

**The Effect of Affirmative Action on Recipient Female Students
and Non- Recipient Students in Selected Schools in
Addis Ababa**

SELAMAWIT YILMA

ADDIS ABABA UNIVERSITY
EDUCATION LIBRARY

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

JULY, 2007

**The Effect of Affirmative Action on Recipient Female Students
and Non- Recipient Students in Selected Schools in
Addis Ababa**

SELAMAWIT YILMA

ADDIS ABABA UNIVERSITY
EDUCATION LIBRARY

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

JULY, 2007

**The Effect of Affirmative Action on Recipient Female Students
and Non- Recipient Students in Selected Schools in
Addis Ababa**

SELAMAWIT YILMA

**A Thesis Presented to the School of Graduate Study of Addis
Ababa University in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Educational Research and
Development**

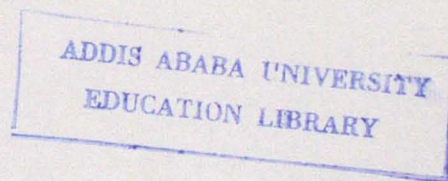
**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**JULY, 2007
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH**

**The Effect of Affirmative Action on Recipient Female Students
and Non- Recipient Students in Selected Schools in
Addis Ababa**

BY SELAMAWIT YILMA



Approved by Board of Examiners

Daniel Desta

Chairman, Department Graduate Committee

Wegayehu Tebeje

Advisor

Wabiset Shiferaw

External Examiner

Asselegn Chokisa

Internal Examiner

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

[Signature]
Signature

Aug 3, 2007

Aug 23, 2007

Acknowledgements

I would like to express my deepest gratitude to my advisor, Dr. Wegayew Tebeje for his constructive comments, moral, and material provision throughout the work of this thesis.

I am also indebted to my instructors Dr. Desalegn Chalchisa and Ato Girma Lema for their constructive comments in developing the instruments and data analysis.

I would also like to express my gratitude to General Education Quality Assurance and National Examination Agency (GEQANEA), to Addis Ababa Education Bureau, and Ministry of Education (MOE), for their cooperation during data collection.

I also want to give my special thanks to school directors, unit leaders, teachers, students and other administrative staffs of the selected preparatory schools for their cooperation during distribution of questionnaires.

My gratitude also goes to Ato Daniel Tefera from the Department of Psychology for his constructive comments in developing the instruments and to all my colleagues who helped me throughout this study.

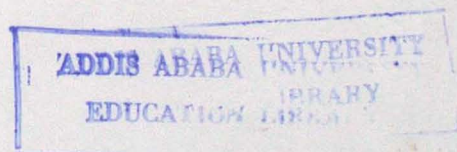


Table of Content

Content	page
Acknowledgements	i
Table of Content.....	ii
List of Tables	v
Acronyms	Vii
Abstract	Viii
CHAPTER ONE	1
1. Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Significance of the Study	6
1.5 Delimitation of the Study	6
1.6 Limitation of the Study.....	6
CHAPTER TWO	8
2. Review of Related Literature	8
2.1. Theoretical Concepts Related to Affirmative Action	8
2.2 The Need for Affirmative Action and its Relevance to Scheduled Groups.....	10
2.3 Views and Attitudes towards Affirmative Action Programs.....	11
2.3.1 For Affirmative Action	11
2.3.2 Against Affirmative Action	12
2.4 Affirmative Action in different Sectors	13
2.4.1 Affirmative Action in Education	13
2.4.2 Affirmative action in Employment	14
2.4.3 Enterprising Affirmative Action in Various Ways by Government	15
2.5 Affirmative Action in different Countries	15
2.5.1. Affirmative Action in United States	16
2.5.2. Affirmative Action in India	19

