The Practice of female Affirmative Action Program to Promote Educational Equity in Secondary Schools of Western Zone of Tigray

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A Thesis Submitted to the Department of Educational Planning and Management

Presented In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Leadership

Addis Ababa University

Addis Ababa Ethiopia

June 2014

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by Kidst H/selassie titled: *The practice of female affirmative action program to promote educational equity in secondary schools of Western Zone of Tigray Region* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The overall objective of this study was to investigate the practice of female affirmative action program implementation in three selected secondary schools in western zone of Tigray regional state. In relation to the objectives, it was attempted to examine the contribution of financing support for female students in promoting educational equity to look in to the contribution of special supporting to promote educational equity of female students and identify the overall challenges in promoting educational equity for female students. A descriptive survey study with mixed research approach i,e quantitative and qualitative was employed for this study. Data gathering instruments such as questionnaires, interview, and documentary analysis were employed. The questionnaires was distributed 12 teachers (secondary schools); 7 school leaders (principals and vice principals); 239 female students take part in the study. While the questionnaires was administrated to 258.The interview was conducted with six female students. The data obtained through questionnaires was analyzed using statistical tools such as percentages, frequency, mean, weighted mean. And data obtained through interview, data analysis and from semi structured questions were analyzed qualitatively and qualitative description and narrations were made. Among other things, the study revealed that the implementation of female affirmative action program has active (a hot issue)in the beginning of the academic year and later, it became slow and clumsy and discontinuous throughout the year; the special supporting classes was overlapped with the other programs and unexpected meetings; the study revealed the parents of the female students are not awareness about the female affirmative action programs; principals had not included the gender issue in their annual plans; financial support for poor female students was weak; the number of female teachers and principals were few in numbers and the numbers of female students enrolled to secondary school was lower than the male, and lower achiever to compared with the male counterparts. The overall recommendation of the study was to improve the participation of female students in secondary schools and to improve the practice of female affirmative action program in promoting educational equity, awareness creation to parents of female students raising program should be conducted through providing training, workshop, and experience share. It was also recommended that the principals should include gender issue in their annual plan. In its opportunity female students have recognized the relevance of the program and are aware of its positive impact in their successes.

Acknowledgments

I would like to express my deepest gratitude to my advisor Dr Getnet Tizazu, who has helped me to organized and improve my research work. It is due to his unreserved help and persistent guidance that have come up with such final work of the research. My special gratitude also goes to my mother Hadash Hadegu and my sister, Tsega H/selassie for their moral and material support throughout my entire study. Finally, I would like to thank to Akebert Temesgne and Selmawi G/libanose for helping me by giving a constructive idea and editing the earlier drafts of my thesis.

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List of Abbreviations and Acronyms

AAU	Addis Ababa University
EEOC	Equal Employment Opportunity Commission
GAD	Gender and Development
ICEFA	International Conferences of Education For All
IWC	International Woman's Conferences
MOE	Ministry of Education
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
UN	United Nation
UNESCO	United Nation Educational Scientific and Cultural Organization
US	United State

CHAPTER ONE

INTRODUCTION

Under this chapter background of the study, statements of the problem, objectives, significances, delimitation, limitation and definition of key terms and organization of the study were presented.

1.1 Background of the Study

Numerous studies on gender equity (e.g. Johns, 1993; World Bank, 1986; King, 1982 and King and Bellow, 1993), have revealed that women have been victims of inequity for long. The major causes are reported to be gender bias, social, economic, cultural, historical, and religiousness factors. As result, inequity is highly prevalent in the areas of social, political, educational and economic lives of women.

Of these areas of life, however, inequity in education has been reported to result in severe repercussion. That is because education is the gateway to improve the social, economic, and political lives of women in particular and to promote the nation's development in general. Critiquing the inequity in education Nave wrote," There is no inequality more intolerable than inequality of educational opportunity (Cited in Seyoum1986, p. 591). Another study by Lindsay (1991) indicated that educational inequality has endangered the education and training of girls and women in all the three dimensions of educational processes: access, success, and out comes at all level of schooling. Moreover, according to a study by Bowman and Anderson (1982) the degree of severity of inequality even 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 others .

More specifically, equal access to educational opportunity is highly limited for girls and women in the initial phase of schooling (primary school, education). The enrollment and participation rate of women is, for example, very low compared to their male counterparts at all grade level of secondary schooling. When it comes to female population in schools, the situation is highly distressing. According the zonal education office female enrollment has increase from year to year for example in 2003, enrolled 851, in 2004, 1073, in 2005, 1385 and then in 2006, 1586 female students attained in secondary schools.

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

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

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

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

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

To address the issue of educational inequity for females at all school level of learning, MOE has launched affirmative action program since 1989 academic year. Female students have been given access to educational opportunity in the sense that they can be enrolled to (schools).According the Regional education Bureau.

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

The affirmative action in the zone hopes to achieve a lot of things. Primarily the affirmative action programs seek to provide equal educational chance to enroll significant number of female students through increasing access strategies. Secondly, the affirmative action programs hope to maintain the academic diligence and performances of those female students admitted to secondary schools of Western zone of Tigray thorough mechanisms that are thought to be viable

in providing learning support and conductive academic environment. Thirdly, the affirmative action programs intend to guarantee equal opportunity of educational outcomes at all levels of secondary schools especially where the numbers of female students are reported to be low and the dropout rate is high due to monetary problems. Based on the zonal education office still the dropout rate high 8.1% already mention in the statement of the problem.

Keeping in mind the ambitious plan of supporting female students (i.e. the affirmative action programs) set the by Tigray regional state in general and the western zone of the region in particular, this research sought to assess if the programs have been implement and to evaluate the impacts of the programs on the academic achievements of the female students .

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

1.2. Statement of the Problem

Current statistics of western of Tigray showed that less than 44.07% of students in secondary schools are female [Reported from zonal education office, 2006 E.C]. Additionally, the report indicated that the attrition rate (dropout rate) of female students in secondary schools always exceeds that of attrition rate of their male counterpart. According to the yearly report of zonal education office, in 2003, while the dropout rate of female was 11.8%, the rate for male students was 7.1%. In 2004 the dropout rate was 9.9 % (for female students) vs. 6.6% (for male students).The discrepancy was even worse in 2005: 8.1% for female student's vs. 4.6 % for male's students. Moreover, the report showed not only that there was higher repetition rate

among female students, but also that they were lower achievers when compared with their male counterparts.

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

1. Programs of supporting special classes for female students to maintain equity in education.
2. Provision of financial and educational material support to poor female students from grade nine and ten according to women affairs office of western zone of Tigray.

In line with that, according to the zonal education office data, currently 3823 female students are beneficiary of these programs at the level of secondary schools. Efforts are, however, underway to extend these benefits to female students pursuing their studies in higher institutions of education.

Though the attempt to increase female students access to education observed in the zone is encouraging, there is a need to further examine the effectiveness of the program in light of what Lindsay has pointed out: ''While initial access to education is the foundation on which virtually all other opportunity structure rest, equity only begins with access'' (Lindsay,1991, p.651). Sustained educational equity for the target group is thus said to be promoted, if strategies and activities guaranteeing equal quality of learning environment and further equal equality of educational outcomes are deliberately designed in advance and then imported adequately, appropriately and timely for the needy.

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

This and other aspects of affirmative action program call for an investigation of various instructional and individual factors and roles to confidently witness the attainment of its objectives and leading also to undertaken deliberate and serious intervention by the concerned bodies at large. Regarding this issue, however, to the knowledge of the researcher, no study has been conducted so far in western zone of Tigray regional state.

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

Research Questions

In order to address the main purposes of the study, the present study was guided by the following research questions:

1. How is helping female students financially contribute to promote education equity for female students?
2. Is that the special supporting class effective to promote education equity for female students?
3. What are the major challenges' encountered in the overall endeavor to promote educational equity for female students through female affirmative action program?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study will to investigate the challenges and opportunities of female affirmative action program implementation and to come up with possible suggestion.

1.3.2 The Specific Objectives of the Study were

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

1.4 Significances of the Study

Many educational plans and programs in developing countries in general, and our country in particular fail to attain their objectives in educational polices, plan, programs and projects for various reasons. With regards to affirmative action programs the focus of this study will absence of timely, monitor and evaluation traditions. They are the major reasons the Ethiopian educational system is being entertained in every schools' level to promote educational equity for females (Seyoum, 1986). One possible importance of the present study is, to give a timely analysis on the effectiveness of the affirmative action programs in western zone Tigray.

The study is also hoped to inform the status and programs of the affirmative action in attaining its objective by the researcher to zonal and woredas educational office; to reveal the effect and

impact of affirmative action by establishing a link with the objective; and to indicate some possible problems faced in affecting the programs by giving the research material to the zonal educational office.

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

1.5 Delimitation of the Study

In western of Tigray there are twelve government secondary schools. Since it is difficult to involve all of them governmental schools found in the zone and to make the study manageable and to gather reliable information, the study has been delimited three government secondary schools chosen purposively. In terms of content, the study was limited to examining the effects of giving special supporting classes and financial support for female students in educational equity in western zone of Tigray.

