ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATES STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

ASSESSMENT OF THE PRACTICE, PROBLEMS AND PROSPECTS OF AFFIRMATIVE ACTION IN ENHANCING GIRL'S EDUCATION: THE CASE OF DEBRE BREHAN UNIVERSITY

BY: AYNALEM MENGISTU

ADDIS ABABA
Mar, 2011

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Acronyms

AA	Affirmative Action
APA	American Psychology Association
ESDP	Education Sector Development Program
FDRE	Federal Democratic Led Industrialization
IMF	International Monitory Fund
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non Government Organizations
USA	United States of America
UNESCO	United Nation Education and Scientific
WAP/PMO	Women's Affairs Office of the Prime Minister Office
JICA	Japan International Cooperation Agency
NCTPTE	National Committee for Traditional Practices Eradication

ABSTRACT

The main purposes of this study were to assess the practice, challenges s and prospects of affirmative action program to enhance the girls' education in Debre Brehan University. The method employed in the study was descriptive survey supplemented by qualitative. The participants of the study were 102 instructors, 257 female students, 1 university official, 1 dean of students and 1 gender office expert of Debre Brehan University. Respondents were selected by stratified sampling, simple random and purposive sampling technique. As a method of data gathering tools, questionnaire and interview were employed. Data obtained from questionnaire was analyzed using statistical tool like frequency, percentage and chi- square test of independence. The data obtained from open ended were also analyzed using themes and frequency. The interview data is used to supplement results of quantitative data. The results of the study revealed that the university did not have affirmative action policy frame work that guide and protect female students but, the practice of affirmative action program to enhance girls education is encouraging, nevertheless it need improvement specially in changing attitude of male students, female themselves and university society as a whole, because, majority of challenges comes from university leader, male students, female students, and university society. To overcome those challenges and problem the study participants suggest for improvement of the program. There is no significant difference in perception toward the practice of affirmative action and instructors and female as students attitude toward affirmative action at (P>0.05). And few of the practice of affirmative action found to be significant among different level of experience and faculty of teacher, year of study and faculty of students. Based on the research finding the following recommendation has been forwarded. Such as increasing female instructors with higher qualification, creating awareness among school community, providing constant tutorial class and other support such as orientation and guidance and counseling service among all batches and faculties equally, orienting first year students on department choice and reserve department place for female student in all faculties etc.... were suggested.

text books. However, female students can be successful in contributing for the welfare of the society so long as they get an opportunity (Tariku, 2007).

Education as investing a human capital is one of the most effective means to reduce poverty and encourage the sustainable development of one country and an individual in particular. Improving girls' access to education, with the goal of attaining gender equality and equity is a critical component of promoting development and meeting millennium development goals (MDGs). Increasing access to education and enhancing performance of female is fundamental to economic development and poverty reduction as women are half part of the society. Educating girls is also instrumental in improving the lives of women and children against HIV/AIDS and poverty. In order that higher learning institutions should be in a position to fulfill their mission of the local people and world community, they need to adopt and implement deliberate policies to address social and gender imbalance at all levels within the institutions. In line with this, the Ethiopian government has been taking various affirmative action programs to eliminate discriminations against women. For instance, the Ethiopian constitution states the purpose of such action is to give special attention to women so as to enable them compete and participate on the basis of equality with men in social, economic and political life as well as in public and private institution (Constitution of Federal Democratic Republic Of Ethiopia Article 35 :3, 1995).

Since 1992, the Ministry of Education, through providing female students special admission to higher education institutes has implemented affirmative action, the admission requirement for female students lower than that of male students by 0.2 (Meron, cited in Tariku, 2007). Besides the affirmative action program taken by ministry of education, the New Ethiopian Education and Training policy was issued in 1994. Following the Education policy, three

Education Sector Development Programs (ESDP) (ESDP I, ESDP II and ESDP III) were developed for translating the policy statement into action. The programs goals relating to gender equity include: Increasing primary enrolment ratio, increase girls' share of enrolment in primary schools; Improve the quality of educational facilities; and improving teachers training; Reform the curricula to make it relevant and gender sensitive; Reduce the dropout rate and repetition rate of girls by half, and increase the number of schools especially in rural areas. ESDP III that runs from 2005/06-2009/10 is programmes to implement the Education and Training Policy; with targets for improved access, quality, efficiency, and equity (MOE, 2005). It indicates that admission, completion, and transition rates of girls will be increased to reach those of boys (Japan International Cooperation Agency, [JICA], 2006).

In addition, to ministry of education, the higher education takes a corrective measure of past discrimination. There are other campus based affirmative action programs in different higher learning institutes. For example at Debre Brehan university, the affirmative action program assumed to entertain special annual orientation and support program for all first year students, female only tutorials, special female only counseling, academic guidance and special material support for female student are some of the institution based affirmative action programs provided by Debre Brehan university. Affirmative action and equal opportunity policies in higher Education admission are important and significant step toward classing gender gap. Affirmative action policies are means to corrective measure on continue lag of female behind boys in terms of enrollment rate, completion rate and performance or achievement in Universities. It is with this premise that is research intends to find out the practice, challenges and prospects of affirmative action in Debre Brehan University and its effects to enhance the academic performance of female students.

1.2. Statement of the Problem

Ethiopia has always strived to achieve gender equity and equality in all area specially, in education sector since the implementation of 1994 education and training policy (Education and Training Policy [ETP], 1994). Over the years, in its continued commitment to removal of all forms of sex discrimination in all society, the government incorporated the issue of gender in several national and international gender declarations and conventions. Among those women policies were Millennium Development Goal (MDG), Education Sector Development program (ESDP I, II and III) and other country and institution based policies and strategies to improve and enhance education and lives of women.

According to education statistics annual abstract of the Ministry of Education (1999) as (Almaz cited on Tariku, 2007) during the academic year 1996/97, among the students enrolled in higher education institutions for undergraduate degree programs, only13.2 % were female. In recognition of the various challenges female face to pursue their education, the MOE put the affirmative action policy, which allows girls to be admitted in higher education institutions with lower GPA (by 0.2) than male counterparts (MOE, 2004). Furthermore, to increase the opportunities of female students to join departments of their choice at undergraduate level 20% of the seats in all departments were allocated for female students (Almaz, cited in Tariku, 2007). Furthermore, female students share the remaining 80% seat with male students.

Affirmative action is an extension of equality of opportunity and non discrimination. Consideration of gender, race and ethnicity an admission and provision of financial and academic support has become common practice among institutions of higher education. The education of girls was also supported by number of government policies such as social

policy, women and gender policy, education sector development program etc.... Due to the past and present discrimination on women the Federal Democratic Republic of Ethiopia (FDRE) as a commitment to gender equality and equity issued the national policy on women and also granted equal right for women in its constitution. While government give due recognition to promote and practice in advance Affirmative action, some critics opposes affirmative action and challenges the practice of the program. The controversy over this policy has grown in recent years.

Numerous studies have revealed that opposition to affirmative action increases with relative weight given by the plan to group membership rather than to individual merit. For the most part, studies have shown that people react negatively toward recipients of preferential treatment in affirmative action programs (Heilman 1993, cited in Resendez, 2002). Heilman found that when female participants had been chosen because of preferential treatment as compared to merit, they were viewed as less competent (Resendez, 2002).

Currently, the practice of affirmative action program is encouraging in increasing enrollment rate, reducing attrition rate, improving performance of female students and in supporting the life of women. The affirmative action program at Debre Brehan university has been assumed to provide special annual orientation program for all first year female students, female only tutorials in at most three subjects chosen by themselves during their first academic years, guidance and counseling by female instructors and guidance counselors, peer counseling and support by second and above year female students, all first year female students take assertiveness training and all third year female students take research method were among affirmative action type. But there are not broad- based data regarding gender issues at Debre Brehan University. Moreover, persistent educational equality for the target group is said to be

effective if and only if it produce results in providing equal opportunity in learning. Thus unless the access to higher learning education produce sustainable achievement, any form of affirmative action program is worthless and such mysterious situations call for critical analysis of various contextual factors promoted in the form of intervention. Thus, this study plan to answer the following basic questions;

1. Is there policy framework for affirmative action at Debre Brehan University? If there is what are its provisions?
2. What are the beliefs and attitude of students and instructors and other practitioners at the University concerning affirmative action for girl's education?
3. What is the practice of affirmative action for girls' education at the University? What has been achieved so far?
4. What are the major challenges in promoting affirmative action program and educational equity at the University?
5. Is there a need for strengthening affirmative action in the university? If there is, what are the possible strategies to do this?

1.3. Objective of the Study

1.3.1. General objective

The main objective of this research is to assess the affirmative action practice, challenges and prospects to enhance the education of the girls at Debre Brehan University.

1.3.2 .Specific objective

- ✓ To assess the current policy frameworks
- ✓ To classify the practice of affirmative action program, which supports females students at University
- ✓ To identify the challenges faced during implementation of affirmative policy.
- ✓ To assess attitude of instructors and female students toward affirmative action.

- ✓ To review if there is a need for affirmative action improvement and to suggest possible suggestion for improvement

1.4. Significances of the Study

The finding of this study may help the government policy makers to identify the current practice of affirmative action on female education; to meet the millennium development goals, education for all and other national and international program, to identify challenges that practitioner face during the implementation of affirmative action and to make informed decisions while setting policy framework and intervention to be implemented in higher education. Higher education institute is also benefited from the study in that the results help them to design strategies to best implement affirmative action to enhance female student's academic achievement. Furthermore, Women's Ministry, Women organizations and other organization who are working on women's affairs and NGOs will use.

1.5. Delimitation of the Study

The scope of the study is delimited to Debre Brehan University female Students during the academic year 2010/11 and it mainly focuses on assessing the practice, challenges and panorama of affirmative action practice in the university. This is for two main reasons. The first is the university is newly established and has many female students it is possible to see gender equity and grounds of policy in the university and because of time limit.

1.6. Limitation of the study

There is some factors impeded the study not be successful as aimed and presented in the proposal. These are: Getting relevant and recent literature was a drawback of the study. Particularly, the scarcity of literature related to the Ethiopian situation is believed to have limited the richness of the study. The other limitation is that the severe time shortage was a great constraint in moving forward according to schedule. For scarcity of literature the

research use electronic database and by communicating some university and organization working on gender issue researcher tried to find some relaxant literature. For shortage of time the researcher use at most of her time and edition was held by different people in order to save the researcher time to read many time.

1.7. Operational Definition of Terms

Access: Enrollment of students

Affirmative action: A program designed to eliminate existing, past and present discrimination, to remedy remaining past and present bias based on sex at different levels of education to promote gender equity and equality.

Discrimination: Unfair treatment of individuals or groups based on sex

Gender equality: Equal valuing of similarity and difference of male and female and their roles

Gender equity: Fairness of treatment of male and female, according to their respective need

Higher educational institute: University or institution offer degrees or equivalents program

1.8 Organization of the Study

This study is organized in five chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, methodology, and definition of key terms. The second chapter, which follows, describes literature review. The third chapter deals with description of study area. The fourth chapter is concerned with the presentation and analysis of data. The final chapter presents summary of the findings, the conclusion and recommendations.

CHAPTER TWO

2. Review of Related Literature

2.1 Historical Background of Female Education

Ethiopia has a long and rich history of educational traditions. Indigenous education was offered by all ethnic and linguistic groups and remains an important transmitter of cultural identity from one generation to the next. It aims at instilling in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values. Many studies have shown that the cornerstone for the development of education is religious-worship (Pankhurst cited in Ager, 2002). The church organizations taught their followers both males & females the basic education, particularly how to read and write the bible. Reading a bible, therefore, was one of the first schools for girls' education. The themes of their education were many and were related to their domestic role with an emphasis on housewifery and other domestic subjects so that they would become good maids and mothers (Ibid). These imply that women were not involved in all types of educational program and course of study in the earliest period of times. Furthermore, females' education was influenced by macro and micro-level of determinants including societal and school characteristics as well as family's background (UNESCO, 1970 cited in Ager, 2002).

Female education is hampered mainly by sexual division of labor, which confines girls to household activities; by early marriage, by the unfavorable societal attitude towards the education of girls; and by the restriction on their physical movements in relation to the distance of the school from their homes. Parents particularly the resource poor would rather invest in their sons, because boys are perceived as bread winners and support for old parents, while girls are preferably employed at the household (National Committee for Traditional

Practices Eradication [NCTPE], cited in Japan International Cooperation Agency [JICA], 2006). Because of this, educational opportunities for girls remain distinctly below those open to boys. Disparities in education between females and males have been prevalent in almost all societies and all times; such disparities existed even in those societies that placed a high value on learning including Classical. However, after a long period of time, gender inequalities, particularly in the aspect of education, has been given serious attention in the world especially in developing countries. For instance, in recent decades, (National Committee for Traditional Practices Eradication [NCTPE], cited in Japan International Cooperation Agency [JICA], 2006), the Middle East and North American countries have much progress in the area of female education.

2.2 Gender and Education

The term gender refers to identification of an individual as male or female in terms of their behavior depends 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 know that personality behavior and abilities are the result of differential socialization process (Wendimagegn, 2010). The learned behaviors and attitudes, roles and activities of sexes through socialization processes 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 & kevane, cited in Wendimagegn, 2010). Thus gender issue concerned with inequality between women and men and with the action to be taken to correct that imbalance.

As (Delamont cited in Fekadu, 2007) mentioned 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 granted, 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 (Leach, 2004; Fangerlind & Saha, 1989, cited in Wendimagegn, 2010).

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 whenever 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 underlie them (Clayton & Crosby 2001). According to Coetzec affirmative action is defined as follows: "Affirmative action is a positive measure to increase representative of previously under- represented group" (Coetzec, cited in Clayton & Crosby, 2001).

Mechel Rosenfeld, Quoting Greenwalt, defines affirmative action as:"... a phrase that refers to attempts to bring members of underrepresented groups, usually groups that have suffered discrimination, into a higher degree of participation in same beneficial programs". (Bhikhu

Parekh, 1992 cited in Mekonnen, 2010) who uses positive discrimination instead of affirmative action describes it as "A comprehensive and well-thought out program of action for disadvantaged group involving multiple strategies to tackle the diverse but, interrelated causes of their disadvantage".

Some scholars were defining affirmative action as mechanism to eliminate discrimination. For example, Gyneth pitt define affirmative action as a policies or programs that are designed to eliminate invisible as well as visible discrimination and to encourage underrepresented group to reach a situation where they are more likely to be the best candidate for the post or place(pitt, cited in Mekonnen, 2010).

2.4 Evolution and Development of Affirmative Action

Identify the exact time of the evolution of the concept of affirmative action difficult, though many (Rai & Critzer, 2000; Mickelson, 2002; Nelson et al, 1993; Finkelman, 2004; Leonard, 1986 cited in Fekadu, 2007; Wendimagegn, 2010) documented that the concept originated and developed in USA. According to the discussions of these scholars, affirmative action is policies used in the USA to increase opportunities for minorities by favoring them in hiring and promotion; college demission and the awarding of the government contracts. Depending upon the situation; minorities might includes any underrepresented group, especially one defined by race, ethnicity, or gender. Generally, affirmative action has been under taken by government, 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 the society as a whole(Finkelman cited in Fekadu,2007).