2.5.3. Affirmative Action in Malaysia	21
2.5.4. Affirmative Action in Sri Lanka	23
2.5.5. The introduction of Affirmative Action in Ethiopia and its Scope.....	25
CHAPTER THREE	28
3. Methodology	28
3.1. Sampling	28
3.2. Sources of Data	31
3.3. Data Collection.....	32
3.4. Instruments	32
3.5. Pilot study	33
3.6. Data Analysis	33
CHAPTER FOUR	35
4. Descriptions of Data and Analysis.....	35
4.1. Results on the Academic Achievement of Recipient Students	35
4.1.1. The Status of Affirmative Action Recipient Students in their EHEECE Score	36
4.1.2. Comparison of Recipient and Non-Recipient Students' Academic Achievement	39
4.1.3. Comparison of Recipient Students' Academic Achievement in different Stream	41
4.1.4. Comparison of Recipient Students' Academic Achievement among Schools	42
4.2. Results of Attitudes of Affirmative Action Non-Recipient Students	44
4.2.1. Attitude of Subjects towards the Need for Affirmative Action.....	44
4.2.2. Attitude of Subjects Related to the Effect of Affirmative Action on Recipient Students' Academic Achievement.....	46
4.2.3. Attitude of Subjects Related to the Effect of Affirmative Action on Non-Recipient Students.....	48
4.2.4. Attitude of Subjects towards the Quality of Affirmative Action	50
4.3. Results of Psycho-Social Effect of Affirmative Action on Recipient Students.....	52

4.3.1. Self-Evaluation of Ability and Performance.....	52
4.3.2. Motivation, Task interest, and Readiness to Change	53
4.3.3. Psycho-Social Conditions of Recipient Students	54
4.3.4. Factors Affecting the Way Recipient Students Thought about Them Selves.....	56
4.3.5. Negative Impacts of Some Factors toward Recipient Students	57
4.4 Discussion	58
CHAPTER FIVE.....	63
5.1 Summary.....	63
5.2 Conclusion.....	64
5.3 Recommendation	66
Reference	68
Appendices.....	72
Appendix A.....	72
Appendix B.....	76
Appendix C.....	80
Appendix D.....	85
Appendix E.....	90
Appendix F.....	91

ADDIS ABABA UNIVERSITY
EDUCATION LIBRARY

LIST OF TABLES

Table No.	Page
1. Sample Size of 2003/4 and 2004/5 Recipient Grade 11 Students	29
2. Sample Size of 2003/4 and 2004/5 Non-Recipient Grade 11 Students.....	30
3. Sample Size of 2005/6 Entry Recipient Students.....	30
4. Sample Size of 2005/6 Entry Non-Recipient Students.....	31
5. Distribution of Recipient Students in Two Selected Years.....	35
6. Distribution of Non-Recipient Students in Two Selected Years.....	36
7. The Status of Recipient Students in their final preparatory year of 2004/5.....	36
8. The Status of Recipient Students in their final preparatory year of 2005/6.....	36
9. One-Sample Test for the Status of 2005/6 Entry Recipient Student in terms of EHEECE Score.....	38
10. One-Sample Test for the Status of 2006/7 Entry Recipient Student-with Male Cut-Off Point.....	38
11. One-Sample Test for the Status of 2006/7 Entry Recipient Student-with Female Cut-off Point	39
12. Independent Samples Test for Recipient and Non-Recipient Students as Measured by their EHEECE (in their final preparatory year of 2004/5)	39
13. Independent Samples Test for Recipient and Non-Recipient Students in their final preparatory year of 2005/6 as Measured by their EHEECE.....	40
14. Independent Samples Test for Recipient and Non-Recipient Female Students as Measured by their EHEECE (in their final preparatory year of 2004/5).....	40
15. Independent Samples Test for Recipient and Non-Recipient Female Students as Measured by their EHEECE (in their final preparatory year of 2005/6).....	41
16. Independent Samples Test of Recipient Students in Different Stream (in their final preparatory year of 2004/5).....	41
17. Independent Samples Test of Recipient Students in Different Stream (in their final preparatory year of 2005/6).....	42
18. One-Way ANOVA for Academic Achievement of Recipient Students among different Schools- in their final preparatory year of 2004/5.....	42