1.6. Limitations of the study

The major problems encountered during this study was the reluctance of some the principals and teachers to fill out the questionnaire. There were also respondents who filled in improperly and carelessly. Other factor was difficulty to getting the necessary information in time from the school leaders because some were not willing to provide the information genuinely. Hence the student researcher devoted more time and efforts. The third problem encountered has to do with limited participation of female teachers in the selected departments. On the hand, nine female students were not comeback the questionnaire papers. The last factors was time constraint, the

researcher was on the job and the time given for the research was quite short to test the instruments, gather, analyze and make the necessary corrections as require and a problem of email connection not communicated with the advisor smoothly. Therefore, because of these limitations, the study by no mean claims to be conclusive. It would rather serve a spring board to study the problem of inequity of female students in secondary schools.

1.7. Definition of Key Terms

Affirmative action: An intervention measures usually undergone to relieve the sustained gender educational inequity at high school level in form of compulsory, corrective and re-distributive strategies (Chan, 1993).

Attrition rate: The overall unintended output of the educational system in the form of dropouts and withdrawal. (Ibid)

Dropout rate: A rate showing the extent of students who leave school or college before they have finished their studies.

Educational equity: Equity in enrollment, achievement and retention in high school.

1.8. Organization of the Study

This paper has organized in to five chapters, the first chapter deals, with introductory elements including the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of study, limitation of the study definition of key terms used in the study. The second chapter covers review of the related literature which discusses important topics related to the practice of female affirmative action programs set to promote educational equity. The third chapter consists of research design and methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally last chapter five presents summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

Review of Related Literature

2.1 Evolution and Development of Affirmative Action

Identifying the exact time of the evolution of the concept affirmative action is difficult,. In spite of that some authors (e.g., Rai and Critzer, 2000) documented that that the concept originated and developed in USA. According to these scholars, policies of affirmative action aroused in the United States to increase opportunities for minorities by favoring them in hiring and promotion. Affirmative action's have also been practiced in college admissions and the awarding of government contracts. Depending up on the situation, 'minorities' might include any underrepresented groups, especially one defined by race, ethnicity or gender. Generally, Affirmative Action has been undertaken by governments, businesses or educational institutions to remedy the effects of past discrimination against a group, whether by a specific entity such as a corporation or by society as a whole (Fink Elman, 2004).

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

right act of 1964, and the office of the Federal contract compliance become important enforcement agencies for affirmative action.

According to literatures, the term 'affirmative action' was first used by President John F. Kennedy in a 1961 executive order designed to encourage contractors on projects financed with federal fund to racially integrated their work forces. Kennedy's executive order declared by hat "Federal contractors should take affirmative action to ensure that applicants are employed and employees are treated during their employment without regard to race, creed, color or national origin"(Executive order No.10925 on March, 1961), quoted by(Emezat , 2001: 5).

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

The issuance of Title VII as a part of the CIVIL Right Act empowered the court in the USA to authorize affirmative action remedies in the fact of an international action of unlawful employment practice and to play a significant role in the development of the concept during the decades to follow (Emezat, 2001). According to the same source of concept spread and gained acceptance in other countries like Canada, Australia, India, and South Africa. These countries have incorporated in other countries affirmative action in their constitutions. However, in some

countries like England its development was hindered by state policies that looked up on affirmative action with disfavor.

Internationally, the concept came to be relevant in relation to group right, For example, the 1957 ILO convention concerning indigenous and tribal people called for special measures implying preferential treatment, provided that such measures are not contrary to the expressed wishes of the groups concerned. The 1958 ILO convention adopted similar special measures to meet the particular requirement persons who for reasons of age, sex, disability, family responsibility or social or cultural stats are generally recognized as in need of special problems or assistance. UNESCO Convention against Discriminations in Education (1960), convention on Racial Discrimination of 1965, convention on the Elimination of Discrimination against Women of 1979 also adapt positive attitude towards affirmative action. Thus international law also accepts policies of affirmative action (Emezat, 2001 p.6).

2.2 Gender and Education

The term gender refers to identification of an individual as male or female in term of their behavior dependents on a complex process. Wendimagegn (2010) states gender as a socially determined difference between women and men as opposed to sex, which is biologically determined. Traditionally, society assumes that there are observable differences between the sexes but it is kwon that personality behavior and abilities are the result of differentially socialization process (Wendimagegn, 2010). The learned behavior and attitudes, roles and activities of sexes though socialization process make up gender identity and determine roles.

Gender does not address people but issues on development concern which includes division of labor, inequity in access to resources in puts and benefits (Bogalech, leach and Kuvane,) cited in

Wendmagegn,2010).Thus gender issue concerned with in equality between women and men and with the action to be taken to correct that imbalance.

As mentioned by Delamont (cited in Fekadu, 2007) during the growth in sociological study of education from 1994 onwards many studies were conducted on male only sample and the gender division of labor in industrialized societies was taken for garneted, not treated as a topic for investigation. By this time it was found that girls were falling behind boys on all three indicators of educational participation; access (numbers of enrolling), retention (length of time spent in school), and achievement (exam passes, especially in Math's and Science) (Fangerlind and Saha, 1989) (as cited in Leach, 2004)

2.3 Definition of Affirmative Action

Many scholars define Affirmative Action in different ways it has been given several meaning in different countries at various times. Affirmative action has no clear and universally applicable definitions. Many have attempted to define affirmative action from different perspectives and the way they want it, either negatively or positively. The American psychological association (APA) (1996) has provided the following definition of affirmative action.

"Affirmative action occurs when ever organization energy to make sure there is no discrimination in employment or education and instead, equal opportunity exists (p.5).Affirmative action and equal opportunity differ from each other in terms of philosophies that underline them (Clayton and Crosby 2001). Michele Rosenfeld Quoting Green Walt, defines affirmative action as;" phrase that refers to attempts to bring members of underrepresented groups, usually groups that have suffered discrimination, into higher degree of participation in same beneficial programs". (Bhikhuparekh, 1992 cited in Mekonnen 2013) who uses positive discrimination instead of

affirmation action describes it as "A comprehensive and well thought out program of action for disadvantaged group to reach a situation where they are more likely to be the best candidate for the post or place (pit, cited in Mekonnen, 2013).

2.4 Affirmative Action in Education

According to the definitions of affirmative action given in the earlier section, affirmative action in education refers to policies and programs designed to advance equality of educational opportunity for individuals from groups that have suffered systematic historical discrimination. Mickelson (2002:29) states that affirmative action practices employed by educational institutions include:

- Those that seek out candidates from underrepresented groups and recruited them to apply for admission for faculty positions and for scholarship;
- Those that, given a pool of candidates with comparable credentials, hire admit or award scholarships to individuals from underrepresented groups; and
- Those that, utilizing separate performance standards or criteria, hire, admit, and award scholarship to individual from underrepresented groups. These clearly reveal that educational institutions take (admit, hire award scholarships) candidates or individuals from underrepresented groups using their own policies and programs. Individuals who may receive affirmative action benefits include members of certain ethic, racial, and gender groups, social classes and people with physical disabilities (Mickelson, 2002).

Mickelson (2002:29-30) discusses that, in America, for the past 30 years, race, ethnic and gender in equality of educational opportunity at secondary and tertiary levels has been addressed through the twin polices of desegregation and affirmative action. In many cases,

affirmative action policies are implemented as part of court ordered desegregation efforts. Local school districts that were found guilty of segregation were required to take race in to account when assigning students, teachers, and other staff members to schools. State university systems found guilty of segregation were required to employ, among other remedies, affirmative action in admissions and hiring, pending legislation and litigation in a number of states will seriously curtail affirmative action policies and practices in all Schooling of America. For example in San Francisco high school, the program was implemented with a quota of 40 percent of single ethnic group students (Mickelson, 2002:30).

2.5 Female Affirmative Action program in Ethiopia

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

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

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

2.6 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 problem of educational inequality (Lindsay, 1991).

The persistence of this phenomenon was reasoned out to be the inherent feature of the issue it is in any other dimension of social services by some educators like, D'Souza (1991) and other educators, however, argue against this idea and attach the failure to procedural deficiency in treating the issue. When it comes to the case of developing countries like Ethiopia, expectedly, addressing one of the purposes for which education is erected as social contract; educational equity is a powerful social policy them that always raises heating debate (LeGrand, 1985). As a matter of fact, educational equity as a concept and a practice becomes an area of intense ideological and political contention (Nelson et.al, 1990). Conceptually, the

very question, "whose interest should education serve at best?" falls under two conflicting social values-individual self-interest and group interest (Witt, 1990). Explanation to this basic question has been accounted for the emergence of group of thinking advocating different views and approaches with extremely contradictory positions.

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

The proponents of educational equity advocate education for serving, at best, the need and interest of the masses at the cost of the individual. Educational equity is assumed as demand for conduct towards social mobility, credentials and social participation on the part of the mass of its citizenry (Blackmore and Ken way, 1993). This assumption rests on the principle of viewing education as a social good in which individual have equal right to share educational opportunities fairly and further to reap the fruit of educational outcome mutually in societal life sphere. In such situation, government is charged with the sole responsibility of providing balanced education for the masses and safeguards them from the competitive market policy that favors individuals (Levin, 1994). Holding the highest value in academic excellence as achieved by the individual's merit and outstanding performance of the opponents of educational equity demand the achievements of highest quality and the most refined intellectual and cultural expression in its educational system (Howe, 1987).