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.

According to literatures, the term "affirmative action" was first was first used by President John F. Kennedy in 1961. Executive order designed to encourage contracts on projects financed with federal funds to racially integrated their work forces Kennedy's executive order declared that "Federal contractors should take affirmative action to ensure that applicants are employed and employees are treated during their employment without regard to race, creed, color or national origin" (Executive order number 10925 on March, 1961) quoted by (Emezart cited on Fekadu, 2007). The Issuance of title VII as a part of the civil rights Act empowered the courts in the USA to authorize affirmative action remedies in the face of an international action of unlawful employment practice and to play a significant role in the development of the concept during the decades to follow (Emezart, cited in Fekadu, 2007).

According to the same source the concepts spread and gained acceptance in other countries like Canada, Australia, India, and South Africa. These countries have incorporated affirmative action in their constitutions. However, in some countries like England its development was hindered by state policies that looked up affirmative action with disfavor.

2.5. Affirmative Action in Ethiopia

Affirmative action in Ethiopia is in a stage of infancy when it is compared to USA and India as well as many other African countries. It has been used for more than decade. As a result, there is shortage of literature on this issue in our country and research has not conducted on the issue. The issue of Affirmative practiced on the bases of regional disadvantaged group

rather than gender based and not well organized before the policy of affirmative action is stated in the constitution. The affirmative action policy was clearly stated in Ethiopian Federal Democratic republic constitution on article 35:3FDRE (1995).

After the policy has practiced after 1995, all government organization and higher educational institution have started to implement the policy and female students were also start enjoying their right and the higher educational institutions were also enjoyed higher number of female students in the compound. Female were admitted to higher education institute after completing preparatory class by a 0.2 lower grade point in their EGSECE GPA than male students. For example as stated by Selamawit (2007) the cut-off point in three different years at 1996, 1997 and 1998 E.C it was 2.2, 2.25 and 2.29 for female and 2.4, 2.5 and 2.57 for male students respectively.

In Ethiopia a large difference has been shown between women and men enrollment at all levels. In addition to this the majority of the women enrolled in social science fields of study. To compromise this situation, and increase the participation of women in deferent fields of study and allowed to enter with lower score than required for male students. Hence, 20% of the places at different departments have been reserved for female students (Belyou, 2005 cited by Selamawit, 2007).

2.6 Affirmative Action in Education

According to the definitions of affirmative action given in this section earlier, affirmative action in education refers to policies and program designed to advance equality of educational opportunity for individuals from groups that are suffered systematic historical discrimination. (Mickelson, cited in Wendimagegn, 2010) mentions that affirmative action

practices employed by educational institutions includes (1) those that seek out candidates from underrepresented groups and recruited them to apply for admission, for faculty positions and for scholarship, (2) those that, given a pool of candidates with comparable credentials, hire, admit; or award scholarships to individuals from underrepresented groups; and (3) those that utilizing separate performance standards or criteria, hire, admit and award scholarship from inadequately represented groups. These clearly reveals 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 including members of certain ethnic, racial, and gender groups, social classes and people with physically disabilities (Mickelson, 2002, cited in Fekadu, 2007). In tertiary education although a number of universities have sought diverse students bodies (typically on geographic and religious dimensions) through some form of preferential admission for very long time (Bown & Bok, 1998; Rudenstine, 1996; Meckelson, et al 2002; cited in Fekadu, 2007).

What is commonly understood as affirmative action in higher education is rooted in the 1964 civil Right Act that bars discrimination based on race. In 1965 president Lyndon Johnson specifically outlined the rationale underlying racial preferences in education during a speech at Howard University (Meckelson, 2002; Rai & Critzer, 2000; Finkelman, 2004 cited in Wendimagegn, 2010). According to the same sources, in the decades following President Johnson's initiatives many public and private universities developed affirmative action plan eventually expanding them to faculty recruitment as well. Over all these initiative were responses to the changing social climate, the political pressure forming the Civil Right and students Movement, and legitimatize action and judicial rulings requiring diversification of student's bodies and faculties. As a result of these efforts the enrollment of students from

increased so to the faculty members (Meckelson, 2002; Rai & Critzer, 2000; Leonard, 1986 cited in Fekadu, 2007).

2.7. Types of Affirmative Action Programs

Types of the programs to be provided differ in accordance with the nature and problem of the beneficiaries. The common ones are programs, which are ascribed to education to education, employment, health services, etc. Thus, a few of them are as follows:

I. The quota system

It is a system of allotting a number of positions for members of the minority groups and doesn't permit the majority to compete the place. It is said to be most controversial of all types. This is because it excludes members of the majority from the participation in some segment of an educational institution's admission program (polyvious, cited in Tariku, 2007).

II. The setting of goals

This type of affirmative action program allows educators and admission officers to take race or ethnic origin in to account (with many other factors). But, it does not reserve a number of positions for members of minority groups (polyvious, cited in Tariku, 2007; Wendimagegn, 2010). Such a preference is, as (O'Nel, 1971, cited in Tariku, 2007) described just "tipping the balance in favor of one student rather than another when all other factors are roughly equal." As prominent critics argued, this type of affirmative action program is more preferable than quota. This is because it is more flexible and considered as the mildest form of preference since some choice must be made (between students of roughly equal qualification) and it is technically accurate to classify as preference the criterion by which the tie is broken (O'Nel, 1971, Cited in Tariku, 2007).

III. Other options

As (O'Neil, 1971 cited by Tariku, 2007) suggested there are also other options between the quota system and the setting of goals such as admitting applicants on the basis of certain qualifications that others do not share. Moreover, admitting students who are below usual standards in a particular area, and supplementing the regular curriculum with offerings designed to remedy the deficiency is taken as an option. Further, as an option, to take barriers elimination measures such as workplace notices and other documentation provided in languages other than the dominant language is helpful to create an opportunity for disadvantaged (Faundez, 1994, cited in Tariku, 2007)

2.8 Coverage of the Program

The issue of coverage is as to which sector of the economy is covered by such a program, that is, public or private. Most countries implement affirmative action in the public sector and some implement such programs both in public and the private sector (Faundez, 1994, cited by Tariku, 2007). For example in India and Malaysia employment preference are almost exclusively on the public sector. However, in some states of India, the government tries to persuade private employer's voluntarily to grant preferential treatment to certain groups similarly in Malaysia, the government uses regulatory powers indirectly to increase employment opportunities in the private sectors (Faundez, 1994 cited by Tariku, 2007). In other countries like USA, Canada and Australia the programs cover both sectors. Thus, through the sociopolitical nature of the country determines the coverage, the program is not solely limited to public sector; it also extends to private sector. In Ethiopia affirmative action is implemented over several years in various sectors including education. More over it has been providing indescribable result in remedying past error plus bringing equity in all sectors. The program covers both private and public sector like other countries.

2.9 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 more hot and debating. Many proponents view affirmative action as a landmark; many opponents see it as a millstone and many others regarded it as both or neither. Thus to understand the underlying evidences, to argue for or against, it is imperative to see the justifications behind their stand.

2.9.1 Argument for Affirmative Action

Proponents who argue for affirmative action enumerate a number of justifications about its importance. Among these, some of them are as follows:

i. It is Compensatory Justice

A compensatory justice focuses on victim who has been injured and assumes the injuries some form of redress. According to the supporters of the idea, the individuals or groups who committed and / or contributed to the injury must pay compensation (Faundez, 1994, cited in Tariku, 2007). The argument goes on; affirmative action measure is taken as a form of reparation to benefit members of the group who have been discriminated on account of their race, gender, ethnic group, etc. the differential treatment is not based on irrelevant characteristics however, on the fact that member of the group were treated unfairly because of their race, sex, color, etc (With emphasize) (Ibid).

The scholars who argue for affirmative action view the program as a 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 group. So, the advocates call for the compensation of benefits and resources to members of such as group for the harms suffered by them in the past (Mickelson, 2002, cited in Fekadu, 2007).

ii. **It Creates Opportunities**

The justification of that affirmative action creates conditions of equal opportunity so that all people may compete on the basis of equality. It also argues that affirmative action satisfies some of the present social status and advances welfare (polyvious, 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 (Ibid).

As Cose point out "Americans are, indeed, in the habit of vigorously resisting civil rights initiatives and then pronouncing them failures" (Cose, 1997:174, cited in Rosado, 2003) prior to affirmative action women and people of color were kept out of the playing field of economic and academic competition. As a result of affirmative action they have been given access to the track. As (Meckelson, 2002, cited in Fekadu, 2007) mentions affirmative action is a protection necessary to deal with the persistent race and gender barriers to equal educational opportunities. He argues that the absence of an equal start stands at the heart of the continuing educational discrimination that affirmative action seeks to remedy.

iii. **It is Transformative**

The scholar argument is that affirmative action can be transformative because exclusivity and diversity in higher education strengthen who attend them and ultimately- society (Meckelson, 2002, cited in Fekadu, 2007). He argues that diversity that students bring to campus makes for a more dynamic intellectual environment and wider experience. He further mention that affirmative action practice can be transformative because they allow majority group members to interact with diverse students in situations of mutuality, cooperation and equal status-conditions that makes possible reductions in racism and sexism(Ibid). (Dworkin, 2002, cited in Yu, 2005) argued that by increasing the number of Blacks on campus, affirmative action

enriches the educational opportunities of other students, including Whites. A diversified learning environment will better prepare 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.

2.9.2 Arguments against Affirmative Action

Like the proponents of affirmative action, people who argue against affirmative also have their own justifications and following are some of them.

i. The Argument of Reverse Discrimination

This argument has a sense of objection against affirmative action programs since it considers a dream of trying to cure discrimination with discrimination which, according to them, is in effective (Seabry, 1972, cited in Tariku, 2007). The critics of affirmative action generally argue that discrimination either present or past now play a relatively small role in the determination of educational and employment differences across race and gender groups. Instead, they point to weaknesses in early family and school environments that continue to generate low skills among underrepresented minorities, which in turn generate lower representation and poorer performance in highly-paid jobs and university positions for these groups (Thernstrom & Thernstrom, cited in Holzer & Neumark, 2006). Some scholars like Larmer also agree with the idea of Thernstrom and Thernstrom and argue that discrimination either present or past now plays a relatively small role in determination of educational and employment differences across race and gender groups (Larmer, 1996, cited in Selamawit, 2007).

The proponent of argument suggests if everyone is to be treated equally, the argument goes, and the individuals or groups should be given special treatment. On country, proponents affirmative action argue that most effective way to cure society of exclusionary practice is to make special efforts at inclusion, which is exactly what affirmative action does. Opponents to affirmative action believe that the process leads to reverse discrimination, and that it leads to hiring people based on race, gender, etc., rather than merit. They argue that affirmative action actually makes people more biased against each other, as it increases the sense of "us versus them" (Melissa, 1998). Affirmative action itself violates the principle of equal opportunity; thus the use of racial discrimination to fight racial discrimination seems to be illogical and beyond reason. Because affirmative action is perceived to be reverse discrimination, it is clear that the solution is no better than the problem it is trying to overcome. The critics are saying that AA has the same elements of prejudice and stereotyping as racial discrimination, except that the majority, and 'superior' race or group, is now the victim (Ayob).

ii. The Problem of Dropping Self- esteem

The assumption here is that affirmative action tries to help those who are hopeless, rather than redress structural inequalities. For instance, (Thomas, 1990, cited in Tariku, 2007) has long argued that affirmative action ultimately harms the discriminated by reinforcing the idea in themselves and in society at large that they are social victims. In this light, even people of color or women reach a goal without the help of societal policies, their achievement are diminished and discredited (Ibid). Some also argue affirmative action as damaging to minorities or results beneficiaries in self doubt. They claimed that affirmative action has an implication for the beneficiaries that they cannot compete with non beneficiaries equally. They extended their statement that it also accelerates discrimination. However, these claims

generally lack evidences (Leonar, 1986; Mickelson, 2002; Rai & Critzer, 2000; cited in Fekadu, 2007).

Therefore, affirmative action, according to the arguers subjects the beneficiaries to stigmatization and inferiority complex and there by encourages prejudice among those who benefited from previous unfair treatment (Clayton and Crosby, 1992; Wilson, 1993; cited in Fekadu, 2007).

iii. The Problem of Favoring Unqualified Candidates Over Qualified Candidate

Those who argue against affirmative action believe that the program selects individuals who are none better than others in qualification. Further, "Equality of opportunities" stated (Roche, 1974 cited in Tariku, 2007), has been set aside in favor of equality of result, thus denying the whole basis of professional qualification of individual achievement. Some critics also believe that affirmative action unfairly displaces more qualified applicant with less qualified members of protected groups (Meckelson, 2002 cited by Fekadu, 2007). As Siyden made a similar point when he said affirmative action had compelled academic to hire unqualified women, and to discriminate against qualified men (Siyden Hook, 1971, cited in Tariku, 2007).

iv. The Problem of Over Inclusiveness

Opponents of affirmative action argue that some have either not suffered or have overcome relevant discrimination. However, they claim in the name of groups under the umbrella of ethnic origin, color, sex, etc to deserve preferential treatment (polyvious, 1980, cited by Tariku, 2007). Therefore, they suggest individuals economic on social status should have an upper hand rather than serving the enabled ones at the cost of the disadvantaged group.

Generally, the solution to the affirmative action debate or debacle is to base the program, not on group conditions but on individual need. Just because one is Black, female or of Latino heritage does not automatically mean that one is at a disadvantage. Many an African-American person, or Asian-American, or Latino is doing quite well in this country, and should not be judged as disadvantaged and automatically deserving of affirmative action programs, simply because of their color, race, national origin or gender (Rosado, 2003). The Arguments given can be generalized by one of the American scholar Claud Anderson suggestions in his book entitled Black Labor, White Wealth, "The only way America will ever be color-blind is if everyone literally lost their sight". As long as racism continues to be a structural reality of American society, all talk of affirmative action as reverse discrimination is an "in-your-face" form of hypocrisy, since racism is nothing less than preferential treatment based on affirmative action for Whites. First get rid of racism then come and talk about removing affirmative action and creating a color-blind society. Racism is so much a part of the social fabric of American society that, as (Claud, 1994:55, cited in Rosado, 2003).

2.10 Constitutional Recognition and Implementation of Affirmative Action Programs and Women Issue in Ethiopia

The 1931 constitution is said to be a crude experimentation of written constitution. It seems, rather than creating a limited monarchy; the constitution gave all sovereign power to the emperor and considered 'citizens' mere 'subjects'. Therefore, the constitution had no equal protection clause or right against discrimination. However, the 1995- revised constitution incorporates two important elements, which provide the right to equality and right against discrimination.

Article 25: All persons shall be equal before the law and shall be entitled to equal protection of the law without any discrimination whatsoever. All persons shall be

entitled to equal and adequate guarantees without distinction of any kind such as race, nation, nationality, color, sex, language, religion, political or social origin, property, birth or other status

Article 38: Every citizen, without distinction on the basis of race, color, nation, nationality, sex, language, religion, political or other opinion, or discrimination based on any other status shall have the right to enjoy the all civil right

The Federal Constitution of 1995 has unshelled the age old discriminatory laws and practices. This constitution in its different Article took a historic measure on gender equality in a country where history vexed with traditions and religious matters made women to suffer due to their sex yet, it neglected certain social groups who were at disadvantaged because of historic imbalance made on them.

