affirmative action programs. Therefore, you are kindly requested to provide your onerous response to every item accordingly.

Thank you!

Additional Remark

- The purpose of the study is purely academic and your response is highly confidential.
- No need to write your name
- Whenever you feel to give a comment, supplement an idea, suggestion or something different which you believe important to the study, please do so on available space of the questionnaire.
- Put "X" corresponding to your response to the items.

8. Are there female students enrolled to the department of your first three choices with lower freshman GPA than you had?
_____ 1. Yes _____ 2. No
9. Do you feel that you are thrown out from your preferred department for the sake of low achiever female students?
_____ 1. Yes _____ 2. No
10. How often do you worry about being mistreated?
_____ 1. Always _____ 2. Sometimes _____ 3. rarely

Part III. Assessment of male opinion about the academic competence of the female students

1. How many of you were enrolled to the department during department enrollment session?
Male _____ Female _____ Total _____
2. How many of these female students are beneficiaries of quota enrollment program? _____
3. Of the total students enrolled to the department, how many of them have discontinued or lagged behind due to academic problem?
Male _____ Female Merit _____
Female admitted on quota _____
4. Do female students enrolled to departments on the basis of quota get additional support in order to cope with academic competition?
_____ 1. Yes _____ 2. No
5. Do you observe significant academic achievement gap between male students and female students in your department?
_____ 1. Yes _____ 2. No
6. Do you observe great academic achievement differences between female students enrolled to the department on the basis of merit and on the basis of quota?
_____ 1. Yes _____ 2. No

7. If your response to item number 5 and/or item number 6 is "Yes", where do you label the academic achievement of different group of students.

| | top level | Middle level | Lower Level | Distributed in all levels |
|--------------------------|-----------|--------------|-------------|---------------------------|
| Male students | | | | |
| Female students of merit | | | | |
| Female students of quota | | | | |

8. Do you worry about academic failure?

_____ 1. Yes _____ 2. No

9. If you response to item No. 8 is "No", why is so? _____

10. How often do female students enrolled on

| | always | some-times | rarely |
|--|--------|------------|--------|
| 1. Merit interact academically with male students | | | |
| 2. Quota interact socially with male students | | | |
| 3. Merit interact socially with male students | | | |
| 4. quota interact academically with male students | | | |
| 5. Merit interact with female students enrolled on quota | | | |

11. How often do you discuss in your male circle, ~~that~~ a certain girl couldn't have been a student in a given department had it not been through the fair chance of affirmative action program.

_____ 1. Always _____ 2. Sometimes _____ 3. Rarely

13. How often do you throw word(s) or phrase(s) of resentment toward female students of Quota program *in*

| | Always | Some-times | Never |
|-------------------------|--------|------------|-------|
| 1. Your department | | | |
| 2. Other the department | | | |

14. ?

14. Do you have certain words/phrases attached to females students in different department particularly admitted on quota:

_____ 1. Yes _____ 2 No

15. If "Yes", list some of them _____

Part IV. Assessment of level of treatment of female students by male student

1. How often do you

| | Always | Some-times | Rarely |
|---|--------|------------|--------|
| 1. share instructional information honestly | | | |
| 2. Treat them delicatly | | | |
| 3. Include them in your peer circles | | | |
| 4. Simplify circumstances for them | | | |
| 5. Regard their intellectual ability | | | |

Part V. Assessment of institutional efforts to sensitize the campus climate

1. Which of these efforts has been made to improve campus gender relation?

- _____ 1. Sensitizing campus community climate through campaign, orientation, conference etc.
- _____ 2. Producing journal publication, conducting research, on gender issue.
- _____ 3. Improving gender relation between male & female students; male faculty ^{instructors} & female ^{students}

- _____ 4. Establishing Co-curricular activities that allow maximum interaction between campus community
- _____ 5. Acquisition of various books, publication on gender issues in library
- _____ 6. Provision of gender related courses
- _____ 7. Establishing a gender studies program.
- _____ 8. Establishing gender oriented research center
- _____ 9. Others _____

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Addis Ababa University
School of Graduate Studies
Department of Curriculum & Instruction

Subject: Questioner to be filled by Freshman Female Students Admitted to Universities through Affirmative Action Program.