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

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

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

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

2.7 The Realities of Promoting Educational Equity

In view of the real societal life situation, implementing the very concept of educational equity in practice has been very complex and problematic. That is mainly because promoting educational equity requires taking intervention measure which is not only redistributes socio economic

resources but also builds new social structure among the members of the society (Erwin and Mantis, 1998; Hellman, 1998). Consequently, the overall endeavor of promoting educational equity becomes apolitical fact in practice that is basically explained though some interrelated social variables (Platt, 1997, p 407) Clerk further argues;

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

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

2.8 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 Lindsay,(1991)are three; equality of access, equality of learning environment and equality of educational outcomes. Often times, these three are either misinterpreted or mixed up causing them merge on one another. In most instances, the issue of promoting educationally equity is wrongly interpreted simply as the provision of access ignoring the other two important dimensions (Lindsay, 1991).

2.8.1 Provision of Educational Access

This dimension of educational equity is commonly referred as equality of educational opportunity (Tietjen, 1991). It is the initial phase that urges for opening door to let in the disadvantaged groups of student into the hostile educational institutions. As a strategy, according to Blashaw, (1994), it minimizes the admission requirement or allows entry though undergo 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 Ken way, 1993). It is the initial dimension of educational equity upon which the others fundamentally rest.

2.8.2 Equal Quality of Learning Environment

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

2.9 Affirmative Action and Educational Equity

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

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

This step basically involves the redistribution of public wealth and the netting of new social structure that disturb the already established societal status quo in its many forms (Chan, 1993). This practice dimension of promoting equity through affirmative action remains a complex ideological and political fact of societal life (Nelson, 1990). It could thus be said the affirmative action encounters a heating debate in every of its form, objective scope, strategies, etc. (Platt, 1997). Due to the variety of social policy areas which exhibit different character, (Heliman,1998) further notes that undergoing discussions regarding the affirmative action that requires the detail description of the specific type in question saying that, " in actuality, there are many variants of affirmative action.

2.10 Female Affirmative Action Programs

Gender discrimination which is based on perceived physical, cultural, social differences between men and women cuts across racial and ethnic lines and has generated a division of duties and rights within society based on gender. These perception have been reinforced through social and familial structures and have played a major role in shaping the opportunities available to both in education and workforce (Rai and Critzer, 2000).In almost all societies, economic as well as

social roles have been determined by gender usually placing women in less powerful and lower pay positions which place them in a disadvantage position.

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

According to the same sources, the development of women in development approach with in feminist movement in the early 1970s, with its emphasis on bringing women into development, which was later on takes up by Gender and Development (GAD) approach enforced the launching and development of affirmation action for female both in education and workplace. Furthermore, title IX of the Educational Amendments of the 1972 which prohibits sex discrimination in federally funded educational programs and activities in US and the UNESCO convention on the Elimination of Discrimination Against women of 1979 strengthened and supported programs that favor women(Anderson, 2006). As a result, countries started to take positive measure (affirmative action) to increase the equality of female in education.

2.11 The Nature of Female Affirmative Action Programs

The complexity of the educational level plus the sensitivity of the issue calls for systematic and wise handling of the program requiring the specification of all aspects (Chan, 1993). Basically, as the ultimate concern of educational equity is judged against the outcome (Lindsay, 1991), the effected female affirmative action program has to concomitantly address that end. Henceforth, female affirmative action programs have to effectively deal with the three aspect of educational process such as equity of access, equality of learning environment and equality educational out

comes where barriers to equity are identified. This implies that efforts through affirmative action program has to attack and dismantle those barriers that are believed to block female students not to get into secondary school in other course of action, measures of affirmative action programs have to concomitantly address those aspects of educational process that block the meager number of female students to succeed and also equally compete with male students in the school setting. To help the affirmative action program, possible and viable strategies have to be collaboratively designed by the participants of school personnel and be implemented appropriately (Seyoum, 1986 p 605).

Likewise, affirmative action programs have to simultaneously come up with strategies that help to expand and improve educational outcomes of female. In order to do this, girls have to be offered with chances that would potentially redistribute social and economic outcomes enjoyed in the society (Tekeste N, 1991 P219).

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

More importantly, UNESCO (1996) lists the following five criteria as salient features of good female affirmative action programs that are believed to bring to promote educational equity. These are: comprehensives, interrelatedness, adaptability, flexibility, and consistency.

2.12 Controversies and Challenges of Affirmative Action

Affirmative action has faced controversies and challenges in its application form the beginning in the United States. As shown in a number of works Emezat, (2001), there are various questions and concerns raised in relation to affirmative action. Some of the questions are more of an objection and arguments against the entire concept of affirmative action. While some of the other question rose are important points calling for clarity, and other are strongly based on popular notions of the concept that do not convey the precise nature and meaning of affirmative action.

2.12.1 Arguments for and against Affirmative Action

In recent year affirmative action has been debated more intensely than any other time. There are different opinions regarding the program many were support and many oppose affirmative action currently the issue is becoming hotter and debating. Many proponents view affirmative action as a landmark; many opponents see it as milestone and many other regarded it both or neither. Thus to understand the underlying evidence, to argue for or against it is imperative to see the justification behind their stand.

A. It is compensatory justice

According to the supporters of the idea, the individuals or groups who committed or contributed to the injury must pay compensation (Faundez, 1994, cited in Tariku, 2007). The argument goes on; affirmative action views the program as necessary legal and moral remedy for past discrimination. It claimed that discrimination at some level in society is the principle causes of under representation for members of disadvantaged groups. So, the advocates call for the compensation of benefits and resource to members of such as groups for the harms suffered by them in the past (Mickelson, 2002, cited in Fekadu 2007).

B. Affirmative action creates condition of equal opportunity so that all peoples may compete on the basis of equality. It also argues that affirmative action satisfies some of the present social status and advance welfare (Palyvious, 1980, cited Tariku, 2007). He further identified some of the points alleged to the argument. These are creating diversity in education and in those professions that require, the exclusive preserve of some dominant groups, redistributing benefits and advantages, protecting and counter balancing past and present discrimination and avoiding social, political conflict.

C. Transformative

Affirmative action can be a transformative becomes exclusivity and diversity in school education strengthen and democratize schools and the people who attend them and ultimately society. They argue that the diversity that students bring to school environment makes for a more dynamic intellectual environment and wider experience. They further mention that affirmative action practices can be transformative because they allow majority groups members to interact with diversity students insinuations of mutuality, cooperation and equal status conditions that make possible reductions in racism and sexism. A diversified learning environment will be better preparing all students to function in a pluralistic society. Even though the policy may seem to be unfair to certain applicants in the short run, it increases the general interests of society in the long run.

2.12.2 Arguments against Affirmative Action

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

- Affirmative action is damaging to minorities or results in self-doubt upon beneficiaries. It is claimed that affirmative action can have a negative implication on the beneficiaries and

it may foster the feeling in them that they cannot compete with other groups on equal terms. Opponents also argue that affirmative action accelerates discrimination (Leonard, 1986). Their critics, however, counter argue that these claims generally lack evidence.

- Affirmative action is ultimately unfair and unethical because it violates the basic principle of equality. They call for every person to be treated equally without any preferences. However, as Emezat, (2001), discusses, the conception of equality shows that equality does not necessarily imply same or identical treatment.
- Affirmative action is a reverse discrimination. There are two claims of affirmative action as a reverse discrimination. The first is that the relative marginal productivities of minorities and female have declined as their employment has increased, and have not moved towards equality with relative wages and the second one is that the decreased employment growth of white males. However, Leonard (1986), discuss that there is no significant evidence to support these contention.
- The fourth critics believe that affirmative action unfairly displaces more qualified applicants with less qualified members of protected groups. However, proponents of affirmative action argue that it is difficult to demonstrate that this is true because those with better test scores may have been displaced by legacies.

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

CHAPTER THREE

The Research Design and Methodolgy

The purpose of this section is to discuss the method employed in this study to assess the practice of female affirmative action program to promote educational equity in secondary schools of western zone of Tigray. The chapter included a discussion of the research design, source of data, sample and sampling techniques, background of the zone, instruments and procedures of data collection and method of data analysis were considered.

3.1 The Research Design

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

3.2. Source of data

In order to secure sufficient and relevant information, the student researcher used two source of data; primary and secondary source. The primary data were gathered from school leaders (principals and vice principals), teachers, female students. The secondary data was obtained from annual abstracts or statistics (zonal), as well as some policy document (e.g. the new education and training policy, the four education sector development program ESDP).

3.3. Sampling Techniques and the Sample Population

Obviously, it is impossible to include every member of the population in the study due to a number of constraints (time, money and other resource) and effort. It was thus attempted to come with a somewhat representative using different sampling techniques. To come up with the right sample; two techniques namely simple random sampling and purposive sampling were used. While purposive sampling was used to select the three high schools included in the study, both simple random sampling and purposive sampling employed to select the research participants.

The high schools taken as sample: Out of the twelve secondary schools found in western zone of Tigray, three secondary schools were selected as research sites using purposive sampling techniques. The three schools were selected because of their accessibility and ease to transportation. Even though this might have its own limitation, an attempt to include schools that are inaccessible to public transportation would have required spending much more money and time.