Article 35(1): Women shall have equal rights with men in the enjoyment of the rights and protections guaranteed by this Constitution to all Ethiopians.

(3) Considering that women have traditionally been viewed with inferiority and are discriminated against, they have the right to the benefit of affirmative action undertaken for the purpose of introducing corrective changes to such heritage. The aim of such measures is to ensure that special attention is given to enabling women to participate and compete equally with men in the political, economic and social fields both within public and private organizations.

(8) Women shall have the right of access to education and information on family planning and the capability to benefit thereby so as to protect their good health and prevent health hazards resulting from child birth

Explicitly, the general equality right of the articles provided the necessary of affirmative measures so as to support in area of education, employment and training. The advancement of 1995 constitution has shown recognition of affirmative measures and treatment to some section of the society. Education has been highly politicized over the past three Ethiopian regimes, with schools promoting government ideology but also providing a home for political unrest. The Ethiopian federal constitution has also provided article which support and concern education.

Article 90 (1) **Every Ethiopian shall be entitled, within the limits of the country's resources, to food, clean water, shelter, health, education and security of pension.**

2.11 The Value and Relevance of Higher Education for Women

Girls' education is a human right, provides economic and social benefits, and is an international objective (Birdsall, Levine & Ibrahim 2005, cited in World Bank, 2008). There is no doubt that education has social and economic benefits for the general public and private individuals. However, according to World Bank report (2008) many children today are completing primary, and even secondary, school without acquiring basic reading, writing, and arithmetic skills. Improving the quality of education not only improves individual children's quality of life, it also promotes economic growth (World Bank, 2008). Encouraging greater female participation in labor markets worldwide will thus lead to gains in productivity. Higher education is crucial for the production of vital human resources, such as teachers, healthcare professionals, lawyers, engineers, managers, businessmen, and researchers critical for socio-economic development of a nation. Furthermore, higher education is a center for knowledge and skills creation, adaptation and dissemination. It also plays a significant role in providing relevant and quality community and public services.

Higher education is therefore critical for economic progress, political stability and peace, as well as building democratic culture and cohesive societies (Teshom, 2005). Nowadays the benefits of higher education to the wider public interest gains to the society and the economy, rather than the individual are now becoming to be accepted and acclaimed. This of course has been properly appreciated in developed countries such as United States where it is estimated that women capital is three capitals (Kwesiga, cited by Fekadu, 2007). According to the same sources it was only in the 2000 that World Bank began to recognize the importance of higher education in developing countries. The efficiency theory of development held and promoted by the World Bank and The International Monitory Fund (IMF) currently dictates the basic education should receive more attention than higher education. The argument being that the former has higher social returns while the later benefits the individual more (Kwesiga, 2002; cited in Fekadu, 2007).

The focus on basic education is an unwelcome trend in the age of knowledge based economies; the skill required can only comes from higher education. More over, it would be futile to focus on one level of education without planning for those that come below and above it and it is important to take account of the influence of higher education on the rest of the education system. Since the introduction of western education in Africa, educators and some parents saw little need for women to go beyond basic level of formal education. Many people still believe this to be so (Kwesiga, 2000; Leach, 2004; Asiedu & Lien, 2005; Tackie et al, 2005; cited in Fekadu, 2007). Kwesiga strongly argues against this believe as;

> Basic education enables someone to carry out routine activities and orders to implement policies devised by professional. On the other hand, higher education is associated with taking decisions, managing other or working independently.

> Those who cannot take up higher education therefore, remain in the managed group and they are very likely to be women (Kwesiga, cited in Fekadu, 2007)

She extends her argument that it is only with higher education women can move from their traditional lower level types of employment and take up since, mathematic and technology based occupations. The discussion and arguments of several scholars including J.C. Kwesiga clearly reveal the value of higher education for women.

Higher education for women which can be seen from functional, cultural and social benefits is important in improving women's general status, objective judgment broader views, more ability to tackle problems improved rational thinking, increased political awareness and many more. In order to be full contributors' women must also be beneficiaries of all functional, cultural and social transmission channels including higher education.

CHAPTER THREE

3.1. RESEARCH DESIGN AND METHODOLOGY

In this chapter, the methodological structure of the research is presented. This part of the study addressed populations and samples of the study, method of data collection, data gathering tools, sampling procedures, and the data analysis techniques. Descriptive survey method was employed for the research with the assumption that it could help to get an understanding of the current state of the problem under investigation by examining and describing. The study involved both quantitative and qualitative research methods. Basically, quantitative research design was employed and qualitative used to supplement the quantitative with purpose ascertaining the practice and challenges of affirmative action program. Questionnaires and interviews were employed to collect data from participants.

3.2 Data Source, Population and Sample of the Study

To collect reliable information, primary type of data sources was used. The primary sources were collected from participants of the study: female students, instructors and gender issue experts, dean of students and university officials of Debre Brehan University. All second and third year female undergraduate students were selected for the reason that their long stay in university might have made them clearly understand the practice of affirmative action in the institution and the challenges or problem that the practitioners face. Instructors and gender issue experts was involved because they have close relation to affirmative action programs as implementers. University official or decision makers are also included in the population for the reason that they are practitioner as well as decision maker over the affirmative action program.

The target population of this study were all second and third year female undergraduate students, all university instructors, gender office experts and university officials. In 2010/11, the university is teaching 1037 female students in various programs excluding new entry. Populations of the study were instructors, gender issue experts, university leaders and dean of student. Table one portrays the population and sample of the research participants.

Table: 1 Population and Sample of the subjects

S.No	Subject	Category	No	Total	Sample
1	Female students	2nd	337	1037	257
		3rd	820		
2	Instructors	Male	354	390	102
		Female	36		
3	Gender issue experts	Female	2	2	2
4	University leaders	Male	3	1	1
5	Dean of students	Male	1	1	1
				1434	363

3. 3 Sampling Procedures

The total sample sizes for study was 25% (363) of the population as proposed by Suter (2006), large sample size by itself is not impressive. If research compares entire School or class room (opposed to individual students), the recommended size for rigorous evidence is 25 to 30 percent school, class room in each group to achieve best representative sample for the study (Suter, 2006). The total population for the study is 1434 and it was stratified into four categories i.e., female students, Instructors, gender experts and Leaders. From each stratum proportional number of participants based on size was selected using simple random sampling technique.

The seven faculties were used as strata to facilitate the sampling procedure and to insure the proper representation. Accordingly, faculties were selected from the current lists of faculty.

The sampled faculties were then further stratified into 2nd and 3rd year students to ensure the representativeness and to include different opinion from different experience of female students due to their stay in the university. Then simple random sampling was used to select female students from the representative faculties and year level students.

The same procedure was employed to sample instructors. Primarily, stratified sampling was employed on the basis of faculty and gender. Finally, simple random sampling was used to select representatives from instructors. Gender office experts, dean of students and university leaders were selected using purposive sampling, in order to include the opinion of practitioner and decision makers.

3.4. Data Collection Instruments

3.4.1. Questionnaire

The importance of questionnaires to collect authentic information is stated in the following terms" it is used when factual information is desired" Best and Kahan, (1989). Both open and closed ended form questionnaire was prepared and administered for instructors and female students. For the female students 4 sets of questions were prepared. Each set consists of independent items. The questionnaires include background information, female students' attitude towards affirmative action program, adequacy of orientation and sufficiency of support service, nature and implementation of affirmative action and practical problem of affirmative action program. Moreover, most of closed-ended forms have open- ended or unrestricted items of responses to further consolidate the response required. Concerning instructors, two sets of questions prepared. The questionnaire contain background information of instructors and overall issues on affirmative action practice, challenges, their attitude toward the program, factors of female students' academic performance and

suggestions regarding the improvement of affirmative action to promote equity in education. Like students questions, the instructor's also contain both forms of questions; open and closed ended questionnaires, of course, highly interrelated. All items in this study were constructed by the researcher on the basis of theoretical and empirical grounds about practices of affirmative action, challenges, factors affecting female student's academic performance and implementation of the program.

3.4.2. Interview

Interview is an instrument; the subjects give the needed information face-to- face instead of writing the response. An open form question were sought to exploit greater depth of response since the participants was encouraged to answer in their own words at some length. These questions in general were prepared to dig out more information to corroborate results secured through questionnaire. Thus interview was conducted with university officials, dean of student and gender office experts. The results of this interview were used to substantiate the result gathered through questionnaire. Interview guide was prepared to facilitate the interview process on issue concerning female student's affirmative action implementation and challenges they face during the implementation and decision making and finally the participant suggest some mechanism to solve the problem and means to implement affirmative action and promote girls education.

3.5. Pilot study

To measure face validity and to avoid ambiguity in language construction different procedures was employed. Thus, the instrument which is initially prepared were given to advisor in order to comment the extent to which the items were appropriate in securing relevant information for the research, and then after amendment is made based on the feedback obtained from the advisor. Furthermore, to check quality of the instrument a pilot

test was carried out in Ambo University which has the same status and examined by two university English language instructors in order to avoid error or ambiguousness related to language. Therefore, the questionnaires were cleaned, error and ambiguous item was removed and items were organized in order to use it to collect data and finally the data were collected.

3.6. Data Management and Analysis

Each questionnaire was checked for completeness, missing values and unlikely response was cleaned manually. The clean data were analyzed using SPSS 15 program. Percentage and frequency was used in the description of background information and chi-square test was used to see whether there is a difference between responses of different groups for the similar items. The interview data and open ended data were organized in to themes and were analyzed qualitatively. The data collected from female students and teachers were analyzed using percentage and frequency and chi- square was calculated using SPSS version 15. In the result part the researcher only use agree, undecided and disagree in order to clarify properly the results; however the table presents all five scales used during data collection. And these results were interpreted and meaning was given in the discussion part. Open-ended questions' responses were collected and categorized in to similar themes. The interview was used to supplement the quantitative data. The level of significance used for this research was (α=0.05) or 95% confidence interval.

3.7. Ethical considerations

The study participants were briefed about the purpose of the study before an informed consent is obtained and questionnaire was administered. Moreover, the study participants were assured about the confidentiality, protection and anonymity of data.

CHAPTER FOUR

4. Presentation and Analysis of Data Result

This chapter deals with presentation, analysis and interpretation of data that were collected through various instruments. Questionnaire data were analyzed using percentage, frequency and chi- square test. Interview data were analyzed by describing in words and directly quoting and including in the discussion part and data obtained from open ended items were analyzed by organizing into similar themes and counted in order to see the frequency of the responses.

4.1. Background Characteristics Respondents

Table: 2 Characteristic of Sampled Instructors' by Sex, Qualification, Teaching Experience and Faculty

No	Items		Respondent Female Students	
			No	%
1	Sex	Female	22	21.6
		Male	80	78.4
	Total		**102**	**100**
2	Qualification	BA, BSc, Bed	55	53.9
		MA, MSC, Med	45	44.1
		PHD	1	1.0
		Others	1	1.0
	Total		**257**	**100**
3	Faculty	Natural and computational science	40	39.2
		Social science and humanity	18	17.6
		It and computer science	7	6.9
		Health science	5	4.9
		Engineering	7	6.9
		Business and Economic	19	18.6
		Agricultural science	6	5.9
	Total		**257**	**100**
2	Experience	<1 year	23	22.8
		1-5 Years	77	76.2
		>6 Years	1	1
	Total		**101**	**100**

The result obtained from the table 2 indicated the instructors' sample of study in terms of gender, qualification, Faculty of teachers, and Year of experience. The above table revealed that the number of female instructors is very few. These contradict with the view that

presence of more female teacher could have been a strategy to encourage females' participation in education sector apart from providing positive role models to young girls. As the table indicate (21.6 %) of female instructor and (78.4%) were male instructors. The sample of the study in terms of qualification is presented and showed that 53.9 % of instructors were BA/BSc/ BEd holder as well as 44.1% was MSc/ MA/ Med holder and 1.0% and 1.0% PhD and other qualification holder respectively. Nevertheless, according to ministry of education, higher education institutions at least have to entertain 20%, 50% and 30% of first degree, second degree, and PhD holder respectively. Thus the university has a huge assignment with regard to teacher educators' qualification. Similarly 22.8% of the sample contains less than one year experience, while 76.2% constitute 1- 5 years experience since its opening (1999E.C.) and 1.0% of greater than 6 years experience. Concerning the instructor distribution among faculty found in Debre Brehan university is constitute in the study Natural and Computational Science constitute 39.2%, Social Science and Humanity 17.6%, IT and Computer Science 6.9%, Health Science 4.9%, Engineering 6.9%, Business and Economics 18.6% , Agricultural Science 5.9% of the total sample.

Table: 3 Characteristics of Sampled Students in terms of Age, Year level, and Facility

No	Items		Respondent Female Students	
			No	%
1	Age Range	<19- 22 years	229	89.1
		22—30 years	27	10.5
		30 years and Above	1	0.4
	Total		**257**	**100**
2	Year Level	2nd –Year	112	43.6
		3rd –Year	145	56.4
	Total		**257**	**100**
3	Faculty	Natural and computational science	88	34.2
		Social science and humanity	33	12.8
		It and computer science	12	4.7
		Health science	40	15.6
		Engineering	6	2.3
		Business and Economic	60	23.3
		Agricultural science	18	7.0
	Total		257	100

As can be read from the table 3, the distribution of female students by their age the greater part 229(89.1%) of the participants is between the age of <19- 22 years, while 27(10.5%) and 1(0.4%) percent of the respondent is between age of 22-30 and above 30 years old students are constitute in the study. Similarly the distribution among batches 112(43.6%) and 145(56.4%) of the participants is constituted 2nd and 3rd year female students.

The distribution of female students among faculty at each faculty is by far different. For example, natural and computational science accounts 88(34.2%) of the total number of respondents. Social science and humanity constitute 33(12.8%) of the students out of total participant. IT and Computer Science, Health Science, Engineering and Business and Economic entertained 12(4.7%), 40(15.6%), 6(2.3%), and 60(23.3%) of the respondents respectively. Whereas 18(7.0%) of the respondents constitute agricultural science female students. Since their sampling is proportional to their distribution shows that large number of students are assigned to natural science specifically biology and other social science fields. Science and technology stream especially mathematic, IT and computer science, Engineering and physics have limited number of students. This seems as female students are still incorporate in the traditionally called "female" stream. This might have resulted because of the lack sufficient orientation on department choice.