Note to Dear Repondent:

First of all, I would like to mention my great regard and much thank for the cooperation you owe me in providing invaluable response to the questionnaire developing your precious time and energy.

As you well know, since the academic year 1996/97 (1989 E.C.° female affirmative action programs have been implemented in higher learning institutes to promote female education. Accordingly, certain innovative interve intervention measures such as minimizing university entry ESLCE GPA 0.2 and reserving 20% of department enrollment capacity for females are underway at the different implementing units. In this regard, it is the view of the researcher that you have directly or indirectly come into contract with this the issue of female affirmative activities as the policy maker, strategy designer, executor, implementer, beneficiary, victim, advocator, etc. Taking into account such premise, this evaluative study is conducted to assess the implementation status, effects and impacts of the female affirmative action programs. Therefore, you are kindly requested to provide your onerous response to every item accordingly.

Thank youð

Additional Remark

- The purpose of the study is purely academic and your response is highly confidential.
- No need to write your name.
- Whenever you feel to give a comment, supplement an idea, suggestion or something different which you believe important to the study, please do so on available space of the questionnaire.
- Put "X" corresponding to your response to the items.

Part I. Background of the respondent

1. Name of the University _____ 2. Faculty _____
3. Age _____ 4. Type of your Secondary School (Gov't or Private
_____ 5. Region _____ 6. Town _____
7. Secondary School stream _____ 8. ESLCE GPA _____

Part II. Assessment of the psychological readiness of the female students.

1. What did you feel for being admitted to degree program through ESLCE GPA of 3.00 which is ^{not} possible for male students?
1. _____ Lucky _____ 2. Indifferent _____ 3 unlucky
2. At what order have you chosen the University you are currently assigned?
_____ First choice _____ Second choice _____ Third choice
_____ Fourth choice _____ Fifth choice _____ Below the fifth
choice
3. Have you consulted knowledgable individual (your secondary School Teacher, knowledgeable Family memeber) for advice regarding which University to choose
_____ Yes _____ No
4. If your response is "No" to item No. 3, have you had ample information on the nature of the Universities?
_____ Yes _____ No

Part III. Assessment of the adequacy of Freshman orientation program

1. Were you given orientation on you arrival to the University?
_____ Yes _____ No
2. If your response is "Yes" to the above item, how do you rate the adequacy of the content of the orientation program interms of:

| No. | Content | Rich | Moderate | Poor |
|-----|-------------------------------|------|----------|------|
| 1. | Academic Information | | | |
| 2. | Social information | | | |
| 3. | Campus life | | | |
| 4. | Gender relation improving | | | |
| 5. | Further opportunities | | | |
| 6. | Sexual harassment & handling | | | |
| 7. | The available facilities | | | |
| 8. | The available support service | | | |
| 9. | Campus rules and regulations | | | |
| 10. | Road to success | | | |

Part IV. Assessment of the feeling of female students about academic life:

1. How do you get the academic competition in the Freshman Program (first year)?
 _____ 1. strong _____ 2. Moderate _____ 3. Weak
2. In which of these categories does your first semester GPA fall?
 _____ 1. Between 1.60 & 1.99 _____ 2. Between 2.00 & 2.50
 _____ 3. Above 2.50
3. If you are asked an advice by a new female student who scored GPA of 3.00 in ESLCE, do you encourage her to apply for ^{A degree program} University as you did?
 _____ 1. Yes _____ 2. No
4. Are you officially informed in advance ^{about} the reservation of 20% of department enrollment capacity on quota for females students ^{that} excluding male students?
 _____ 1. Yes _____ 2. No
5. Has this chance made you to work hard?
 _____ 1. Yes _____ 2. No
6. How do you judge the provision of such preferential treatment only for females?
 _____ 1. Fair _____ 2. Indifferent _____ 3. Unfair

7. Do you think those females enrolled to the different departments on the basis of quota can equally compete with other students who secured high Freshman GPA and enrolled on their merits?