Selection of the research participants

a) *Selection of the students*: To select the number of students required for the study, I focused on Grade Nine and Ten female students benefiting from the affirmative action programs. Accordingly, some female students were beneficiary of finance that was each students obtained 250 birr per month, that helped them from leaving the school due to financial problems in the academic year 2005 E.C. Out of the total number of 1586 female students of grade nine and ten students benefiting from the program, I randomly choose 239 female students (15% of the target population) and let them fill in the survey questionnaires prepare for the study.

b) , *Selection of the principals:* All three principals along with four vice-principals of the sample school were taken into consideration. The number of vice principals exceeded in number due to the fact that Humera secondary schools has two vice principals.

c) *Selection of teachers:* Out of the five departments available in each school, only teachers who teach in departments of Language, Mathematics Physics and Bio- Chemistry were purposively included in this study. This was because affirmative action programs have been implemented to help female students succeed in the subjects given in these departments. Among the 24 teachers that belonged to these departments and that gave support classes for girls, the survey questionnaire was administered to only 12 randomly chosen teachers. The table below provides details regarding the teachers chosen from the school included in this study.

Table 3.1: Teachers chosen from the three departments in each school.

No	School Name	Selected Department	Selected Subject	Number of teachers
1.1	Humera secondary school	Language	English	1
		Math-physics	Math's	1
			Physics	1
		Bio-chemistry	Chemistry	1
1.2	Dansha sec. school	Language	English	1
		Math-Physics	Math's	1
			Physics	1
		Bio-chemistry	chemistry	1
1.3	Kafta sec school	Language	English	1
		Math-Physics	Math's	1
			Physics	1
		Bio-chemistry	Chemistry	1
	Total Number teachers			12

3.4. Instrument of Data Collection

In the process of data collection, questionnaires, interview, and documentary analysis information were used. A questionnaire is an instrument by which information is obtained from respondents in written form. It is convenient to secure reliable and adequate factual information opinions and attitudes in structural framework from a large number of respondents at a low unit cost (Seyoum and Ayalew, 1989).

Questionnaires: two type of questionnaires were prepared (one for female students and another for teachers and principals / vice principals). The questionnaires had been to female students consisted of 13 items; to be administered to 239 female students were prepared. The questionnaire prepared to students was prepared in Tigrigna (for the details of the questionnaire see Appendix C). On the other hand, the questionnaire for teachers and principals was prepared in English and it was administered among 3 principals and 4 vice principals. It is worth nothing that the questionnaire administered for teachers, principals and vice principals was almost similar because basically the focus of the instrument was on the effectiveness of teaching and learning academic situation of girls resulting from the affirmative action programs. The slight difference observed in the teachers' and principals' questionnaire relates to the idea of planning (i.e. the strategic plan and annual plan of the school) (for the details of the questionnaire see Appendix A and B)

Interview: Semi structured interview was conducted with six female students (two from each school) chosen purposively. In selecting the female interviewees, it was attempted to include students with different academic achievement (two high achievers, two students with medium academic achievement, and two low achievers). The interview was conducted in Tigrigna, and with the consent of the interviewees, all the interviews were audiotape. As can be seen from the contents the interview (see Appendix…D) the interviews were aimed at primarily obtaining deeper insights regarding the informants overall opinions: about the affirmative action programs in their respective schools, the effectiveness of the programs and problems encountered in the implementation process. During the interviews, informants were also given the opportunity to reflect on their personal experience as beneficiaries of the programs.

Documentary Information: Documents used for the study included school academic records related to academic achievement of female students in the2005 E .C academic year. The primary concern was on their grades in mathematics, English, physics and chemistry that were looked at; that was because as indicated earlier, the affirmative action programs (give special support or tutorial for female students in line the above subjects) were put in place basically to improve the academic achievements of female students in these subjects. This was proved from their academic results taking from record office.

3.5 Methods of Data Analysis

In accordance with the data collecting tools that were employed two types of data, qualitative and quantitative were obtained. Thus, the analysis of the data being collected was done in with the data type. That means, data obtained through the close ended questionnaire were analyzed quantitatively while those obtained through open ended questionnaire and interviews and document analysis were analyzed qualitatively.

3.5.1 Quantitative Data analysis

After collecting data through questionnaire the raw data was checked tallied, numbered, arranged and organized in table to make it understandable. Then, the data was analyzed and interpreted using different statistical tools such as percentages, and frequency count were employed to analyze characteristics of the sample population. Measures of central tendency like mean, weighted mean, and standard deviations were computed to find average values against each item score.

3.5.2. Qualitative Data Analysis

The data that were obtained through interviews, open ended questionnaire and data document analysis were analyzed qualitative, description and narrations were made. This qualitative analysis provides a supporting role. Finally, based on the data analysis and interpretations that was made to reach on findings, conclusions and possible recommendations were given.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

4.1 Introduction

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

4.2 Background Information of Participants

As indicated in the table below (Table 4.1) in item 2.1, in terms of sex, all the three principals and their four deputies involved in this study was males. There was not even a single female respondent who is currently serving even as a deputy principal in any of the three selected schools. One might argue that this is likely to impinge up on the implementation of the affirmative action programs negatively. Interestingly, even among subject teachers who are assigned to give additional support to female students, women teachers are disproportionately represented. While there were 11 male teachers assigned to do the job, there was only 1 female teacher assigned in the program.

With regard to the age, as can be seen in the table 4.1 below (see item 2.2) both teachers and principals were young. Surprisingly, from both teacher and school principal participants, almost all (18 out of 19) belong in the range of 20-30 years of old; only one of principal falls in the range of 31-35 years age. This implies that in the selected school, all most all teachers and principals were young who can do their best in academic context and this in turn tell us that the young teachers can enhance the overall teaching-learning process effectively in their respective

schools. Nevertheless, being principal –ship means leading and organizing personals and teaching leading process , those young principals are one might argue that the principals can conform the leer ship activates effectively .

Table 4.1 Sex and age, principal and teacher

No	Item	Alternative	Principals No.	Teachers No.
2.1	sex	A. male	07	11
		B. female	-	01
		Total	07	12
2.2	age	A.20-25	02	08
		B.26-30	04	04
		C.31-35	01	
		D. above 35	-	
Total			07	12

With respect qualifications, as shown in table 4.2 below, we can clearly deduce that both teachers and principal participants are first degree holders. While five of seven principals are holders Bachelor of arts and the remain two are bachelor of education, three of the twelve teachers are bachelor of art and the remaining nine teachers are qualified in bachelor of education .This empirical data tell us that the level of qualification enables the participant to play their role in high school teaching and learning career. Nevertheless, regarding the requirement of school management, none of the above, principal can match with the requirement .Therefore the managerial function of the school had never been performed effectively and efficiently by the

appropriate principals who were trained in school managerial skills .This in turn my affect the implementation of females affirmative action which needs strong managerial commitment in our country and in school particular.

In case of teachers, even though all the teachers are first degree holders, three of the twelve teachers are bachelor of art who did not take the pedagogy course. So from this, we can understand that teachers with bachelor of art may be lack of a good teaching approach (methods) in the class from their students .Therefore lack of pedagogical experience may affect the class room teaching in general and female students who needs affirmative action in particular.

Similarly, one's field of study another factors that may determine the implementation of females affirmative action in schools .from item 3.2/table 4.2/ below one can learn that all of the school principals were trained in education for teaching not for leading . From twelve teachers, three of them were bachelor of art who did not take pedagogy courses as stated above and the remaining nine teachers have education back ground who take methodology and pedagogy courses . Therefore, from seven school principals of the three selected schools for this study, it can be said that all of the principles did not have the desired fields of study for school administration. This position mishmash may affect the overall school administration and the implementation of additional programs such as female affirmative action schools.

It is obvious that either in teaching or schools administration on experience matters. Form item 3.3 (table 4,2) below , we can take a lesson that nearly more than half of the schools principles (N= 4) are not experienced; whereas a considerable number of teachers (N =8) are found to be reasonably experienced. More specifically, among the seven schools principles participants, four of them have bellow 5 years of service; and the service of the other three schools principles range

from 6 to 10 years. On the other hand, from the twelve teachers eight of them are in the range of 6-10 years service; the other four are bellow 5 years of service. Form this we can understand that most principles and few numbers of teacher participants are not experience well experienced. Therefore there is a discrepancy of experienced and role of individuals in school. For instance, as there are experienced teacher in the selected schools the school administration has been done by in experienced people whose field of study is not pertinent with the position they hold. Such experience and field of study gap may be affecting the school environment that may in turn create a negative impact on the implementation of female affirmative action.

Table 4.2: Educational level, fields of study and service year, Principals and teachers

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

As indicated earlier, amongst the students attending in the three schools targeted for this study, only female students were chosen for this study. This was done purposively for the fact that the study deals with the implementation of female affirmative action. Hence female students can be

the real source of information. In table 4, 3 below, the data depict that all student participants are female whose age range 12-16 (N=110) and 17-20 (N=120) from this data, it is also possible to take a lesson that students are in their teens and that implies they need special guidance and support.