4.2. Presentation of Result

Table: 4 Instructor's Response toward Attitude toward benefits Affirmative Action

NO	Items	Frequency stork percentage	Responses categories					Total	Chi- square ($\chi 2$) Value		
			SA	A	UD	D	SD		Pearson ($\chi 2$)	df	p-value
1	Affirmative action is compensation for backwardness of women because of culture that hinder their effort	Number	38	40	8	8	8	102	7.072	8	.529
		%	37.3	39.2	7.8	7.8	7.8	100			
2	Affirmative action encourages female students to take leadership position	Number	37	41	12	9	3	102	4.583	8	.801
		%	36.3	40.2	11.8	8.8	2.9	100			
3	Affirmative action enables women to use the country resources equally with men	Number	35	41	13	10	3	102	7.166	8	.519
		%	34.3	40.2	12.7	9.8	2.9	100			
4	Affirmative action is fair treatment	Number	28	36	21	9	8	102	10.497	8	.232
		%	27.5	35.3	20.6	8.8	7.8	100			
5	Affirmative action is appropriate means for society to discharge its obligation to those previously disadvantaged	Number	27	45	16	11	3	102	4.648	8	.794
		%	26.5	44.1	15.7	10.8	2.9	100			

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

Table 4 item number 1, the majority 78(76.5%), of the respondent agreed that affirmative action is compensation for backwardness of women because of culture that hinder their effort. Similarly, teachers in all experience levels similarly believed that affirmative action provides is compensation for backwardness of women because of culture the opinion of teachers was not significantly different among different years of experience level ($\chi 2$ =7.072, P>0.05). Most of the most teachers in all experience believe that affirmative action is a compensation of women backwardness because of previous culture that has been hindering their effort.

respectively. Similarly, teachers' perception toward affirmative action as appropriate means for society to discharge its obligation to those previously disadvantaged group. Teachers with all categories similarly believe it is appropriate. There is no significant difference among all categories of experience at ($\chi 2 = 4.648$, $p > 0.05$).

Table: 5 Instructor's Responses to Attitude toward psychological benefit of Affirmative Action

NO	Items	Frequency stork percentage	Responses categories					Total	Chi-square $\chi 2$		
			SA	A	UD	D	SD		Pearson ($\chi 2$)	df	p-value
	I believe affirmative action is a program which strengthens gender guidance and counseling service	Number	44	48	3	5	2	102	19.44	8	.013
		%	43.1	47.1	2.9	4.9	2.0	100			
2	Affirmative action promotes co-curricular activities related to gender issues	Number	31	55	15	1		102	7.069	6	.314
		%	30.4	53.9	14.7	1.0		100			
3	Affirmative action is means of re-examining current institutional policy and practice on gender inequality	Number	23	43	22	10	4	102	6.465	8	.595
		%	22.5	42.2	21.6	9.8	3.9	100			

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

From table 5, the majority 92(90.2 %) of the instructors agreed on the idea that affirmative action strength gender guidance and counseling service.

Chi- square test results reveal that there is a significant difference between instructors different year of experiences of instructors in perception toward items that said affirmative action strengthen gender guidance and counseling ($\chi 2 = 19.442$, P $P<0.05$). The majority (94.9%) of instructor who have 1-5 teaching experience believed on the ideas, and (73.9%) of them who have <1 teaching experience also feel the same way. Whereas (8.7%) of instructor

with experience of < 1 year believe it does not strength guidance and counseling service, no one perceived this way from teachers with 1-5 year of experience.

For item concerning affirmative action promote co-curricular activities on gender issue the majority 85(84.5%) of the respondent agreed that affirmative action promote co-curricular activities on gender issues. The results $\chi 2$ of item number 2 shows that promotion co-curricular activities related to gender, there is no evidence to reject the null hypotheses. At ($\chi 2$= 7.069, P>0.05) there is no significant difference between the experienced and less experienced instructors. Instructors with all categories of experience believe that affirmative action promotes co curricular activities related to gender.

With regard to affirmative action as a means of re-examining institutional policy the majority 66 (64.7%), of the respondent agreed that affirmative action is means of re-examining current institutional policy and practice on gender inequality.

Similarly, the $\chi 2$ results confirm that there is no significant difference in perception of instructors toward affirmative action help to examine institutional policy, there is no significant difference among the experienced and less experienced instructors ($\chi 2$= 6.465, p>0.05). Instructors with all experience levels perceived that affirmative action is means to re- examine institutional policy and practice.

Table: 6 Instructor's Responses toward Attitude to Negative Opinion toward Affirmative Action

NO	Items	Frequency stork percentage	Responses categories					Total	Chi-square (χ2)		
			SD	D	UD	A	SA		Pearson (χ2)	df	p-value
1	Affirmative action creates discrimination between male and female students	Number	19	28	20	17	18	102	7.985	8	.435
		%	18.6	27.5	19.6	16.7	17.6	100			
2	Implementing affirmative action in education sector minimize the learning efforts	Number	17	36	16	21	12	102	8.340	8	.401
		%	16.7	35.3	15.7	20.6	11.8	100			
3	affirmative action beneficiary students could not be competent with non-beneficiary	Number	20	32	18	26	6	102	5.305	8	.724
		%	19.6	31.6	17.6	25.6	5.9	100			
4	Affirmative action allows unqualified students admission to university	Number	16	32	16	20	18	102	12.398	8	.134
		%	15.7	31.4	15.7	19.6	17.6	100			
5	Affirmative action beneficiary students could not be successful	Number	28	38	11	20	5	102	7.962	8	.437
		%	27.5	37.3	10.8	19.6	4.9	100			
6	Affirmative action is selecting unqualified female over qualified men	Number	12	29	21	24	16	102	5.870	8	.662
		%	11.8	28.4	20.6	23.5	15.7	100			

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

As shown in the above table the respondent show their disagreement toward the issue, that the majority 47(46.1%) of the respondents disagree that affirmative action is not necessary in that, affirmative action creates discrimination between male and female students. There is no enough evidence to reject the null hypotheses regarding all items under negative opinion toward affirmative action. There is no significant relation between teacher opinion toward negative item and experience ($\chi2$= 7.985, P>0.05). Regarding whether affirmative action create discrimination between male and female students or not, there is no significant difference between instructors with different levels experience. Most of them believed that affirmative action does not create discrimination between students

Regarding Implementing affirmative action in education sector minimizes the learning efforts of female students, the majority 53(52.0%) of instructors disagreed that it minimize learning effort of female students. Similarly for item implementing affirmative action in education sector minimize learning efforts there is no enough evidence to reject null hypothesis. So, the conclusion is that there is no significant difference between instructors with all categories experience on the issue at ($\chi 2=8.340$, $p>0.05$). Teacher with All categories of teacher believed that implementing affirmative action does not minimize students learning effort.

With regarding affirmative action beneficiary students could not be competent with non-beneficiary, the majority 52(51.0%) of respondents disagreed that affirmative action beneficiary could not be competent. The majority of instructors believe that beneficiary could be competent with non beneficiary. With regard to opinion of instructor toward beneficiary of affirmative action there is no significant difference between less experienced and more experienced teachers ($\chi 2=5.305$, $p>0.05$). Teachers with all categories of experiences perceived that affirmative action beneficiary could not be competent with non beneficiary. Most of them perceive that they could compete.

Similarly, the majority 48(47.1%) of the respondents responded that affirmative action does not have negative impact. affirmative action allows unqualified students admission to university respectively. Concerning item that says affirmative action allows unqualified students admission to university. There is no significant difference between instructors with different categories of experience ($\chi 2=12.398$, $P>0.05$). All categories of teachers disagreed that affirmative action allows unqualified female admission to university

Similarly for the question affirmative action beneficiary students could not be successful, the majority of the respondent 66(64.7%) showed their disagreement that affirmative action disadvantaged beneficiary. There is no enough evidence to say there is significant difference between experienced and less experienced instructors ($\chi2=7.962$, $p>0.05$). Instructors with <1 year, 1-5 year and > 5 year experience perceive similarly about affirmative action beneficiary could not be successful and all categories believe affirmative action beneficiary could be successful.

For item number 6 the respondent both disagreed and agreed in almost similar rate of percent with 41(40.2%) disagreed and 40(39. 64) of the instructors the agreed that affirmative action is selecting unqualified female over qualified men. The $\chi2$ results reveals that there is no significant difference in perception of instructors toward item said that affirmative action is selecting unqualified female over qualified men, ($\chi2= 5.870$, df=8 , P> 0.05). The majority of instructors believe that affirmative action does not select less qualified female over more qualified male.

Table: 7 Female Responses Student's Attitude toward Benefit Affirmative Action

NO	Items	Frequency Stork Percentage	Responses categories					Total
			SA	A	UD	D	SD	
1	Affirmative Action is compensation for backwardness of women because of culture that hinder their effort	Number	126	84	18	11	18	257
		%	49.0	32.7	7.0	4.3	7.0	100
2	Affirmative action encourages female students to take leadership position	Number	122	88	26	12	9	257
		%	47.5	34.2	10.1	4.7	3.5	100
3	Affirmative Action enables women to use the country resources equally with men	Number	134	72	16	18	17	257
		%	52.1	28.3	6.2	7.0	6.6	100
4	Affirmative Action is appropriate means for society to discharge its obligation to those previously disadvantaged	Number	75	77	38	36	31	257
		%	29.2	30.0	14.8	14.8	12.1	100

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

From table 7, it shown that the majority 172(66.9%) and 210(81.2%) of the respondents agreed toward items which say 'affirmative action is compensation for backwardness of women because of culture that hider their effort' and 'affirmative action encourages female students to take leadership position' respectively.

Similarly majority of students responded that affirmative action enables women to use country resource equally with male. The majority 206(70.4%) and 152(59.2%) of the respondent agreed that affirmative action is appropriate means to discharge its obligation to those previously disadvantaged group items respectively.

Table: 8 Female Responses Student's Attitude toward Psychological Benefit of Affirmative Action

NO	Items	Frequency Stork Percentage	Responses categories					Total
			SA	A	UD	D	SD	
1	Affirmative action is a program which strengthens gender guidance and counseling service	Number	150	80	15	6	6	257
		%	58.4	31.1	5.8	2.3	2.3	100
2	Affirmative Action is means of re-examining current institutional policy and practice on gender inequality	Number	92	80	36	22	27	257
		%	35.8	31.1	14.0	8.6	10.5	100

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

The above table portrays about attitude of students toward extra chance for female. The greater part 230(89.6%) of the subjects agreed that affirmative action strengthen gender guidance and counseling service which strength female students academic and non academic matter.

Similarly the majority 172(66.9%) of the respondents agreed toward affirmative action is a means of re-examining institutional policy and practice related gender issue.

Table: 9 Female Responses Student's Attitude to Negative attitude toward Affirmative Action

NO	Items	Frequency Stork Percentage	Responses categories					Total
			SD	D	UD	A	SA	
1	Affirmative action creates discrimination between male and female students	Number	88	41	25	55	48	257
		%	34.2	16.0	9.7	21.4	18.7	100
2	Implementing affirmative action in education sector minimize the learning efforts	Number	54	82	30	33	58	257
		%	21.0	31.9	11.7	12.8	22.6	100
3	Affirmative action beneficiary students could not be competent with non-beneficiary	Number	62	62	42	55	36	257
		%	24.1	24.1	16.3	21.4	14.0	100
4	Affirmative action beneficiary students could not be successful	Number	100	47	40	45	25	257
		%	38.9	18.3	15.6	17.5	9.7	100
5	Affirmative action is selecting unqualified female over qualified men	Number	75	70	35	38	39	257
		%	29.2	27.2	13.6	14.8	15.2	100

Key = Strongly Agree- SA, Agree- A, Undecided-UD, Disagree-D, Strongly Disagree-SD

As the table 9 item number 1, reveals affirmative action create discrimination between male and female students 129 (50.2%) of the respondents disagreed, while 103(40.1%) of the participants agreed.

Similarly regarding items 2, 3 and 4 the majority 136(52.9%), 124(48.2%) and 147(57.2%) of the respondents were disagreed that implementing affirmative action in education sector minimize the learning efforts, affirmative action beneficiary could not compete with non-beneficiary, affirmative action beneficiary could not be successful, while only 91(35.4%), 91(35.4%) and 70(27.2%) of the participants agreed on the issue respectively. With regarding item number 5 of table 10 the majority 145(56.4%) of the respondent disagreed that

affirmative action is selecting unqualified female over qualified men, whereas 77(30.0%) of the respondents agreed on the same issue.

Table: 10 Instructor's Responses toward Psychological Help Affirmative Action practice

NO	Items	Frequency Stroke percentage	Responses categories			Total	Chi-square ($\chi 2$)		
			O	S	N		Pearson ($\chi 2$)	Df	p-value
1	Provision of assertiveness training for female students	Number	35	63	4	102	3.174	4	.529
		%	34.3	61.8	3.9	100			
2	Provision of guidance and counseling service during and after enrollment	Number	39	55	8	102	2.157	4	.707
		%	38.2	53.9	7.8	100			
3	Follow up mechanisms of problems faced by female students in and out of campus	Number	42	42	18	102	4.706	4	.319
		%	41.2	41.2	17.6	100			
4	Creation of conducive institutional environment for female students	Number	42	42	18	102	2.883	4	.578
		%	41.2	41.2	17.6	100			
5	Institutional commitment to respond and act accordingly to females harassment	Number	48	37	17	102	2.339	4	.674
		%	47.1	36.3	16.6	100			
6	There is awareness creation strategies and program	Number	28	52	22	102	1.478	4	.830
		%	27.5	51.0	21.5	100			

Key, Often- O, Sometime –S, Never-N

As exposed on the above table majority of the respondents 63(61.8%) said sometimes on issue concerning provision of assertiveness training for female students which is assumed to have major impact on their self confidence, whereas 35 (34.3%) of the participant said assertiveness training is provided often.

With regard to provision of assertiveness training most instructors in all three categories believe that assertiveness training was provided for female students sometimes. Regarding this issue there is no significant difference between instructors with different experience ($\chi 2$= 3.174, P>0.05).

Regarding item number 2, the above table disclose that 55(53.9%) of the participant agreed that guidance and counseling for female students during and after enrollment is provided sometimes, while 39(38.2%) of the participant said guidance and counseling is served often. Similarly the majority of instructors believe that gender guidance and counseling is practiced sometimes. There is no significant difference between instructors with< 1 year, 1-5 year and >5 year experience regarding the practice of guidance and counseling in the university ($\chi 2$= 2.157, P>0.05).

Similarly item number 3 from the above table portray that 42 (41.2%) of the respondents said often and similarly 42(41.2%) of them said sometimes on the availability of follow up mechanisms of problems faced by female students in and out of campus. The chi- square test for independence results shows that to see if there is a significant difference between the opinions of instructor toward availability of follow up mechanism in the university. The results depicts that there is no significant difference between the way instructors believe ($\chi 2$= 4.706, P>0.05). Most of them believe that the institution has followed up mechanism for problems female students face in and out of campus.

Issue concerning creating conducive institutional environment for female students 42(41.2%) of the instructor said practiced often and 42(41.2%) of the instructor said practiced sometimes with equal percentage. Correspondingly, there is no significant difference between instructors with different experience ($\chi 2$= 2.883, P>0.05). A good number of instructors believe that the institution was able to create conducive environment for female students.

Similarly the majority 48 (47.1%) of the respondent showed their agreement toward responses said institution is often committed to respond and act accordingly to females harassment. While

37(36.3%) of the respondents agree to practiced sometimes. Moreover, there is no significant difference between more experienced and less experienced teachers regarding institutional commitment to respond and act accordingly to female harassment ($\chi 2$= 2.339, P>0.05). The largest part of the participants agreed that the institution is commented to solve females' problem.