_____ 1. Yes _____ 2. No

8. What information do you have about most senior female students who are enrolled to different departments on the basis of quota?

- _____ 1. They easily succeeded
- _____ 2. Majority of them are under serious academic problem
- _____ 3. Majority of them have encountered academic failure
- _____ 4. Others _____

Part IV. Assessment of sufficiency of support service

1. How do you rate the cruciality of the following academic support service for you to succeed.

| | V. much | andifferent | Not at all |
|--|---------|-------------|------------|
| 1. Provision of consultation service | | | |
| 2. Provision of tutorials | | | |
| 3. Provision of academic counseling | | | |
| 4. Provision of personal counseling | | | |
| 5. Provision of career counseling | | | |
| 6. Supply of stationery | | | |
| 7. Borrowing service of reference, texts | | | |
| 8. Financial aid package | | | |
| 9. Mentoring | | | |
| 10. Entertainment session | | | |
| 11. Compensatory education | | | |

Part V. Assessment of conduciveness of institutional policy to the need and interest of the target group.

1. Which one of these is possible for you to undergo if need arise?

- 1. Repeating freshman year Yes No
- 2. Extending year of studies
- 3. Reducing credit hour load
- 4. Early warning system
- 5. Coarse repetition

- 6. Supplementary examination
- 7. Fair grading
- 8. Availability of elective courses
- 9. Transfer/change of faculty

VI. Assessment of Gender Relation

1. How often do male students

| | Always | Some times | Rarely |
|---|--------|------------|--------|
| 1. exchange instructional material with you | | | |
| 2. treat you friendly | | | |
| 3. share instructional information frankly | | | |
| 4. willing to include you in male peer circle | | | |
| 5. regard your academic potential | | | |
| 6. willing to accept you in group assignment | | | |
| 7. Respond to struggling female students in classroom | | | |

2. Are there common words/adjectives attached to female students due to this preferential treatment ^{of quota} by male students in the campus?

_____ 1. Yes _____ 2. No

3. If "yes", list some of them _____

Part VII. Assessment of institutional effort to sensitize the campus climate

1. Which of these effort has been made to improve campus gender relation?

_____ 1. Sensitizing campus community climate through campaign, orientation, conference etc.

_____ 2. Producing journal publication, conducting research, on gender issue

_____ 3. Improving gender relation between male & female students; male faculty & female


_____ 4. Establishing Co-curricular activities that allow maximum interaction between campus community

_____ 5. Acquisition of various books, publication on gender issues in library

- _____ 6. Provision of gender related courses
- _____ 7. Establishing of gender studies program.
- _____ 8. Establishing gender oriented research center
- _____ 9. Others _____

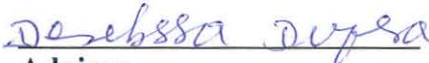
DECLARATION

I, hereby, declare that this thesis is my original work done under the guidance of Dr. Diribsa Dufera and never appeared in any university degree requirement or research work. All the relevant sources used for this thesis have been duly acknowledged.


Anteneh Wasyhun


Signature

I, here under, approve that all the comments suggested by board of examiners are incorporated and the thesis is amended accordingly.

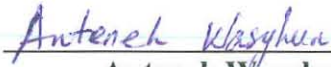

Advisor,
Diribsa Dufera, Ph.D.


Signature

- _____ 6. Provision of gender related courses
 - _____ 7. Establishing of gender studies program.
 - _____ 8. Establishing gender oriented research center
 - _____ 9. Others _____
-

DECLARATION

I, hereby, declare that this thesis is my original work done under the guidance of Dr. Diribsa Dufera and never appeared in any university degree requirement or research work. All the relevant sources used for this thesis have been duly acknowledged.




Anteneh Wasyhun



Signature

I, here under, approve that all the comments suggested by board of examiners are incorporated and the thesis is amended accordingly.



**Advisor,
Diribsa Dufera, Ph.D.**



Signature