Table 4.3: Sex and age of student participants

Sex of respondents	Age of respondents	Number of respondents	
		Grade 9th	Grade 10th
Female	15-17	95	55
	18-20	20	60
	21-23	-	-
	24-26	-	-
	Total	115	115

4.3 School Principals' Response to the Questionnaire

4.3.1 Response Related to the School Rules and Environment Issues

The questionnaire with 13 items was administered among 3 school principals and 4 vice principals selected from three schools. It was designated with likert scale (from very low to very high). All selected school principals filled and returned the questionnaires in the given time. This part of the study deals with school principals' response to the questionnaire provided by the researcher himself. The data would try to detect the degree of performance of principals in the view of gender issue. The tasks were the integration of the basic study questions that reveal to

what extent principals implement (perform) the affirmative action program. There were five alternatives that measure the degree of performance; those were very high, high, moderate, low and very low. The researcher comprised the very high and high to one end as good performance and the low and very low to the other end as bad or weak performance and leaving the 'moderate' as a measure of intermediate. Besides, the mean value calculated from the responses has also been used to detect the degree of agreement or disagreement to the respected item.

Item 5.1 (table 4.4) below was designed to get information about preparing plan based on gender issue. Regarding this, the majority of principals (N=4, 57%) reported that they did not prepare based on the gender issue. Three of the seven principles (N=3, 43%) reported in the range of moderate. So from this data one can perceive that majority principals did not consider issues in their strategic planning and this showed that the female affirmative action program was not implemented well in most of secondary schools.

The purpose of item 5.2 (see table 4.4 below) was seeking information concerning the provision of proper and enough orientation for female students. Out of the total principals (N=4, 57%) them responded high (N=3, 43%) respond moderate. This indicates that of as a whole female student was given adequate orientation during enrollment. This is turning increases the awareness of female students about female affirmative action in which the respected performance was performed nearly high.

Regarding the provision of guidance and counseling service for female students in item 5.3 (see in table 4.4 below) two of the principals (N=2, 28.5%) responded very high, one of them (N=1, 14%) said high, and three of them principals (N= 3, 42.8%) responded moderate while one of

them (N=1, 14%) responded very low. All things considered, it can be said the activity was reformed moderately.

In item 5.4 (see in table4.4 below) the main concern was to obtain the financial supports given for poor female students. In this cases,(N=5,71%) the principals responded that the situation was moderate and(N=2,28%) of them responded that situations low. Here it showed that, the principles or schools, Revealed weak performance in supporting financial needs for poor female students.

The principals of the selected three schools were also asked about the establishment and support gender committee in item 5.5 (see in table 4.4 below). In this regard, below half (N=3,43%) of the respondents rated their level of agreements of high .the reaming respondents (N=4, 57%) showed their moderate response on the issue raised above. The response on establishment and support in gender committee in school seems balance with unimportance. Hence, it is possible to learn that there is a sense of gender committee in the selected school, which indicates the program was implemented moderately in all the selected school.

Table 4.4 School Rules and Environment Issue

No	Item	Alternatives	Response	
			No	%
5.1	Preparing plans based on gender issue	Very high	-	-
		High	-	-
		Moderate	03	43
		Low	O4	57
		Very low	-	-
5.2	Provision of proper and enough orientation for female students	Very high	-	-
		High	04	57
		Moderate	03	43
5.3	Provision of guidance and counseling service for female students	Very high	02	28
		High	01	14
		Moderate	03	42
		Low	-	-
		Very low	01	14
5.4	Financial support of for poor female students	Very high	-	-
		Moderate	05	71
		Very low	02	28
5.5	Establishment and support of gender committee in the schools	Very high	-	-
		High	03	42
		Moderate	04	57

Regarding the mechanism that the school principal followed when female students faced a problem in school (item 6.1 in table 4.5), the participants responded as very high (N=1,14%) high (N= 2, 28%) and the remaining principals (N= 4, 57%)responded moderate. From this, we can understand the follow up mechanism for female students was good.

Item 6.2(table 4.5) of the questionnaire was designed to elicit information about principals' commitment in response to female sexual harassment. The responses for this issue were encouraging. Almost nearly three fourth of school principles (N= 5 ,71%) fall in high category, and the remaining (N=2, 28% principles) assured their moderate commitment on female related sexual harassment. In general, school principles seem very concerned regarding the issue.

Item 6.3(table 4.5 below) deals with the interaction of principles/schools with parents on giving awareness to support their female students and space/ chance for female students in using the tutorial program. Regarding this nearly three fourth (N=5,715) reported high degree of involvement. Surprisingly in the issue stated above the moderate (N=1, 14%) and (N=1, 14%) low responses are just in equal number. Therefore the positive attempts of the principals out weight the other side of responses of participant. Hence, one can understand that there was a good communication between teachers, parents of female students and school principals to enhance the tutorial programs.

Item 6.4 see in table 4.5 below, the majority of principal (N=03,43%) response high and (N=2, 28%) reported to be moderate (N=1, 14%) reported low) showed their positive concern regarding facility provision for female students . The data reveal that there is rather a good concern on facility access such as a toilet space in high schools.

The school principals rated their level of agreement from moderate to very high level for item 6.5 issues (table 4.5) .The question was prepared to obtain data whether the school environments, was conducive for female students or not. Astonishingly, regarding the school environment there is no any discouraging report from the principals (N=1,14 %) reported very high,(N=03,43%) responds high and (N=3,43%)reported moderate. The principal's responses range between half of respondent high and very high, and nearly above half respondent with moderate. Therefore, the school environment dose not looks unsuitable for female students in high school.

In item 6.6 (table 4.5) below, the principals of the three selected schools were asked regarding school evolution system in relation to female affirmative action. As we can learn from table 4.5 below, it seems quite encouraging which has the school principals response (N=1, 14%) reported very high,(N=2, 28%) was response high,(N=3, 43%) moderate and (N=1, 14%) was response very low. It is possible to sum up; therefore, most of school evolution incorporated female affirmative action.

As can be seen in table 4.5 below from item 6.7, we can learn that there were clear rules and regulation in all schools regarding harassment and rape. Respondents (N=2, 28%) responded very high,(N=3, 43%) was reported high and (N=2, 28) who responded moderate; who filled their questionnaire said there rule and regulation of harassment and rape in their respective schools has given attention from moderate to high level of careers. In this regard, with the exception of two respondents who should their moderate attention to the rules and regulations, the majority principals (5 in number) completed their questionnaire the scale of high and very high options. From this data understand there rule and regulation of harassment and rape in their respective were done in a good condition.

In item 6.8(table 4.5) below the principal of the three selected schools were asked regarding solving the overall problem of female students by gender committee. Respondents (N=7) who filled their questionnaire said solving the overall problem of female students by gender committee the respondents almost nearly three fourth of the school principal (N=5, 71%) fall in low category and the reaming (N= 2, 28%) principal said very low. In general the gender committee is not solving any problem in overall the female students. Therefore the gender committee is not play role in solving female student's problem.

Table 4.5 School Support and Guidance Related Issue

No	Item	Alternative	Response	
			No	%
6.1	Follow-up mechanisms of problem faced by female students in the school	Very high	01	14
		High	02	28
		moderate	04	57
		Low	-	-
6.2	School commitment to respond and act accordingly to sexual female sexual harassment	Very high	01	14
		High	04	57
		Moderate	02	28
6.3	Giving awareness to parents to support their female student to use	High	05	71
		Moderate	01	14
		Low	01	14
6.4	Provision of facilities (like to toilet, water and space for female students)	Very high	01	14
		High	03	43
		Moderate	02	28
		Low	01	14
6.5	Greeting conductive school environment for female students	Very high	01	14
		High	03	43
		Moderate	03	43
6.6	School evolution of the female affirmative action	Very high	01	14
		High	02	28
		Moderate	03	43
6.7	Availability of clear rules and regulations in the school on harassment and rape female student	Very high	02	28
		High	03	43
		Moderate	02	28
6.8	Solving of overall problems of female student by the gender committee.	Low	05	71
		Very low	02	28

4.4 Teachers Responses to the Questionnaires

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

From item 7.1 in Table 4.6 given below, we can understand that teachers' performance in supporting female students through tutorial is encouraging. The majority of teachers (N=7in number) reported high (N= 1 in number) reported very high (8in number) reported their high very high support by using tutorial class, and the remaining(N=4 in number) teachers said that they participated in tutorial class moderately with the mean value of (3.8). From this, we can understand that the special supporting class was done well in the selected schools.

As can be seen in the same table (see item 7.1), teachers follow up strategy on tutorial results was fifty-fifty between high and moderate reaction (N= 1in number) response very high, (N=5 in number) reported high and (N=6) of them responded in moderate. Encouragingly, there is no any low reaction of the issue of changing female students' results with the mean value of (3.6). Therefore, teachers follow up strategy on tutorial results was done with good conditions.

Here the majority of teachers have a moderate perception regarding female students test assignment follow up in item 7.3. Among 12 teacher's respondents (N=7) of them reported their moderate reaction towards the issue and the remaining (N=1) teacher rated the situation as very high and (N=4) reported as high, with the mean value of (3.5). Their overall reaction can be summed up with 3.6 mean values and it could be said the follow up was done effectively.

Although it seems encouraging to see the majority in item 7.4 (Table4.6), teachers response regarding the attempt to raise female students classroom participation in the range of moderate

(N=4); and very high and high (N=6), there was still low concern in such issues in high school context. I felt as a teacher and researcher unusual to get such responses from high school teachers who said low (N=2) with the mean value of (3.5). From this data one can understand that majority of teachers were doing a good job on the issue, but this still needs further improvement.