Regarding awareness creation the majority 52(51.0%) of the respondents said awareness creation strategies are practiced sometimes, where as 28 (27.5%) of them said often and 22(21.5%) of the participants said never practiced. The chi square test of independence depict that there is no significant difference in the perception of instructors toward the awareness creation strategies and program, at ($\chi 2$=1.478, P>0.05). Most instructors which have <1 year, 1-5 year and > 5 year experience perceive the same way regarding the issue.

Table: 11 Instructor's Responses toward provision of Policy Guideline

NO	Items	Frequency Stroke Percentage	Responses categories			Total	Chi square($\chi 2$)		
			O	S	N		Pearson ($\chi 2$)	df	p-value
1	Fairness of grading policy of the institution	Number	43	38	21	102	3.109	4	.540
		%	42.2	37.3	20.6	100			
2	Provision of policy guide line set by Ministry of Education for female students	Number	32	47	23	102	2.282	4	.684
		%	31.4	46.1	22.5	100			
3	Female students selected for the support service based on their need and interest	Number	32	46	24	102	2.306	4	.680
		%	31.4	45.1	23.5	100			
4	Female students first choice of department were reserved	Number	24	52	26	102	11.299	4	.023
		%	23.5	51.0	25.5	100			

Key, Often- O, Sometime –S, Never-N

Table 11 item number 1 depicts instructor's responses regarding grading policy and policy guideline and the majority 43(42.2%) of the respondents said often regarding fairness grading policy in the institution, while 38(378.3%) of them said the institution provides grading policy sometime.

The $\chi 2$ was done between the affirmative action practice component under provision of policy guideline and experience of teacher. With regard to policy of fair grading system there is no significant difference between instructors with more experienced and less experienced ($\chi 2=3.109$, $P>0.05$). The majority of the participants consider that the institution has fair grading policy.

With regard to provision of policy guide line lay down by ministry of education, the majority 47(46.1%) of participants believed that MOE set policy guide line on gender issues and provides to the university sometimes. Therefore, there is policy guideline set by ministry of education on gender issue.

Correspondingly, there is no enough evidence to reject the null hypothesis about issue of provision of policy guideline set by MOE for institution ($\chi 2=2.282$, $P>0.05$). Most of the instructors believed that it is provided sometimes at almost the same rate, and there is no significant difference of perception between all categories of experience teacher regarding the issue

Similarly the majority 46(45.1%) of the respondents agreed that female students sometimes selected for the support based on their need and interest, while 32(31.4%) of them agreed to often practiced in the university. There is no significant difference of opinion between instructor who have <1 year, 1-5 year and >5 year experience concerning female students selection for support service ($\chi 2=2.306$, $P>0.05$). The greater part of participants believe that female students were selected based on their need and interest.

Concerning reservation of female students first choice of department the majority 52(51.0%) of the respondent said this issue were practiced sometimes. Whereas, 26(25.5%) of the respondents agreed to it provided never.

The $\chi 2$ test result shows that there is a significant difference in opinion of instructors concerning the female students' first choice department reservation. Regarding the department choice of female students there is a significant difference between instructors all categories of experience ($\chi 2=11.299$, $P<0.05$). Significant proportion of (43.5%) of instructor with <1 year perceived that the female students were often assigned to their choice of department, where as only (16.7%) of 1-5 year of experienced instructors perceive this way. While (57.7%) of the instructor with 1-5 year of experience believe that female students first choice of department were reserved sometime, only (30.4%) of <1 year experienced instructor said it is reserved sometimes.

Table: 12 Instructor's Responses toward Support Service for Female Students

NO	Items	Frequency Stroke percentage	Responses categories			Total	Chi-square ($\chi 2$)		
			O	S	N		Pearson ($\chi 2$)	df	p-value
1	Availability of enough references, module and other teaching learning materials	Number	39	44	19	102	2.306	4	.680
		%	38.2	43.1	18.6	100			
2	Availability of various books and publications on gender issues in the library and its accessibility	Number	31	47	24	102	3.038	4	.552
		%	30.4	46.1	23.5	100			
3	Financial aids, book borrowing service and stationary support for female students	Number	27	51	24	102	7.210	4	.125
		%	26.5	50.0	23.5	100			

Key, Often- O, Sometime –S, Never-N

Regarding availability of enough references, module and other teaching learning materials the majority 44(43.1%) instructors shows their agreed that it were practiced sometimes. Whereas 39(38.2%) of the respondent agree toward it practiced often.

Table: 13 Female Student Responses to Psychological Help Affirmative Action

NO	Items	Frequency Stroke Percentage	Responses categories			Total	Chi-square (χ2)					
							Faculties			Year level		
			O	S	N		Pearson (χ2)	df	p-value	Pearson (χ2)	df	p-value
1	Provision of assertiveness training for female students	Number	125	108	24	257	25.27	12	.014	5.763	2	.056
		%	48.6	42.0	9.3	100						
2	Provision of guidance and counseling service for female during and after enrollment	Number	84	125	48	257	14.94	12	.245	8.925	2	. 012
		%	32.7	48.6	18.7	100						
3	Creating conducive institutional environment for female students	Number	71	128	58	257	21.69	12	.041	8.601	2	.014
		%	27.6	49.8	22.6	100						
4	Institutional commitment to respond and act accordingly to females harassment	Number	68	117	72	257	16.37	12	.175	3.282	2	.194
		%	26.5	45.5	28.0	100						
5	There is awareness creation strategies and program	Number	106	90	61	257	20.73	12	.054	.537	2	.765
		%	41.2	35.1	23.7	100						

Key, Often- O, Sometime –S, Never-N

Table 13 item number 1, portrays the majority 125(48.6%) of them said often and 108(42.0%) of the instructors agreed assertiveness training was provided sometimes. The χ2 results shows that there is a significant difference (χ2 =25.270, P<0.05) in perception among students in different faculty whether the practice of assertiveness training for female students help to develop self confidence in the university. Considerable proportion of students in each faculty (100%) of Engineering, (69.7%) of social science and humanity, (55.0%) of business and economics and (50.0%) of IT and computer science students believe that assertiveness training was practiced. While (51.1%) of natural science perceive that it was only practiced sometimes, whereas none of engineering faculty students believed this way. Similarly, the χ^2 done to see whether there is a significant difference between the practice provided for second

and third year level of students. With regard to provision of assertiveness training for female students the belief of students was not significantly difference between year levels (χ^2=5.763, P>0.05). Most students in both year levels believed that assertiveness training was provided similarly.

The majority 125(48.6%) of instructors agreed that provision guidance and counseling services during and after enrollment for female students was provided sometimes. While 84(32.7%) of respondents agreed that provision of guidance and counseling service. was practiced often. With regard to provision of gender guidance and counseling service is practiced in the university. There is no significant difference among faculties; the difference of proportion may be due to chance (χ2 =14.943, P>0.05). Students in all faculties similarly believed that guidance and counseling service is provided for female students during and after enrollment. On the contrary to female students in all faculties, There is a significant difference (χ^2 =8.925, P<0.05) in perception among students in different year level whether the practice that strengthens gender guidance and counseling service is practiced in the university. Significant proportion of second year students (38.4%) perceived gender guidance and counseling service is provided while only (28.3%) third year students believed this affirmative action is practiced during and after enrolment. Only (10.7%) of the second year students perceived it is practiced while (24.8) % of third year students believe it is never practiced.

Concerning practice of creating conducive institutional environment for female students the majority 128(49.8%) of instructors agreed toward practiced sometimes. Though, 71(27.6%) of participants agreed that often practiced and 72(28.0%) of the participants agreed that it were never practiced. Concerning creation of conducive institutional environment for female students, there is significant difference among faculties (χ2 =21.699, P<0.05). Significant percentage of (66.7%) of engineering, (66.7%) of IT and computer science, (56.7%) of FBE,

(52.3%) of natural science, and (47.5%) of health science students believe that conducive environment were created for them sometimes. Whereas (48.8%) of social science and humanity believe often practiced. Most students of each faculty perceive that this component of affirmative action is well practiced. Similarly, with regard to creating conducive institutional environment for female students there is significantly different among year level ($\chi 2$=8.601, P<0.05). Significant proportions of (59.8%) of second year students respond that this practice is provided, while only (42.1%) third year students believe this. Whereas, (16.1%) of second year perceive that never practice while (27.6%) of third year students believe this affirmative action is never practiced.

For practice of institutional commitment to respond and act according to female students' harassment the majority 117(45.5%) of respondents agreed that it was practiced sometimes and 72(28.0%) of subjects agreed to never practiced. With regard to institutional commitment to respond and act accordingly to female students harassment there is no significant difference among all faculties ($\chi 2$ =16.373, P>0.05). Most of students in each faculty perceive as this practice was sometimes provided in the university. Similarly to students in all faculties there is no significant difference among batches regarding institutional commitment to respond and minimize female harassment. Both second and third year students believe similarly that this affirmative action is practiced ($\chi 2$=3.282, P>0.05). Most students in both year levels believe similarly toward institutional commitment to respond and act accordingly with females' harassment that it was practiced.

For item about availability of strategies for creating of awareness the majority 106(41%) of respondents said often, while 90(35.1%) of them said it is practiced sometimes. The $\chi 2$ results regarding to awareness creation strategies in the university there is enough evidence to reject the null hypothesis ($\chi 2$ =20.735, P<0.05). Significant percentage of (63.6%) of Social

science and Humanity, (58.3%) of IT and computer science, (55.6%) of Agricultural science, (50.0%) of Engineering, (45.5%) of Health science 42.0% and 42.5% Natural and computational science students perceive as this practice was provided sometimes in the university. Whereas none of Engineering, (16.7%) of IT and computer science, (27.8%) of agricultural science student vote for often concerning awareness creation strategies and program is available in the university. On the contrary to faculties, there was no significantly difference between year level regarding awareness creation strategies ($\chi2=6.537$, $P>0.05$). The largest parts of students believe that this affirmative action is well practiced in the university.

Table: 14 Female Student's Responses to Provision of Police Guideline on Affirmative Action

NO	Items	Frequency Stroke percentage	Responses categories			Total	Chi-square ($\chi2$)					
							Faculties			Year level		
			O	S	N		Pearson ($\chi2$)	df	p-value	Pearson ($\chi2$)	df	p-value
1	Fairness of grading policy of the institution	Number	104	109	44	257	14.63	12	.262	1.050	2	.591
		%	40.5	42.4	17.1	100						
2	Provision of policy guide line set by Ministry of Education for female students	Number	92	98	67	257	15.57	12	.212	.851	2	.653
		%	35.8	38.1	26.1	100						
3	Female students selected for the support service based on their need and interest	Number	86	112	59	257	11.27	12	.506	2.005	2	.367
		%	33.5	43.5	23.0	100						
4	Female students first choice of department were reserved	Number	92	96	69	257	39.57	12	.000	1.166	2	.558
		%	35.8	37.4	26.8	100						

Key, Often- O, Sometime –S, Never-N

Regarding items about availability of fairness of grading policy the majority 109(42.4%) of the participants concur that the items were practiced sometimes. While 104(40.5%) of them said fair grading policy was available often. The $\chi2$ result regarding fairness of grading policy the opinion of number of female students was not significantly different among all faculties ($\chi2 =14.638$, $P>0.05$). Most of the students in all faculties similarly believe that the institution has

Table: 16 Instructor's Responses toward Instructors Supports during Regular Class

NO	Items	Frequency Stroke percentage	Responses categories			Total	Chi- square ($\chi 2$) Experience		
			O	S	N		Pearson($\chi 2$)	df	p-value
1	Application of learner centered approach	Number	59	38	5	102	2.304	4	.680
		%	57.8	37.3	4.9	100			
2	Gender sensitivity in his approach teaching	Number	31	57	14	102	3.271	4	.514
		%	30.4	55.9	13.7				
3	Encouraging and giving chance to female to participate equally with the male	Number	50	45	7	102	2.873	4	.579
		%	49.0	44.1	6.9	100			
4	Assigning female students as a group leaders to do group works	Number	43	51	8	102	2.970	4	.563
		%	42.2	50.0	7.8	100			
5	Creating conducive environment for female in teaching-learning process	Number	47	50	5	102	1.255	4	.869
		%	46.1	49.0	4.9	100			

Key, Often- O, Sometime –S, Never-N

From the responses of instructors gave to item number 1 on application of inclusive teaching method in the above table, the majority 59(57.8%) of the respondents claimed that learner centered approach of teaching is often applicable. 38(37.3%) of them agreed to instructors use learner centered teaching approach only sometimes. The $\chi 2$ results depict response of instructors regarding application of learner centered and there is no significant difference in their perception toward the items among more experienced and less experienced teachers ($\chi 2$ =2.304, P>0.05). Teachers at all level of experience perceive similarly about the practice of learner centered.

With regard to gender sensitivity, the majority 57(55.9%) of the respondent said their teaching method is sometimes gender sensitive in its approach. While 31(30.4%) of them responded that instructors use often gender sensitivity in their teaching. With regard to gender sensitivity, there is no significant difference between categories of teacher experience in their perception toward the issue ($\chi 2$ =3.271, P>0.05). Teachers with deferent categories

experience have similar believe toward the application of gender sensitivity in his/ her teaching that it practiced mostly.

Regarding extra support given for female students table 16 portray that the majority 50(49.0%) of the respondent said instructors often encourage female students to participate equally with male in the class, while 45(44.1%) of the respondents said they encourage to participate in class only sometimes. The test results reveals there is no significant difference between teachers year of experience in believe toward practice of giving chance to participate in the class at ($\chi 2$ =2.873, P>0.05). Most instructors in all categories perceive that female were encouraged and chance were also given to participate equally with male in the class.

Similarly 51(50.0%) of the respondent claim that female students sometimes assigned as group leader during group works, while 43(42.2%) of the participant said female students empowered in the class often. Regarding assigning female students as group leader, there is no considerable difference among more experienced and less experienced instructors opinion ($\chi 2$ =2.970, P>0.05). Most of the instructors similarly perceive that there is a practice of assign female students as group leader.

For item number 5, the majority 50(49.0%) of the instructors responses claimed to sometimes, concerning creating conducive environment for female to facilitate the teaching learning process of female students by instructors. Whereas 47(46.1%) of the respondent said these items were practiced often. The $\chi 2$ test results shows there is no significantly difference on creating conducive environment among <1 year, 1-5 year and >5 year experienced teachers ($\chi 2$ =1.255, P>0.05). Majority of instructor in all categories believed that they create conducive institutional environment for female in teaching learning processes.

Table: 17 Instructor's Responses toward Instructors Supports outside Regular Class

NO	Items	Frequency Stroke percentage	Responses categories			Total	Chi- square ($\chi 2$) Experience		
			O	S	N		Pearson ($\chi 2$)	df	p-value
1	Provision of more reading materials on education and gender issues	Number	24	46	32	102	4.998	4	.287
		%	23.5	45.1	31.4	100			
2	Follow up results of female students in tests and assignment	Number	44	50	8	102	1.865	4	.761
		%	43.1	49.1	7.8	100			
3	Support of female students through tutorial	Number	52	47	3	102	1.216	4	.876
		%	51.0	46.1	2.9	100			
4	Avoiding of harassment	Number	57	36	9	102	2.119	4	.714
		%	55.9	35.3	8.8	100			
5	Guidance and counseling of female students	Number	43	48	11	102	2.757	4	.599
		%	42.2	47.1	10.8	100			

Key, Often- O, Sometime –S, Never-N

Table 17 portrays that the majority 46(45.1%) of the instructor agreed toward provision of more reading materials on education and gender issue was provided sometimes. While 32(31.4%) of the respondent says reading material never provided to female students. Female students are assumed to have more care in teaching learning process than male because of their background. As the $\chi 2$ test depict instructors with more experience and less experience have similar believe regarding reading material provision. There is no significant difference among instructors with different year experience ($\chi 2$ =4.998, P>0.05). Most of them believe that this practiced was provided sometimes.

Concerning follow up results of female student in test, assignment and other activities, the majority 50(49.1%) of the participants said the issue were applied sometimes. Whereas 44(43.1%) of the respondents said item number 2 on table 17 is applied often. In the same way, there is no significant difference between all categories of teachers regarding follow up

results of female students in test at ($\chi 2$ =1.865, P>0.05). The majority of them perceived as this issue is practiced sometimes.

Table 17 item number 4, depicts that the majority 52(51.0%) of the respondents agreed that support of female students through tutorial program is provided often, while 47(46.1%) of the respondents claimed that it is provided only sometimes. With regard to support through tutorial, there is no significant difference of opinion between more experienced and less experienced teachers ($\chi 2$ =1.216, P>0.05). Most of the instructors in all categories believe that supports of tutorial for female students were provided.

For item regarding protecting female students from harassment, the majority 57(55.9%) of the respondents agreed that facilitating teaching class for female students by avoiding of harassment is applied often by instructors. Most instructors have similar perception regarding avoiding harassment, there is no considerable difference among instructors with different experience ($\chi 2$ =2.119, P>0.05). With regard to guidance and counseling service instructors in all categories have similar believe.

With regard to practice of guidance and counseling services, the majority 48(47.1%) and 50(49.0%) of the instructors responses claimed to sometimes, concerning provision of guidance and counseling service, whereas 43(42.1%) of the respondent say item number 5 is provided often. Similarly, there is no significant difference among more experienced and less experienced instructors ($\chi 2$ =2.757, P>0.05). Most of the instructors believe that they provide guidance and counseling service for female on their problem.

Table: 18 Female Student's Responses to Instructors Supports during Regular Class

NO	Items	Frequency stroke percentage	Responses categories			Total
			Often	Sometime	Never	
1	Application of learner centered approach	Number	136	111	10	257
		%	52.9	43.2	3.9	100
2	Gender sensitivity in his approach teaching	Number	100	120	37	257
		%	136	111	10	257
3	Encouraging and giving chance to female to participate equally with the male in class	Number	131	98	28	257
		%	51.0	38.1	10.9	100
4	Assigning female students as a group leaders to do group works	Number	115	105	37	257
		%	44.7	40.9	14.4	100
5	Creating conducive environment for female in teaching-learning process	Number	80	126	51	257
		%	31.1	49.1	19.8	100

As the above table portray 136(52.9%) of the responses were given for often concerning the application of learner centered approach while 111(43.2%) of the respondents give their consensus for applied sometimes on the same issues. Similarly on item number 2 the majority 120(46.7%) of the participants concur that sometimes the teaching approach is gender sensitive, while 100 (38.9%) of them says gender sensitive approach is often applicable.

For item 3 and 4 of the above table, the majority 131(51.0%) and 115(44.7%) of the participants shows their consensus toward applicability of female students get chance and encouraged to participate in class and female students assigned as group leader often, while 98(38.1%) and 105(40.9%) of the respondents agreed to it practiced sometimes. Creating conducive institutional environment for female in teaching learning process is essential for females learning. Concerning this issue the majority 126(49.1%) of the participants concur that teacher create conducive environment only sometimes, whereas 80(31.1%) of the respondents said it is provided often.

Table: 19 Female Student's Responses on Instructors Supports outside Regular Class

NO	Items	Frequency Stroke percentage	Responses categories			Total
			Often	Sometime	Never	
1	Provision of more reading materials on education and gender issues	Number	83	122	52	257
		%	32.3	47.5	20.2	100
2	Follow up results of female students in tests and assignment	Number	110	100	47	257
		%	42.8	38.9	18.3	100
3	Support of female students through tutorial	Number	110	100	47	257
		%	42.8	38.9	18.3	100
4	Avoiding of harassment	Number	100	111	46	257
		%	38.9	43.2	17.9	100
5	Guidance and counseling of female students	Number	88	126	43	257
		%	34.2	49.1	16.7	100

Regarding the provision of more reading material on the education and gender issues the majority 122(47.5%) of the respondents concur that this practice was only attempted to be practiced sometimes, while 83 (32.3%) of them said it is often practiced. For item number 2 and 3 regarding support provided for female students through follow up results of female students in test and assignments the majority 110(42.8%) and 110(42.8%) of the respondents agreed that both items are practiced often, whereas 100(38.9%) and 100(38.9%) of them coincide to practiced sometimes respectively. Similarly support given for female students by instructors in providing regular tutorial to improve their achievement, the majority of the participants said it is often applicable with 122(47.5%), while 106(41.2%) of the participants said tutorial service is applicable only sometimes. Similarly the practices of avoiding harassment have got 111(43.2%) of respondents sometimes, while 100(38.9%) of the respondents said it is practiced often. 126(49.1%) of the respondents said instructors give guidance and counseling for female students sometimes , while 88(34.2%) of students said teachers often give female only guidance and counseling on their education and other problem.

Table: 20 Instructors and Female Students Response to Strength of Affirmative Action provided

Frequency (rank)	**Strength of affirmative action provided**	
	Teachers response	Students response
1st	It provide extra chance and encourage female participation in all sector	It provide extra chance and increase participation of female
2nd	It empower female and provide better position or rank for female students	It helps to create equality among male and female
3rd	It provide psychological stand and develop confidence	It provide extra help/ support to make women succeed and psychologically strong
4th	It take positive measure on discriminated group give chance for marginalized group	It increase females benefit and increase achievement and knowledge
5th	It narrow gender gap, reduce attrition and increase achievement	It helps to avoid backwardness and cultural inferiority
6th	It increase benefit and productivity of society for development of country	It helps share county resource equally with male counter part
7th	It improve academic achievement	It strengthen female in all aspect
8th		It create competition between students
9th		It provide position or better rank for female and avoid harassment
10th		It encourage staff to take part in gender issue

Teacher and students were asked open-ended question about the strength affirmative action and their responses was organized into the similar themes and ordered form more frequently occur to less answered and organized in table

Table: 21 Instructors and Female Students Response to Limitation of Affirmative Action Provided

Frequency (rank)	Limitation of Affirmative Action	
	Teachers response	Students response
1	It lack of consistence for example, consistence of tutorial class its miss use	It create lack of confidence and develop sense of inferiority
2	It does not change the attitude of male students to ward female	Affirmative action is theoretical not putted in to practice
3	It does not fully participate female on their own issue	Affirmative action does not consider interest and need of female students
4	It does not solve cultural problem on females education	Affirmative action does not have any limitation it is full by itself
5	It does not have clear governing rule and regulation	It is open for harassment and have other many limitation
6	It create lack of confidence, and interest female in their education	Affirmative action only consider female, it does not consider poor and disadvantage group
7	It is open for criticism	It create gap between male and female
8	It is allow poor female join higher education	It is time consuming and wastage of money
9	It lack practicality	It create academically poor female

For open ended question regarding the limitation of affirmative action have teachers and students were asked and their responses were organized in to similar ideas or themes and order from more frequent to less frequent response. The responses were putted in above table to indicate more frequent response to less one.

Table: 22 Instructors and Female Students Response to Challenges Affirmative Action during Implementation

Frequency (rank)	Challenges of Affirmative Action	
	Teachers	Students
1.	Lack of awareness of society and female themselves	Lack of consistence of tutorial and its miss use
2.	Lack of recourse i.e. financial, time and manpower to implement fully	The attitude of male students
3.	Cultural and backwardness problem that hinder female participation	Low participation of female on their own issue Lack of confidence, interest to use affirmative action program and shyness
4.	Lack of commitment from university leader	Lack of awareness and knowledge of society on program, cultural backwardness and female education
5.	Unqualified and academically poor female join higher education and decrease quality of education	Lack of governing rule and regulation on gender issue and favorable condition
6.	Problem of application and miss use of affirmative action	Lack of commitment by university leader & lack of female leader and role model
7.	Lack of means to challenge criticism	Lack of finance, reference material and other support
8.	The variety need of female miss use of the program by female	Problem of putting in to practice

Teacher and students were asked open-ended question about the challenge affirmative action practitioner and beneficiary face during implementation and their responses was organized into the similar themes and ordered form more frequently occur to less answered and organized in the above table

Table: 23 Instructors and Female Students Response to Suggestions for Improvements of Affirmative Action Program

Frequency (rank)	Suggestion for improvement	
	Teachers response	Students response
1.	There should be well planning, and implementations and increase commitment	Creating awareness of society and female themselves
2.	Tutorial class and training on gender issue should continues	Tutorial class should be provided constantly but, based on the need of female
3.	The practice of affirmative action should have time limit affirmative action shouldn't provided after they join higher institution	Empower female and give more attention I & increase female role model
4.	Affirmative action should continue till equality is achieved	Guidance and counseling service should be strengthened and available always
5.	Research work should be strengthened and conducted on affirmative action	Male students should support female affirmative action program and sometime male should also included
6.	Support and improve female financially, socially, educationally and political sphere	Affirmative action should continue strengthened
7.	Female should gate proper orientation regarding the institutional environment and affirmative action as well	Affirmative action should phase out it does not have strength
8.	Selection for support should be based on the criteria and identity area of application	The management should have to create stage to discuss with female students
9.	There should be gender institutional policy and guide line	Award and appreciate best performing female students
10.	Female only library should be provided and institution	Department of choice should be provided for female students

Teacher and students response for question about the suggestion for improvement affirmative action and their responses was organized into the similar themes and ordered form more frequently occur to less answered and organized in the above table.

4.3. Discussion

This section provides an interpretation of results and presents the discussion according to the previously set basic research question

4.3.1. Background Characteristics

Instructors Background Characteristics

As a result obtain from analysis depict the number of female students are very few, and these contradict with the view that the presences of more female teacher could have been a strategies to encourage females participation in education sector apart from providing role models to young girls. The gender gap in teaching staff and leadership position in higher education in situation has been a global issue and countries in both developed and developing countries have been dealing with these phenomena. For example, on average women lead only 7% of the university or similar institution worldwide (MOE, 2004). As the same sources point out the number of female instructor in public higher educations in Ethiopia is very small. For example only 199 of the total 2543 teaching staff in public university in 2002 which constitute only (7.3%) (Ibid, P: 21). The majority of participants were BA/BSc/Bed holder. Nevertheless, according to ministry of education, higher education institutions at least have to constitute 20%, 50% and 30% of first degree, master (second degree) and PhD and above holder respectively (MOE, cited by Tariku, 2007). Thus the institution has a huge assignment with regard to teacher capacity development. In addition to this female with Master and above are very small and this has also a significant contribution for lack of role model. The distribution of instructors among faculties, instructors in all faculties were tried to incorporate in this study. This helps not to be dominated by the responses of given faculties and sampling was proportional and it does not bias the results. The majority of subjects in the institution have average experience (1-5 year of experience) since the university opening (1999 E.C). Regarding this there is an agreement that as the experiences

of instructors extends the possibility of treating male and female students in equitable manner increase (John, 1996, cited by Tariku, 2007).

In general instructors' background information shows instructors seem to lack standardized qualification, experience as well as sex of instructors faculties wise representation and in general at university level is not proportional. These barriers, in one or other ways, have contributions to dwindle down the expected result from certain program especially for program like affirmative action which have many resistances.

Female Students Background Characteristics

The distribution female respondent by their age levels shows that majority of them were drown from (<19-22) and constitute 2nd and 3rd year students. This proves that female from every corner of the country is starting to get benefit from the program and project planned for them. Since their sampling is proportional to their distribution shows that large number of students are assigned to natural science specifically biology and other social science fields. Science and technology stream especially mathematic, IT and computer science, Engineering and physics have limited number of female students. This seems that female students are still incorporate in the traditionally called "female" stream. This might have resulted because of the lack sufficient orientation on department choice and more females were traditionally dismissed from those streams.

4.3.2. Is There Policy Framework for Affirmative Action at Debre Brehan University?

If yes, what are its provisions?

The Ethiopian government has been giving due consideration for gender issue and to increase female participation at higher education. The government is promoting different policies and law on women's' issue. For example the constitutions of Ethiopian guaranteed female equality and dedicated to bring female to front line equally with male. In addition to

constitution other government bodies like Ministry of Education; Women Affairs etc... are adopting the laws and promulgated their own law, rule and regulation.

Ministry of Education also developed policy and strategies to ensure female participation at higher education institutions. The office vie gender disparity in public university and college as major concern, while gender equality is a central issue in government policy on education and training, making policy goals a reality and achieving gender equality (MOE, 2004). Among those affirmative action policy was the major one and Ministry of Education is adapting in to our country situation and higher education is implementing the policy. For example, MOE promote an affirmative action policy to ensure female students enrollment in degree and diploma program with slightly lower GPA (by 0.2 GPA) than male Counterpart and provide gender related materials to higher educational institutions and so on (MOE, 2004). And higher educational institute is expected to develop action plan to ensure gender related issue are addressed and female students receive the necessary support, so that they will graduate and achieve their goal. In order to implement this, they need policy frame work and guideline, but the current findings show that in Debre Brehan University there is no policy frame work which guide and govern the practice. The university is practicing affirmative action but there is no written policy, rule and regulation as well as guideline.

The interview made with vice president, dean of students and gender office expertise reveal the fact that there is no rule and regulation and policy frame work related to gender issue. As gender offices expertise explore this " there is no gender related rule and regulation in the university but now we are start establishing some policy frame work by adopting policy from Arba Minich university this year". This implies that the university is practicing without guideline and policy in which they govern them and female students protected by.

4.3.3. What are the attitude of female students, instructors and other practitioners at the University concerning affirmative action on girl's education?

It is indicated elsewhere in the literature part that affirmative action is a very controversial issue that always causes great sensation and discussion among educators and politicians. The debate is continued among opponents and proponents of affirmative action. It is true that attitude highly influences motivation to perform and get best out of performance/ education. In most cases, girls are victim of self prophesy i.e. become more of what others expect from them to be. At first place they do not value themselves as eligible to pursue education equally with male. Furthermore when they got the opportunity they drop their self esteem, frustrated and loose self confidence. In such sorts of attitude, any form of supports like affirmative action has no potential to lift up their academic. Additionally their attitude toward the program by itself has its own impact. For example the interview made with gender office expert confirm that female students as well as some instructors have negative attitude toward the special program planned for female students in the university "Female students are the main part of the problem when it comes to the program provided for them. At first place they do not want to use it, even they do not come to female only tutorial class, to counseling service immediately when they face problem or they come after the problem get worse and they do not want to attend any special program organized only for female on their own issue. For example when gender office organize program only 15- 30 female students come to participate. Similarly some teachers also do not want to cooperate with gender office and support female students for example, some teachers do not want to give female only support like tutorial and guidance and counseling service or they miss use it or use it for personal interest".