In terms of providing guidance and counseling, the majority responses of school teachers were positive. Item 7.5 (Table 4.6), teachers responses regarding this issue was (N=3) in the range of high (N=6) reported moderate (N=6) and the remaining (N=3) reported low with a mean value of (3.0). As whole the data has revealed that this activity in schools needs some improvement.

A considerable number of chosen from the selected school reported their enthusiastic concern about the school environment. Item 7.6 (see Table 4.6) was set to gather the performance of teachers on creating more conducive environment for female students in teaching learning process. In this point, (N=1) of the teacher responded very high,(N=3) of them said high,(N=6) responded moderate while (N=2) of them responded low. With the mean value of (3.2), this issue was done moderately to furnish more conducive environment for female students in the teaching – learning processes.

With the exception of two teacher participant who replied their gender sensitivity as low, the majority teachers (moderate =4 high and very high =6) reported that their gender sensitivity lies in the range of moderate and very high. (See item 7.7 Table 4.6). This implies the gender sensitivity of the teachers is quite well and not that worrisome quantitatively expressed, the teachers'' sensitivity has mean value of (3.4), and that well above moderate.

Table 4.6 Class Room and Academic Issue

NO	Item	Scale or level &their corresponding No						mean
		V high	High	Moderate	Low	V Low	Total	
7.1	Support of female students through tutorials	01	07	04	-	-	12	3.8
7.2	Looking at the result of female after the tutorial	01	05	06	-	-	12	3.6
7.3	Follow up of result of female students in test and assignment	01	04	07	-	-	12	3.5
7.4	Encouraging and giving chances to female student to participate equally with their male counterparts	02	04	04	02	-	12	3.5
7.5	Guiding &counseling of female students	-	03	06	03	-	12	3.0
7.6	Creating conducive e/t for female in teaching & learning process	01	03	06	02	-	12	3.2
7.7	Gender sensitivity of teachers in their approach teaching	01	03	05	03	-	12	3.2

Regarding teachers responsibility on encouraging and motivating their female students in the classroom, over three fourth of the respondents reported moderate and above average attempts. In this regard, item 8.1 (see Table 4.7), the responses of teachers varies from varies (N=2) reported very high, (N=4) responded high,(N=4) responses as a moderate, (N=2) reported to low with a mean value of (3.5). Though the data reveal that there is an encouraging trend on the part of the majority of the teachers with regarding encouraging and motivating their students well, we still note that little commitment by a few teachers and that a cause for concern.

On the other hand, the issue of avoiding sexual harassment looked a very serious concern for the majority of school teachers. Concerning the task of avoiding sexual harassment in item 8.2 (Table 4.7), teachers responded very high (N=4) teachers responded high (N=3) teachers responded moderate (N=4) and teachers responded low (N=1), with the mean value of (3.8) this showed that teachers gave more attention on this issue of avoiding females students from different harassment.

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

Concerning the follow up mechanism of problems faced by female students in item 8.4 (table4.7), teachers' responses varied from (N=1) teacher report very high, (N=3) of teachers responses in high, (N=4), of teachers responses moderate, (N=3) teachers responses low, (N=1) and of the teacher response very low, with a mean value of (2.6). From this one can understand that teachers selected in all schools have weak performance on follow up mechanisms of problems faced by female students.

Item 8.5(table 4.7 below), was designing to elicit the teachers' effort on giving immediate solutions to the academic problems of female students. Regarding this, teachers responded with very high (N=2), teachers response high (N=1), teachers responses moderate (N=7) and teachers reported low (N=2) which has a mean value of (3.2). So, as the data revealed, most of the

teachers' effort belonged to moderate, but helping female students academically should reach above this therefore, it needs hard work to achieve the target and improve the situation.

The concern of item 8.6 (table 4.7) was to get information about teachers' attempt in effort to give attention to non academic/personal problems of female students in the schools. Regarding this, teachers' responses varied from very high (N=3), teachers response high (N=2), teachers response moderate (N=3), of the teachers reported low (N=2) and teachers response very low (N=2), with the mean value of (3.2). As a whole the teachers' to give attention on the issue was above average and had a mean of (3.4) and that was not bad.

Table 4.7 Out of Classroom and Gender Issue Orientation

No	Item	Scale or level & their corresponding No						Mean
		V.high	High	Moderate	Low	V.low	Total	
8.1	Encouraging and helping female students to ask and answer question	02	04	04	02	-	12	3.5
8.2	Avoiding of gender sexual harassment of teacher in their approach	04	03	04	01	-	12	3.8
8.3	Encouraging participation of female students in class and group assignment	01	05	O5	01	-	12	3.5
8.4	Follow up mechanisms of problem faced by female students	01	03	04	03	01	12	2.6
8.5	Giving immediate solutions to the academic problem of female students	02	01	07	02	-	12	3.3
8.6	Effort to give attention to non academic/personal problems of female students	03	02	03	02	02	12	3.2

Average Mean =3.45

4.5 Students Responses to the Questionnaire

The questionnaire consisting of 13 items was administered to 239 female students' participants from the selected three schools. The questionnaire was prepared with alternative from very high to very low to other more alternative according to the role of each item in relation to the desire of the study. All questionnaires which were administered by the researcher himself were filled and returned. Since the administration of the questionnaire was face- to face, all the problems were treated soon and no difficultly was seen that hinder the completion of the questionnaire.

Female students from the three selected schools chosen for the study were first asked whether there was special supporting class for female students (see in item 9.1, table 4.8) well over three fourth of the respondent very high (N=182, 80%) responded high (N=25, 10%) female students moderate (N=23,10%). From this, we can understand that female affirmative action program was given in secondary schools targeted for the study.

Students were also asked to what extent the special supporting program was effective for their academic program in item 9.2(Table 4.8).This question was forwarded to the students with five point likert scale (from very high to very low options). The response for the moderate and high was exactly equal the response of female students (N=10,4.3%)of the female students reported very high, (N=83, 35.5%),of them response high (N=83, 35.5%),reported moderate (N= 54, 22.5%) and low. Which shows that the support class giving by teachers have positive impacts on the student's academic achievement.

Respondents who said the impact of special support program for female students' academic achievements was low (in item 9.3 in table 4.8 below), were asked to justify who could be

responsible for this in effectiveness. The majority of students who answered 'low' put the blame on the schools, teachers, principals, students and parents.

In relation to integrated of female students in contributing to education equity in schools, female students were asked whether they could observe as positive or negative outcome with the exception of less than quarter of the respondents, the remaining majority depicted their positive attitudes towards the integrated support of female students for equity in schools (see 9.4, table 4.8 below). According to the responses of students, it was possible to note the integrated the support for female students to balance educational equity has positive effect (N= 195, 84.7%), and as a negative impact (N=38, 16.5%). As a whole, it could be said that for the majority of female students, the program has had positive impact on students' results the data that the positive and negative effects implied that when teachers supported the special classes continuously for female students, they become joyful and more understand about the lesson. As a result female students' academic achievement was good. On the other hand, when students went to school for supporting with a few number, teachers did not enter to the class to support them, so in this case students were wasted their time no gaining any knowledge which had a negative effect to them.

Participants, who reported the integrated support of female students in school as negatively, were further inquired to clarify who was responsible for the failure of the program (see in item 9.5, table 4.8). While about the quarter of the respondents (N=9) reported that there was discrimination among female students more than 50% of the respondents (N=21, 53%) responded that the following were the major obstacles; female students themselves not interested to special support, the implementation of the program, discrimination among female students, and low awareness of female students about the female affirmative action program.

The participants of this study were asked whether there was or not any strategy or help to prevent female student's dropout in their schools (see in item 9.6 Table 4.8)(N=154, 66.9%) of the respondents reported that there was a dropout prevention mechanism in their schools. Contrary to that a much lower proportion of the respondents (N= 76 33.2) said that there was not any mechanism to prevent dropout of female students.

The participants who replied saying that "yes" there was help to prevent dropout in their schools were also inquired to report what type of help they had known (see in item 9.7 Table 4.8 below). The majority students (N=17,11%) responded that moral,(N=20,13%) reported material (N=11,7%) response financial supports were there(N=106,68%)of the female students responded all of the above. One may thus conclude there were some attempts to on the part of the school giving to minimize the dropout rate of female students in all the selected secondary schools.

Item 9.8 was included to examine the degree of the contribution of the special support given to female students to their academic achievements. In relation to that,(N= 31,14%) of them responded very high (N=91,39.5%) responded moderate and (N=30,13.4%) of them said low. From this one can understand that the extent was good enough that enables weak female students to be supported academically.

Item 9.9 of the questionnaire was concerned on motivational framework to female students who achieve good rank or result than others. On this point, question was forwarded to the students with five points likert scale (from very high to very low) the female students respondents (N= 109, 47.4%) high, (N=101, 43.9%) response moderate, (N= 20, 8.6%) and female students response low. This shows that female students were motivated when they score good mark than other and show effort to improve their academic results.

Item 9.10 in table below, depends on item 9.9 to get information from those female students who responded high and moderate and asked to clarify the kind of reward they got. To this end nearly half of the respondents (N= 99, 47.14%) said the reward was money, about a quarter (N= 49, 23.3%) reported that the reward was materials. On the other hand close to 30% of the respondents (N= 62, 29.6%) responded that the reward was certificate. This indicates, female students get different rewards from their schools and the rewards motivated to the female students to achieve high results. .

Item 9.11 was designed to get information about to what extent the motivation affects academic achievements in female students. This question was forward to the student with five points from very high to very low. The majority participants (N=203, 88.69%) filling their responses on high and (N=27, 11.4%) reported moderate; that means responded that the reward initiates other female students to achieve good result. As a whole, though, it can be said that the reward given to female students in different forms (monetary, materials or certificate) can initiate female students to exert their maximum effort in their academic performance.

As can be shown in table 4.8 item 9.12 below, a little over three quarters of the respondents (N=174, 75.6%) reported that there was a program for the discussion of gender issue and equity, and (N=56, 24.3%) of the female students responded no there was not such kind of opportunity in their school. From these data, one can perceive that most of the selected secondary schools have this program for discussion.

Item9.13 was designed to get information about the protection of female students from sexual harassment. In relation that there were, while a little less than the half of the participants (N=108, 46.95%) responded there was fall moderate some protection safe guarding female students from

sexual harassments and also a little less than half of the respondents (N=111, 48.26%) reported that the protection safe guarding female students from sexual harassment was low and (N=11, 4.78%) said of the female students responded high. From these mixed response, it is possible to note schools targeted for this study have a lot to do either by raising the school community's awareness on the issue or putting rules and regulations that would safe guard for female students from sexual harassment.

Table 4.8 Female Students Responses to the questionnaire

No	Item	Alternative	Response	
			No	%
9.1	Is there a system of delivering special supporting classes for female students	V.high	182	
		High	25	
		M0derate	23	
		Low	-	
		V low	-	
9.2	To what extent did the special supporting classes offer academic achievements in female students	V.high	10	4.35
		High	83	35.6
		Moderate	83	35.6
		Low	54	22.5
		V low	-	-
9.3	If your response for the item 9.2 is low who would be responsible for this	The school	08	14.8
		Teachers	04	7.4
		Principals	03	5.5
		Students	05	10.6
		Parents	25	53.19
9.4	How do you see the integrated support for female in balancing the	As positive	195	84.71
		As negative	38	16.9
9.5	If your response for item No, 9.4 falls as negative where the faults did belong	Female not need special support	-	-
		The implementation of the support	06	15.3
		Discrimination among female students	09	23.07
		Low awareness of the scope females	03	7.69
		All	21	53.84

9.6	Is there is any help for poor female students to prevent dropout from school due to	Yes	154	66.4
		No	76	33.1
9.7	Depending on item 9.6 if your response is yes what type support do female students got from the school	Moral	17	11.3
		Financial	11	7.3
		Material	20	13.35
		All	106	68.8
9.8	To what extent did the special support offer academic achievement in female students	V high	31	13.47
		High	78	33.9
		Moderate	91	39.56
		Low	30	13.09
		V low	-	-
9.9	Is there a motivation framework to female students who achieve good result	V high	-	-
		High	109	47.4
		Moderate	101	43.9
		low	20	8.6
		V low	-	-
9.10	If your response in item 9.9 high what type of motivation do females got from their school	Moral	-	-
		Money	99	47.14
		Material	49	23.3
		Certificate	62	29.6
9.11	To what extent did this motivation affect academic achievements in female students	V high	-	-
		High	203	88.69
		Moderate	27	11.4
		Low	-	-
		V low	-	-
9.12	Is there any discussion concerning gender issue and female equity in your school	Yes	174	75.6
		No	56	24.3
		Total		
9.13	Is there any guarantee in your school administration that insures the protection of female students from sexual harassment	V high	-	-
		High	11	4.78
		Moderate	108	46.95
		Low	111	48.26
		V low		

4.6 Documentary Information and Analysis of the Data

As part of the documentary information included in this study, a document found from the western zone of Tigray, office of education has been presented below in the table 10. Among other things the table provides information on the number of female students enrolled in 2005 E C, and their academic achievements in some selected subjects. The table shows the number of female students enrolled in the academic year 2005E C were 1385. In comparison with the number of male enrolled in the same academic year (N=1630) that female students were quite lower in number than male students. With regard to academic achievements as well, female students have exhibited lower performance in all the four subjects though female students were given additional tutorial support in English, Mathematics, Chemistry and Physics for two hours per week. For example, about 75% and 70% of students were scored above 50% in English and Mathematics respectively. As a whole, from the data given in the table we can understand that though there is a gradual improvement in academic achievement of female students (most of them scored on the mentioned subjects above 70%) the affirmative action program still needs an effort for better academic achievements of female students to bring equity in education.

4.7. Analysis of Data Obtained from the Interview

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

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

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

1.1 Can you tell me about any specific support given to you or other female students you shall never forget?

- Given special support by the Natural Science and Mathematics teachers prepare different type of question or workout related to the national examination special to female students particularly in Humera and Dansha secondary school.

2. Generally speaking, are you happy about the support given for you and other female students by the school? Can you tell me why?

The program is coordinated and controlled by classroom teachers, by the girl's club coordinators and by school administrators. In relation to that, at the beginning of the academic year female students taking part in the programs were informed and possible measures that would be taken against who did not observe the program. And the respondent's four students were happy about the support given for you and other female student, because the special support is helpful for their academic achievement. To opposite the above issue two female students are unhappy in the special support because they do not have interest to support if there is attained in class punished by the school administration and evaluate by the gender club.

3. Do you think the follow up of the support given to students satisfactory? Why do you think so?

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

4. Can you tell me whether the support given to you and other female students relate with your achievements/exam result?

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

5. In your opinion, what the major problems that affect the implementation of affirmative action in your school?

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

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

6. In your opinion, what are the solutions for the problems you just mention?

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

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

- The school administrator they must be run everything based on the annual plan of the school.

7. Can you tell me about any specific support given to female students that could be exemplary to other school?

They get special support based on computer or information technology by coordinating by the school administrates and woreda ICT center two days a week.

In general, as the interviewees conducted revealed that, the female affirmative action programs have been implemented in all the secondary schools but the manner in which the programs was implemented was not well satisfactory. In most cases, the programs were reported to clash with other programs and it could be said the programs were not planned and organized properly. Parents of the female students have little or no awareness about the program and its potentials to the beneficiaries. Parents were thus reported to be unenthusiastic to involve their daughters in the programs.

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

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

This chapter is concerned with the summary of the major findings and recommendations that the student researcher proposes and assumed to increase female students participation in secondary schools of western zone.

5.1 Summary

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

1. Is that the special supporting class effective contribution to promote educational equity for female students?
2. How is helping female students financially to contribution and promote educational equity?
3. What are the major problems in the overall endeavor to promote educational equity for female students through female affirmative action program?

A descriptive survey study with mixed research approach was employed in this study to utilize the strengths of both qualitative and quantitative research. The related literature was reviewed. To ensure fair representation of all woredas of the zone, 3 (75%) out of the 4 were selected. 12 government secondary schools were found in the zone,3 (25%) secondary schools included purposively in the study. 100% of the school leaders were taken as participants, the researcher participants included were 12(50%) of teachers through simple random sampling from

department of Natural Science, Math's- Physics and Language; 239(15%) of female students were selected by using simple random sampling.

An interview was conducted with six female students from three sample schools just two from each school one from poor female and one from high scored female students selected. In addition, a document from the zonal office of education was taken to reveal the achievement of female students in the selected subjects in the academic year of 2005 E C.

Three data collecting tools were used to carry out the study. These include questionnaire, interview and document analysis. All of the questionnaires distributed were returned and usable. Interviews were conducted with six female students. Lastly, data was carefully tallied, analyzed and interoperated. I used relevant data analysis tools such as percentages, mean, standard deviation, weighted mean and average mean. The analysis made justifies the following findings.

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

5.2 Summary of the Findings

The study reveals the following findings:

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

The number of female students enrolled and their academic achievement was not equal to that of their males counter parts. That is, 45% of female students have been attained the special supporting classes, for female students were organized, continuous and firm, it was even over lapped with the other programs and the unexpected meeting.

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

5.3 Conclusions

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

5.4. Recommendations

Depending on the finding obtained and the conclusion drawn from the study, the following suggestions are forwarded so as to give remedy to the problems.

1. The school leaders (the principals and vice principals) the female affirmative action program should be included in school strategic and annual plans undertaken by the zone and woreda education office through training experience share and workshop and introduce a system of continuous evaluation. .

2. The number of female principals and teachers in secondary schools should be increased as much as possible. This increase number of female principals and teachers in secondary

schools is positively associated with role models participation. Thus, in order to solve the shortage of female educators in secondary schools, strategies have to be designed and seriously implemented. Moreover, not only their number but also the position and responsibility they have in both academic and non academic areas are also very important to be considered. Female teachers should learn to change their self image, get rid of fear of risks and competition through attending workshops, seminars and experiences share. That is they should have positive attitudes towards themselves. The system of awarding role model female in schools zone education office and woreda education office and other stakeholders should be motivate, creation of awareness, created and encouraged.

3. There should be an establishment and support of gender committee in all secondary schools by the school leaders and female teachers the committee involve in different decision making and support financial and material aids. .

4. The female affirmative action program should not be a hot issue at the beginning of the year; rather it must be implemented and checked the practical result throughout the year. Therefore, the implementation and practical results of the female affirmative action program has to be carefully and continuously monitored and evaluated by the woreda education office, woreda supervisor and zone education office and take action.