The quantitative results was different from what the gender experts tell majority of female students and instructors were agreed that they have positive attitude toward affirmative action majority of instructors as well as female students believe that affirmative action; is compensation for backwardness of women because of culture that hinder their effort, encourages female students to take leadership position, enables women to use the country resources equally with men, it is fair treatment and it is appropriate means for society to discharge its obligation to those previously disadvantaged. Most of instructors and female students believe that affirmative action provide extra support for female students like it strengthen guidance and counseling, co-curricular activities and strength policy of institution to support female. Similarly both students and instructors disagree toward negative attitude toward affirmative action. The majority of the subjects believe that affirmative action does not; create discrimination among students and minimize learning effort of beneficiary. Even though opponents of affirmative action argue that Affirmative action actually makes people more biased against each other, as it increases the sense of "us versus them" (Melissa, 1998, cited by Sowell, 2004). Similarly they agree that beneficiary could be successful and they can compete with non-beneficiary.

Some scholars argue against affirmative action believe that the program selects individuals who are none better than others in qualification. Further, "Equality of opportunities" stated (Roche, 1974, cited in Tariku, 2007), has been set aside in favor of equality of result, thus denying the whole basis of professional qualification of individual achievement. The majority subjects of this study is free from such biases in that majority of them believe affirmative action is not selecting less qualified over qualified one as well as it is not allowing academically poor female to be admitted in the university. From the above finding tell that instructors and students have positive attitude toward affirmative action.

Similarly there is no significant difference attitude toward affirmative action across level experience of teacher.

However the interview made with dean of students confirm that some female students have negative attitude toward affirmative action and do not want to participate in the own issue. Some studies reveal that there was strong resistance and criticism from instructors about affirmative action. The current studies finding confirm that there is a change in attitude toward program. This change might be attributed to impact of various workshops and seminars organized on gender issue and multiculturalism through various median and some concerned bodies. Both instructors and female students may also learn from their practical observation about relevance of females' education and equity of education. As well as international program like millennium development goal might also have its own impact on the attitudinal change.

4.3.4. What is the practice of affirmative action for girls' education at the University? What has been achieved so far?

Provision of Psychological Help

Female with close friend who are school oriented are more likely to graduate and consider attending college. This implies that the supports of school and peers are very important to female students in completing higher education and taking nontraditional career paths (Merten, 1997, cited by Tolera, 2004). The current finding also proved that the practice of supporting female has been explained as one major support academic performance both through quantitative and qualitative data analysis female education has been hampered mainly by sexual division of lobar which confine girls to household activities by early marriage, by unfavorable societal attitude toward girls education; so in order to compensate

and help female, they need special psychological support. The majority of instructors and female students believe that there is special psychological support by providing assertiveness training, guidance and counseling service, follow up their problem is expressed some of the support by the research respondent that it was practiced in the university. The availability of those helps them to develop self-esteem and achieve best out their effort.

There is no significant difference in perception of instructors with experience and not have experience regarding psychological help provided for female students. But there is a difference among faculties of students in provision of assertiveness training and gender guidance and counseling service, creating conducive instructional environment while the other faculties did not or practice only few times. Similarly regard to awareness creation strategies in the university there is enough evidence to reject the null hypothesis. This may be due to lack of awareness at higher officials that some faculties practiced while the other did not. There is a difference in creating awareness regarding gender issue and this end up in providing important help for female students like lack of confidence. There is no difference among faculty in provision of follow up their problem and commitment to respond and act accordingly to female student's harassment there is no significant difference among all faculties of students. The available literatures also support this idea (MOE, 2004, cited by Tariku 2007) recommended that higher education develop action plan to ensure gender related issues are addressed and that female students receive the necessary support.

The interview made with vice president, gender expert and dean of students confirm that the data provided by female and teacher were true. All of them prove that the institution is providing gender guidance and counseling service and assertiveness training as well as orientation program for all first year students and specially organize only for female. The

learning environment is determining factor for students' performance and survival at any education level. The finding of the current study also confirm that it is important to create conducive institutional environment, the commitment of the institution to respond to female harassment problem and their strategies to create awareness in order to support female the majority of the respondents agree that practice was practiced. And the data obtained from interview also verify this is true that the university is committed but the problem is that females are not open up enough and the institutions lack enough facilities.

The chi square analysis done has shown that there is no significantly difference among the perception of teacher experience toward psychological help affirmative action.

Provision of Policy Guideline

The institutional policies and program related to gender issues have great importance for the implantation of female support program. Institutional policy such as readmission, grading and examination, graduation requirements, tutorial policy, consultation and department transfer etc... are the core areas to be dealt in higher education (Lindslay, 1991, cited in Tariku, 2007). The results of current finding were not different from the previous literature. The majority of the subjects agree that the institution provide policy guideline related to gender issue such as fairness of grading, availability of policy guide line set by MOE, selection for support services policy and provision of first choice of department for female students. There is no significant difference in perception of practice of instructors have different year of experience and students batches and faculties of students in practice of fairness grading and availability of policy guide line set by MOE, selection for support services policy. This implies that the institution is practicing policy of gender properly.

Unfortunately the interview with vice president, gender expert and dean of students did not confirm this. All the subjects under of the interviews say there are no policies on gender issue

in the university. There is a significant difference of proportion in provision of first choice of department for female in and most experienced teacher believe as it was practiced, and faculties with few students also practiced and there is no proportional difference among year level of students. This may be due to their stay or experience in the university help them to understand the practice of the university clearly, more experience instructors give more proportion to sometimes while less experienced instructors says often practiced.

Provision of Reference Material

The analysis of regarding reference material show the majority of the subjects agree that reference material and other teaching learning material has been provided. Most of the time, as the some scholars reveal about reference material, the majority of who are close to library is the more he/she could be changed or succeed.

As the interview made with gender office experts female students do not have access to different material even in the university because of unfavorable environmental condition and lack enough of reference materials. They can't study at library in the evening because they face or fear that they would face many problems like harassment and other problem bigger like rape. The numeric value of this study is contradict with what the gender expertise tell majority of the believe that sometime they have access to reference material and other teaching learning materials like module and copies of book. As MOE (2004) recommended that the provision of short term training is not sufficient to develop expertise and appropriate skills to handle complex analysis and planning tasks of gender and women specific issue need to be thought and researched in higher educational institution. The current results was deviated from this recommendation in that the university. The majority of the subject believe the university never provides for them book and publication on gender issue which assumed to create awareness to university society.

There is no proportional difference among instructors' year of experience and their perception toward availability of reference material and other teaching learning materials and provision of book and publication on gender issue in the university. Nevertheless, the students in different faculties and year level have difference in their perception toward availability of supports of teaching learning materials. Students in different faculties say their faculty were provide them with those material while the other faculties disagree that they never or sometimes provided. This shows that there is awareness gap among faculties on gender issue and some faculties also lack commitment to address gender gap.

The majority of participants believe that financial, stationary and book borrowing services support are sometime provided to them. As Backs point out the factors for retention and low academic performance include institutional type, motivations for attending college, financial aid, availability of reference and other teaching learning support, self-efficiency, attitudes and maladaptive, coping strategies etc...(Backs, 1997, cited by Tolera, 2004).

The chi-square test done for availability of financial, book borrowing and stationary support for female student at different faculties and year level, there is no significant difference at faculty level all faculties have similar perception regarding the issue. But there is a difference among batches toward the same issue.

As the interview made with gender office expert and dean of students reveal, some poor female students got financial support and free coping service. For example poor female students have financial support 35 birr per month for students as well as coping service for free module and book related to their class.

Instructors' Effort to Address

As (prince, 1993, cited in Tolera, 2004) indicates as students are integrated into and become more interdependent with both academics and social element of university, they probability that the students will leave the university decline. In general, many families in Ethiopia tend to influence the upbringing of their daughters based on the value and defined by cultural and religious norms. At early age, girls are taught to be quiet, shy and most important obedient. Self expression and assertiveness are behaviors that do not fit into the acceptable cultural norms of being a "good Girl" (MOE, 2004).

The current finding tells that the university instructors are committed to support female students during regular class and outside regular class. For example majority of respondents agree that the instructors use learner centered approach, gender sensitivity, encouraging and giving chance to female to participate equally with the male in class, assigning female students as a group leader to do group works and creating conducive environment for female in teaching-learning process. This is very crucial help for females' success in that most female do not participate in the class by asking unclear question and answer even if they know the answer. Their inability to actively interact with both teachers and students make them more isolated. The majority of participants verify that the instructors have been providing support out side regular class, through providing more reading materials on education and gender issues, follow up results of female students in tests and assignment, support of female students through tutorial, avoiding of harassment and providing guidance and counseling of female students. These supports help them to cope up with new university environment and teaching style. Rural girls particularly have difficulty in adapting to a campus life. The absences of this support, which help them to cope up with the university environment, make life more difficult

The interview and open –ended question results shows that teacher are trying to apply the learner centered approach but still the participation of female students are very low, so teacher and students recommend that active learning method should be strengthen and female should participate on their own issue.

There is no significant difference among instructors' faculty and year of experience in practicing of in all elements of instructors' supports during regular class. There is no significant difference also among all categories experience of teacher, except on creating conducive institutional environment. Teacher with more experience and less as well as instructors in different faculties have similar perception regarding application of support for female students during regular class. There is a significant difference among faculties in creating favorable condition. This implies that the institution can't able to equally facilitate and create favorable condition for all female students among faculties. As well the instructor has similar proportion on provision of support outside regular class. But there is a significant difference among faculties of in which instructors teach in perception of provision of gender guidance and counseling service. These differences may be due to instructors' attitude or students' willingness to use this support.

4.3.5. What Are The Major Challenges In Promoting Affirmative Action Program And Educational Equity At The University?

The current study is trying to identify the challenge of affirmative action practitioner face during implement at Debre Brehan University. Affirmative action is very controversial issue that always causes great discussion among scholars. Opponents of affirmative action oppose the implementation of affirmative action from the beginning by point out reason for their opposing, while the proponents of affirmative action support the implementation of

affirmative action even though it has some problem it got a lot of strengthen specially for previously disadvantaged group. It is all known that attitude highly influence the motivation to take part in certain program, the challenges of affirmative action starts from the attitude of beneficiary and practitioner as the available literature also confirm this. The current results of the qualitative data shows that the subjects have favorable attitude toward affirmative action and the practice of the program found encouraging. However, as the quantitative and open-ended data validate that in the Debre Brehan university challenges come from University leader, teachers, male students, staffs and female students themselves. As the majority of instructor reveal that lack of awareness of society and female themselves, lack of recourse i.e. financial, time and manpower to implement fully, cultural and backwardness problem that hinder female participation, lack of commitment from university leader and so on. While the majority of students give the highest frequency to lack of consistence of tutorial and its miss use, the attitude of male students', low participation of female on their own issue lack of confidence, interest to use affirmative action program and shyness, lack of awareness and knowledge of society on program, and cultural backwardness and female education.

4.3.6. Is there a need for strengthening affirmative action in the university? If there is need for improving the program, what are the possible strategies to do this?

As (Meckelson, 2002, cited in Fekadu, 2007) mentions affirmative action is a protection necessary to deal with the persistent race and gender barriers to equal educational opportunities. In recognition of the various challenges girls face to pursue their education, ministry of education put the affirmative action policy, which allow girls to be admitted in to higher education. As ministry of education (2004) states although anecdotal evidence suggest that the affirmative action policy has been instrumental in increasing the share of female students in public higher education institution, from 19% in 1997-98 to 24% in 2001-

2002, it does not lead significant change in reducing the gender disparity in tertiary education (MOE, 2004).

The current study results shows that the subjects of the study were supporting affirmative action, and it is also suggested that affirmative action should continue both by instructors and female students. The majority of respondent of open ended regarding suggestion for improvement respond that affirmative action should continue with some improvement. Students were also giving their suggestion to improve affirmative action provided in the university. This implies that they agreed that affirmative action should continue with some improvement they advise.

CHAPTER 5

SUMMARY, CONCLUSSION AND RECOMMENDATION

5.1. Summary

The purpose of this study was to assess affirmative action practice, challenges and prospects to enhance the education of the girls at Debre Brehan University.

More specifically, the study sought to achieve the following objectives

- To evaluate the current policy frameworks in Debre Brehan university
- To classify the practice of affirmative action program, which supports females Students at University
- To identify the challenges faced during implementation of affirmative policy.
- To assess beliefs and attitude of instructors and female students toward affirmative action.
- To analysis if there is a need for affirmative action and to suggest possible suggestion for improvement

Taking these objectives into account, an extensive review of literature was made. Based on the review of related literature, basic questions were formulated to indicate the nature of assumed relationships among various variables considered in the study. In order to answer the basic questions different procedures and techniques were employed. Questionnaires and interview were used as data collection instrument. The subjects of the study were; teachers, female students, gender issue expert, university leader and dean of students. Mixed research method was used to attain the objectives of the study. Stratified sampling, simple random and purposive sampling employed to select sample for the study.

Concerning the analysis methods, descriptive analysis such as frequency and percentage as well as chi square test of independence were employed. Accordingly, the major finding of the study summarized as follows:

1. Most of the university instructors are found to be male. Only (26.1%) of them is female. Their qualification is also disparity among male and the majority female as well as the instructor in the university is BSc, BA, and BEd holder with 1-5 year of experience.
2. Despite the fact that affirmative action is under taken at university the number of female students are still very low compared to male. Female students' placement across faculties was not proportional. Female students are still not balanced and they are incorporated in the traditionally called "female" streams social sciences and biology not hard sciences like math and physics.
3. The finding of study indicated that there is no rule and regulation or policy frame work related to gender issue the university. And the majority of the subjects suggest that the university should formulate policy frame work.
4. Results of attitude scale show that the subjects have favorable attitude toward the need of affirmative action. And there is no difference in their attitude toward affirmative action. Although the interview responses of gender expert confirm that most of the time the instructors as well as students do not want to use the program.
5. Also the response revealed good provision of psychological help, provision of policy guideline, and provision of supports of teaching learning material the university provided. The chi- squares test showed there is a significant difference in some support provided and some other support is provided similarly by all teachers and for 2^{nd} and 3^{rd} year as well for all faculties.

6. The majority of respondents believe that instructors are committed to support female during and outside regular class. Chi square also showed that there is no significant difference among instructors' faculty in practice of instructors support as well as there is no significant difference among level year of experience in practicing of instructors' supports during regular class with experience of teacher. Some of the practices like; creating conducive environment, creating awareness and providing guidance and counseling there is a significant difference among faculties and level of experience in their opinion regarding those practice and still there is a need to be improved.
7. The current study revealed that in the Debre Brehan University the program challenges come from University leader, teachers, male students, staffs and female students themselves. Lack of awareness of society and female themselves, lack of consistence of tutorial and its miss use, lack of recourse i.e. financial, time and manpower to implement fully, the attitude of male students, cultural and backwardness problem that hinder female participation, low participation of female on their own issue, lack of confidence, interest to use affirmative action program and shyness and lack of commitment from university leader are the some of the challenges listed by the respondents.
8. Results of interview and open ended data reveal that affirmative action should continue with some improvement. Creating awareness of society and female themselves, tutorial class and training on gender issue should continues, Empower female and give more attention & increase female role model, guidance and counseling service should be strengthened and male students should support female affirmative action program always suggested some possible way to improve affirmative action provided.