5. The school administrators and teachers should pay an emphasis on the practice of guiding and counseling of female students, and gender sensitivity of teachers in their approach to teach. Woreda education office, woreda women's affairs and schools should develop and design gender sensitive workshops and training about guiding and counseling of female students in their teaching approaches.

6. The school administrators and woreda education office should not interfered (over lapped) by other unexpected external and internal meetings, on the day of female affirmative action programs, rather it should be run on its specific schedule. Therefore every activity of the schools run based on their annual plan of the schools if overlapped by any means, substitutes the programs.

7. The school principals and teachers should give emphasis on guiding, counseling and creating conducive atmosphere on financial supports for poor female students. Creating of different source of finance, creation awareness to female students about guidance and counseling and make free and open discussion about their problems.

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APPENDIX A

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

For Principals Questionnaire

Dear Respondent:

The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. Since the data you will provide will be for academic purpose and your responses will be kept confidential. As you are not required to please write your name in this paper note that you anonymity will be maintained. Please allow me to express my first of all I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire, devoting your precious time and energy.

Thank you in advance

General direction

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

Part I Background information

For items that have got choices please indicate Put a thick mark (✓)in the small boxes for items that need short response please provide brief responses in the space provide.

1.1. Name of the School _____

1.2. Woreda _____

1.3. Age _____

1.4. Sex female ☐ male ☐

1.5. Educational Qualification

A. BA/BED/BSC ☐ B .MA/Med ☐ D. Diploma ☐

1.7 Field of study A. Educational administration

B. Teaching ☐

C. Others ☐

1.8 Service Year_____

Part II Questions

Under this part, activities or /and issues related to the school principals, teachers and female students and the practice to promote female students educational equity are listed. Please indicate your opinion regarding the extent of the activity by putting a thick mark (✓) in the appropriate space.

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

1. Preparing plans based on gender issue

   Very high☐ high ☐ medium☐ Low ☐ very low☐

2. Provision of proper and enough orientation for female students during enrollment

   Very high☐ high ☐ medium☐ Low ☐ very low☐

3. Provision of guidance and counseling service for female students

   Very high☐ high ☐ medium☐ Low ☐ very low☐

4. Financial support for poor female students

   Very high☐ high ☐ medium☐ Low ☐ very low☐

5. Establishment and support of gender committee in the school

   Very high☐ high ☐ medium☐ Low ☐ very low☐

6. Follow up mechanisms of problems faced by female students in the school

   Very high☐ high ☐ medium☐ Low ☐ very low☐

7. School commitment to respond and act accordingly to female sexual harassment

   Very high☐ high ☐ medium☐ Low ☐ very low☐

8. Giving awareness to parents to support their female students to use their tutor

Very high☐ high ☐ medium☐ Low ☐ very low☐

9. Provision of facilities (e.g. toilet, water and space for female students)

Very high☐ high ☐ medium☐ Low ☐ very low☐

10. Creating conductive school environment for female students

Very high☐ high ☐ medium☐ Low ☐ very low☐

11. School evaluation of the female affirmative action

Very high☐ high ☐ medium☐ Low ☐ very low☐

12. Availability of clear rules and regulation in the school on harassment and rape of female students

Very high☐ high ☐ medium☐ Low ☐ very low☐

13. Solving the overall problems of female students by gender committee

Very high☐ high ☐ medium☐ Low ☐ very low☐

APPENDIX B

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

Questionnaire foe teachers

Dear Respondent:

The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. Since the data you will provide will be for academic purpose and your responses will be kept confidential. As you are not required to please write your name in this paper note that you anonymity will be maintained. Please allow me to express my first of all I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire, devoting your precious time and energy.

Thank you in advance

Questionnaire for teachers

General direction

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

Part I Background information

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

1.1. Name of the School_____

1.2. Woreda _____

1.3. Age _____ 1.5. Sex female ☐ male ☐

1.6. Educational Qualification

A. BA/Bed/Bsc B. MA/Med C. Diploma

1.7 Field of study A. Educational administration B. Teaching C. Others

1.8 Service Year

A. below 5 years ☐ C. 11-15 years ☐

B. 6-10 years ☐ D. 16-20 years ☐

Part II Questions

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

The teacher's efforts: Below are some of act a thick mark (✓) of your opinion under the given scale for each statement.

1. Support of female students through tutorials

   Very high☐ high ☐ medium☐ Low ☐ very low☐

2. Examining the results of female students after the tutorials

   Very high☐ high ☐ medium☐ Low ☐ very low☐

3. Follow up of results of female students in tests and assignments

   Very high☐ high ☐ medium☐ Low ☐ very low☐

4. Encouraging and giving chances to female students to participate equally with their male counterparts

   Very high☐ high ☐ medium☐ Low ☐ very low☐

5. Guiding and counseling of female students

   Very high☐ high ☐ medium☐ Low ☐ very low☐

6. Creating more conductive environment for female students in the teaching –learning process

   Very high☐ high ☐ medium☐ Low ☐ very low☐

7. Gender sensitivity of teachers in their approach to teaching

   Very high☐ high ☐ medium☐ Low ☐ very low☐

8. Encouraging helping female students to ask and answer questions

Very high☐ high ☐ medium☐ Low ☐ very low☐

9. Avoiding of gender sexula harassment of teachers in their approach to teaching

Very high☐ high ☐ medium☐ Low ☐ very low☐

10. Ensuring participation of female students in class and group assignments

Very high☐ high ☐ medium☐ Low ☐ very low☐

11. Follow up mechanisms of problems faced by female students

Very high☐ high ☐ medium☐ Low ☐ very low☐

12. Give immediate solutions to the academic problem of female students

Very high☐ high ☐ medium☐ Low ☐ very low☐

13. Effort to give attention to non-academic /personal problems of female students.

Very high☐ high ☐ medium☐ Low ☐ very low☐

APPENDIX C

Addis Ababa University

School of Graduate Studies

College of Education Department of Educational Leadership and Management

Questionnaire for female students

Dear Respondent:

The purpose of this questionnaire is to collect data on the practice of female affirmative action program to promote educational equity for female students. Therefore, you are kindly requested to provide genuine response to each question. Since the data you will provide will be for academic purpose and your responses will be kept confidential. As you are not required to please write your name in this paper note that you anonymity will be maintained. Please allow me to express my first of all I would like to mention my gratitude for the cooperation you owe me in providing valuable response to the questionnaire, devoting your precious time and energy.

Thank you in advance

Questionnaires for female students

Part Background information

Put a thick make of your answer in the box provided

1.1 Name of the school ----------

1.3 Age 12-16 ☐ 17-20☐ 21-26 ☐

1.4 grade 9th☐ 10th ☐

1. Is there a system of delivering special supporting classes for female students in your school

Very high☐ high ☐ medium☐ Low ☐ very low☐

2. To what extent did the special supporting classes offer academic achievement in female students?

Very high☐ high ☐ medium☐ Low ☐ very low☐

3. If your response for the item No 3 is low who would be responsible for this?

A, the school☐ B, teachers ☐ C, principals ☐ D, students☐

E, parents☐ F, all ☐

4 .How do you see the integrated support for female in balancing the educational equity in your school?

A, as positive action ☐ B, as negative action ☐

5. If your response for item No 5 falls as negative where the faults did belongs?

A, female not need special support ☐

B, the implementation of the support ☐

C, discrimination among female ☐

D, low awareness of the scope ☐ E, all ☐

6. Is there any help for poor female students to prevent dropout from school?

Yes ☐ no☐

7. Depending on item No 7 if there is any help what type of support do female students got from the school?

A, moral ☐ B, financial ☐ C, material ☐ D, all☐

8. To what extent did the special support offer academic achievement in female students?

Very high☐ high ☐ medium☐ low☐ very low☐

9. Is there a motivation framework to female students who achieve good rank than other?

Very high☐ high ☐ medium☐ low very low☐

10. If your response on item No 8 is high what is the reward?

A, moral ☐ B, Material ☐ C, certificate ☐

11. To what extent did this motivation affect academic achievement in female students?

Very high☐ high ☐ medium☐ low☐ very low☐

12. Is there any discussion concerning gender issue and equity?

Yes ☐ no ☐

13. Is there any guarantee in your school that insures the protection of female students from sexual and other harassments?

Very high☐ high ☐ medium☐ low ☐ very low☐

Thank you!!

APPENDIX D

Data obtain from the interview with the selected six female students

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

The starting questions werel;

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

   1.1Can you tell me about any specific support given to you or other female students you shall never forget?

1 Generally speaking, are you happy about the support given for you and other female students by the school? Can tell me why (you are happy or unhappy about the support)

2 Do you think the follow up of the support given to students satisfactory? Why do you think so?

3 Can you tell me whether the support given to you and other female students relate with relate your achievements? /exam result?

4 In your opinion, what the major problems that affect the implementation of affirmative action in your schools?

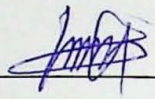
5 Can you tell me about any specific support given to female students that could be exemplary to other school?

6 .In your opinion, what are the solutions for the problems you just mentioned?

DECLARATION

I, the undersigned graduate student, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Kidst Haileselassie

Signature: 

Date: _____

Addis Ababa University

This thesis has been submitted for examination by my approval

Advisor Name: Getnet Tizazu (PhD)

Signature: _____

Date: _____