5.2. CONCLUSIONS

From the foregoing study findings, it may be possible to arrive at the following conclusions

I. The proportion of female instructor at the university was found to be minimal and with minimum qualification. Therefore, female students had few or no role models certainly influence female students' confidence and performance.

II. Female enrollment in the faculties was still lower than male counterpart. Their choice of department was also incorporated into traditionally called 'female' stream, social science and biology from science and still they are very low in hard science streams this shows that even though affirmative action are practiced gender gap are still not filled.

III. The university has no policy framework related to gender issue. Therefore, there is no governing rule and regulation for the practice of affirmative action support and protect female students.

IV. Majority of respondents have positive attitude toward affirmative action. So it favorable to strengthen the already grounded favorable attitude.

V. The university is providing support service like psychological help, material support and financial support for female students. The support is not shared equally for all female at 2nd and 3rd year as well as among faculties as a result gender disparity still exists in the class and faculties. The data revealed guidance and counseling service and awareness creation program were not enough and available equally for all faculties.

VI. The effort of teacher is encouraging but the support lacks consistencies so it may not be effective in reducing attrition rate and increase participation of female students.

VII. Regarding the challenges, the majority of respondents agree challenges come from University leader, teachers, male students, staffs and female students themselves. Most challenges are the result of lack of awareness about the program.

VIII. There was an agreement with respects to the importance of affirmative action both from the subjects. However they suggest that there should be improvement on the support provided.

5.3. Recommendations

1. Ministry of Education and the university should Increasing female role model with higher qualification female to the university by employing new female staff with higher qualification and
2. Faculties should give orientation on department choice and show them female who succeed form fields traditionally called "male" stream.
3. The university should formulate or adopt policy framework to implement supports correctly and to protect of female.
4. The attitudes of teacher and students have been found favorable to the programs implemented. Thus the university officials have to organize research based workshop, seminar and conference about the issue of equity, affirmative action and equality, to strengthen the already grounded favorable attitude.
5. The support provided is encouraging but, it should be strengthened, so that it will benefit all female who need the support, especially female only guidance and counseling service should reach all female students when they need.
6. The university should encouraging female staff to take part in gender issue by promoting and orienting female staff.
7. Most challenges come from the university staff and university environment, so the university officials should create awareness and provide system to strengthen the practice of affirmative action.
8. The university officials should develop system whereby female students can get support from friends, teachers and other staff.

9. Ministry of education should set policy framework guideline that will be implemented by all higher education institutes to protect and support female and provide higher education with policy.
10. Tutorial class should be Strengthened, give timely and consistence based on the interest of female students. Create awareness of male students on tutorial. Female students who are not interested should given permission not to participate.
11. The government bodies like women affair and MOE gender equity department should work cooperatively with higher educational institute.

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Appendix A

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Questionnaires to for female students in Debre Brehan University

The objective of this questionnaire is to collect data on practice of affirmative action program to promote education equity for female students in Debre Brehan University. The information you provided would be very crucial for the success of this study. The information secured through this questionnaire will be used only for the research purpose. In addition, all your responses given in this questionnaire will be kept confidential. Therefore, you are kindly requested to be honest and frank in filling all the items provided in the questionnaires.

Please read each item in the questionnaire carefully and mark an "X" mark in the space provided to indicate your response and when necessary write brief and precise statement/ phrases.

Thank you in advance for your cooperation

GENERAL DIRECTION:

1. No need to write your name
2. Please try to answer every question according to the instruction
3. If you want to give additional suggestions, use the space provided at the end of the questionnaires

Part I. *Background of respondent*

1. Age _____
2. Faculty_____
3. Department _____
4. Year level (Make an X mark in the box against your choice)

A. Second ☐
B. Third ☐

Part II. ***Questions related to beliefs and opinion of female students toward affirmative action programs provided***

Instruction: There are 11 statements listed below. You are Kindly requested to show how your true feeling about each statement by putting "X" mark only in one of the five given choice Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

S.No	Items	SA	A	UD	D	SD
1	Affirmative action strengthens gender guidance and counseling service					
2	Affirmative action is means of re-examining current institutional policy and practice on gender inequality					
3	Affirmative action is compensation for backwardness of women because of culture that hinder their effort					
4	Affirmative action encourage female students to take leadership position					
5	Affirmative action by itself creates discrimination between male and female students					
6	Implementing affirmative action in education sector minimize the learning efforts of female students					
7	Affirmative action beneficiary students could not compete with non- beneficiary					
8	Affirmative action enables women to use the country's resources equally with men					
9	Affirmative action beneficiary students could not be successful					
10	Affirmative action is selecting unqualified female over qualified men					
11	Affirmative action is appropriate means for society to discharge its obligation to those previously disadvantaged					

Part III ***Questions related to practice of affirmative action program provided***

Instruction: There are 13 statement listed below. You are sincerely requested to show your true feeling about each statement by putting "X" mark only in one of the three choices Often (O), Sometimes (S), Never (N)

S.No	Items	O	S	N
1	Provision of assertiveness training for female students			
2	Provision of guidance and counseling service for female students during and after			

	enrollment			
3	Availability of enough references, module and other teaching learning materials			
4	Borrowing service reference book and modules for female students			
5	Availability of various books and publications on gender issues in the library and its accessibility			
6	Financial aids support and stationary for female students			
7	Fairness of grading policy of the institution			
8	Creation of conducive institutional environment for female students			
9	Institutional commitment to respond and act accordingly to female students harassment			
10	Awareness creation strategies and program is available			
11	Provision of policy guide line on gender issue line set by Ministry of Education			
12	Selection for the support service is based on their need and interest			
13	Providing first choice of department for female students			

Part IV. *Questions* related to instructors efforts in relation to affirmative action

Instruction: There are 10 statements listed below. Therefore, you are sincerely requested to show your true feeling about each statement by putting "X" mark only in one of the three choices Often (O), Sometimes (S), Never (N)

No	Items	Often	Sometime	Never
1	Application of learner centered approach			
2	Gender sensitivity in his approach teaching			
3	Provision of more reading materials on education and gender issues			
4	Encouraging and giving chance to female students to participate equally with their male counterparts in class			
5	Assigning female students as a group leaders to do group works			
6	Follow up results of female students in tests and assignment			
7	Support of female students through tutorial			
8	Avoiding harassment			
9	Guidance and counseling of female students			
10	Creating more conducive environment for female students in teaching-learning process			

Part V. *Open ended questions*

Instruction: please write your views in the space provided following each question.

1. Write what you think are the strengths of affirmative action?

   _____
   _____
   _____

2. Write what you think are the limitations of affirmative action?

   _____
   _____
   _____

3. What are the major challenges or problems in the practice of female affirmative action program in enhancing girls' education?

   _____
   _____
   _____

4. what solutions or measures do you recommend to reduce the problems you have mentioned for further improvement of the program in the future

   _____
   _____
   _____

THANK YOU

Appendix B

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Questionnaires to be completed by Instructors

The objective of this questionnaire is to collect data on practice of affirmative action program to promote education equity for female students in Debre Brehan University. The information you provide would be very crucial for the success of this study. The information secured through this questionnaire will be used only for the research purpose. In addition, all your responses give in this questionnaire will be kept confidential. Therefore, you are kindly requested to be honest and frank in filling all the items provided in the questionnaires.

Please read each item in the questionnaire carefully and mark an "X" mark in the space provided to indicate your response and for open ended items, please write brief, responses in the spaces provided.

Thank you in advance for your cooperation

GENERAL DIRECTION:

1. No need to write your name
1. Please try to answer every question according to the instruction
2. If you want to give additional suggestions, use the space provided at the end of the questionnaires

Part I. *Background of respondent*

1) Sex A. Female _____ B. Male _____
2) Qualification A. BA/BSC/BED B. MA/MSC/MED C. PHD D. thers
3) Faculty_____
4) Department _____
5) Teaching experience at university(in years) _____

Part II. ***Questions related to beliefs and opinion of instructors towards affirmative action programs provided***

Instruction: There are 15 statements listed below. You are kindly requested to show how you're feeling about each statement by putting "X" mark only in one of the five given choices Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

S.No	Items	SA	A	UD	D	SD
1	I believe that affirmative action is a program which strengthens gender guidance and counseling service					
2	Affirmative action promotes co-curricular activities related to gender issues					
3	Affirmative action is means of re-examining current institutional policy and practice on gender inequality					
4	Affirmative action is compensation for backwardness of women because of culture that hinder their effort					
5	Affirmative action encourages female students to take leadership position					
6	Affirmative action creates discrimination between male and female students					
7	Implementing affirmative action in education sector minimize the learning efforts					
8	Affirmative action beneficiary students could not be competent with non- beneficiary					
9	Affirmative action allows unqualified students admission to university					
10	Affirmative action enables women to use the country resources equally with me					
11	Affirmative action beneficiary students could not be successful					
12	Affirmative action is fair treatment					
13	Affirmative action is selecting unqualified female over qualified men					
14	Affirmative action is appropriate means for society to discharge its obligation to those previously disadvantaged					

Part III. ***Questions related practice of affirmative action program provided***

Instruction: There are 15 statement listed below. Therefore, you are sincerely requested to show how your feeling about each statement by putting "X" marks only in one of the five given choices under choices under Often (0), Sometimes (S), and Never (N)

S.No	Items	Often	Sometimes	Never
1	Provision of assertiveness training for female students			
2	Provision of guidance and counseling service for female students during and after enrollment			
3	Follow up mechanisms of problems faced by female students in and out of campus			
4	Availability of enough references, module and other teaching learning materials			
5	Availability of various books and publications on gender issues in the library and its accessibility			
6	Financial aids, book borrowing service and stationary support for female students			
7	Fairness of grading policy of the institution			
8	Creation of conducive institutional environment for female students			
9	Institutional commitment to respond and act accordingly to female students harassment			
10	There is awareness creation strategies and program			
11	Provision of policy guide line set by Ministry of Education for female students			
12	Female students selected for the support service based on their need and interest			
13	Female students first choice of department were reserved			

Part IV. ***Questions related to instructors efforts toward affirmative action***

Instruction: There are 10 statement listed below. Therefore, you are sincerely requested to show how you feel about each statement by putting "X" mark only in one of the five given choices under Often (0), Sometimes (S), and Never (N)

.No	Items	Often	Sometime	Never
1	Application of learner centered approach			
2	Gender sensitivity in his approach teaching			
3	Provision of more reading materials on education and gender issues			
4	Encouraging and giving chance to female students to participate equally with their male counterparts in class			

5	Assigning female students as a group leaders to do group works			
6	Follow up results of female students in tests and assignment			
7	Support of female students through tutorial			
8	Avoiding of harassment			
9	Guidance and counseling of female students			
10	Creating of more conducive environment for female students in teaching-learning process			

Part V. *Open ended questions*

Instruction: please write your views in the space provided following each question.

1. Write what you think are the strengths of affirmative action?
   _____
   _____
   _____
2. Write what you think are the limitations of affirmative action?
   _____
   _____
   _____
3. What are the major challenges or problems in the practice of female affirmative action program in enhancing girls' education?
   _____
   _____
   _____
4. what solutions or measures do you recommend to reduce the problems you have mentioned for further improvement of the program in the future
   _____
   _____
   _____

THANK YOU

Appendix- c

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Department of Educational Research and Evaluation
Interview Guides for University Officials

Part I. ***Background Information***

1. Sex_____
2. Educational Qualification_____
3. Work Experience _____
4. Regular Teaching Load per Week _____-

Part II. ***Questions***

1. What are the major constraints affecting female students' retention and achievement at your university? What measures have your office taken so far to alleviate the constraints?
2. How is the practice in providing relevant and enough orientations for female students during enrollment? How is the availability of enough teaching – Learning materials and facilities in your university?
3. Do you think your office is successful in promoting educational gender equality educational institute? What are challenges in and around your institute in promoting educational equity for female students?
4. How do you follow up the problem female students both inside and outside of campuses? How is the commitment of the university in solving the problems accordingly?
5. In what area and how your office provides special support for female prospective teachers? How is the effort of female students in using the available support?
6. In conclusion, what do you suggest personally to promote gender equity and implement affirmative action program at your university?

Appendix- D
Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Department of Educational Research and Evaluation

Interview Guides for Dean of Students

Part I. ***Background Information***

5. Sex_____
6. Educational Qualification_____
7. Work Experience _____
8. Regular Teaching Load per Week _____-

Part II. ***Questions***

7. What are the major constraints affecting female students' retention and achievement at your university?
8. What measures have you taken so far to alleviate the constraints
9. How often you work with local stakeholders such as community leaders and interest groups to create awareness about gender issues?
10. Is there organized and well established gender office? How it is working to achieve the object? How is your relation with the gender office?
11. How is the practice in providing relevant and enough orientations for female students during enrollment? How is the availability of enough teaching – Learning materials and facilities in your university?
12. Do you think your office is successful in promoting educational gender equality educational institute? What are the major challenges in and around your institute in promoting educational equity for female students?
13. How do you follow up the problem female students both inside and outside of campuses? How is the commitment of the university in solving the problems accordingly?
14. In what area and how your office provides special support for female prospective teachers?
15. How is the effort of female students in using the available support and effectively working towards successful completion of the training?
16. In conclusion, what do you suggest personally to promote gender equity and implement affirmative action program at your university?

Appendix-E

Addis Ababa University

School of Graduate Studies

Institute of Educational Research

Department of Educational Research and Evaluation

Interview Guides for Gender Office Experts

Part I. *Background Information*

1. Educational Qualification_____
2. Work Experience _____
3. Regular Teaching Load per Week _____-

Part II. *Questions*

1. What are the major constraints affecting female students' retention and achievement at your university? What measures have you taken so far to alleviate the constraints?
2. Do you have a strong linkage with the women's affairs department at the Ministry of education to work effectively and efficiently on gender issues?
3. What is the objective of the establishment of the gender office? How it is working to achieve its object? And how do you follow up the problem female students both inside and outside of campuses?
4. How is the practice in providing relevant and enough orientations for female students during enrollment? How is the availability of enough teaching – Learning materials and facilities in your university?
5. Do you think your office is successful in promoting educational gender equality educational institute? What are the major challenges in and around your institute in promoting educational equity for female students?
6. In what area and how your office provides special support for female prospective teachers? And how is the effort of female students in using the available support
7. In conclusion, what do you suggest personally to promote gender equity and about the continuity of implement affirmative action program at your university?

Declaration

I hereby declare that this thesis is my original work, and had not been presented for a degree to any university and that all relevant sources used are duly acknowledged.

Name Aynalem Mengistu

Signature _____

Date of submission March 4, 2011

This Thesis has been submitted for examination with my approval as a university advisor

Name Daniel Desta

Signature _____

Date March 4, 2011