19. One-Way ANOVA for Academic Achievement of Recipient Students among different Schools- in their final preparatory year of 2005/6.....	43
20. Frequencies and Percentage of Respondent's Attitude towards the Need for Affirmative Action.....	44
21. T-test Result toward the Attitude of the Need for Affirmative Action by Sex...	45
22. Frequencies and Percentage of Respondent's Attitude towards the Effect of Affirmative Action on Recipients' Academic Achievement.....	46
23. T-test Result on the Attitude toward the Effect of Affirmative Action on Recipient students' Academic Achievement by Sex.....	48
24. Frequencies and Percentage of Respondent's Attitude Related to the Effect of Affirmative Action on Non-Recipients.....	48
25. Reasons on how Non-Recipient Students being Affected by Affirmative Action.	49
26. T-test Result on the Attitude Related to the Effect of Affirmative Action on Non-Recipient by Sex.....	49
27. Frequencies and Percentage of Respondent's Attitude towards the Quality of Affirmative Action.....	50
28. Frequencies and Percentage of Respondent's Attitude towards the Strength and Weakness of Affirmative Action.....	51
29. T-test Result on the Attitude towards the Quality of Affirmative Action by Sex.	51
30. Frequencies and Percentage of the Subjects Response towards Self-Evaluation of Ability and Performance.....	52
31. Frequencies and Percentage of the Subjects Response towards Motivation, Task interest, and Readiness to Change.....	53
32. Frequencies and Percentage of the Subjects Response towards the Non-Recipient students' Image about Being Recipient	54
33. Frequencies and Percentage of the Subjects Response on Social Supports.	55
34. Frequencies and Percentage of the Subjects Response on Factors Affecting their thought About Them Selves.....	56
35. Frequencies and Percentage of the Subjects Response towards the Negative Impacts of Some Factors.....	57

ACRONYMS

ANOVA	Analysis of Variance
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEEQE	Ethiopian Higher Education Entrance Qualification Examination
FDRE	Federal Democratic Republic of Ethiopia
GEQANEA	General Education Quality Assurance and National Examination Agency
GPA	Grade Point Average
MOE	Ministry of Education
NOE	National Organization for Examinations
OERI	Office of Educational Research and Improvement
SAT	School Admission Test
TGE	Transitional Government of Ethiopia

ABSTRACT

This paper presents the effect of affirmative action on recipient female students and non-recipient students in selected preparatory schools of Addis Ababa. A total of 320 recipient and non-recipient students were selected randomly from four preparatory (pre-university) schools to investigate their academic achievement in a comparative manner. One-sample t-test which was used to see the recipients' achievement in terms of their Ethiopian Higher Education Entrance Qualification Examination (EHEEQE) as compared to the cut-off point set for admission to higher education, resulted in high significance difference. A direct comparison of the mean total scores of affirmative action recipient with non-recipient students using two-sample t-test analysis resulted with high significant difference. No significant difference was obtained with comparison made between the recipient students who were assigned in different streams of natural science and social science. One way ANOVA analysis which was employed to compare the academic achievement among schools resulted with no significant difference. Regarding attitude of affirmative action non-recipient students, 238 students have been taken randomly as respondents. The data was analyzed using percentage and two-sample t-test method. The psycho-social measurement scale has been administered for 57 recipient students who were the only available students in the study years. Finally, based on the findings possible recommendations were forwarded.

CHAPTER ONE

1. Introduction

1.1. Background of the Study

In recent years, the role of women in the national development in Ethiopia has been acknowledged as important. However, women still face economic, social, cultural and legal constraints that prevent the maximization of their development efforts (Nikoi, 1998). The exclusion of women from any development sector, including economical, social and political development, portrays a major loss of potential human resources (Psacharopoulos and Woodhall, 1985; Robinson, 2004).

In any development programme, human development is one of the essential components. However, the educational participation of women lags far behind that of men in many parts of the world. Although Fagerlind and Saha (1989) predicted that this situation would continue till the end of the millennium, i.e. 2000, it seemed that this condition is still predominant.

Psacharopoulos (1985) cited in Fagerlind & Saha (1989:174), conducted a research by reviewing 61 countries, and stated that the rate of return to the educational investment on women exceeds that of men, particularly in the developing countries. In percentage terms, the averages return for all levels of education was 15 % for women and this exceeds by 4 % when compared to 11 percent of men. This would reveal that, educating women has more benefit and is socially efficient.

The economic benefits in the education of women can be demonstrated through the changes that can be expected in the nature of labor force participation and through the gains in family welfare, family planning, and health and child care (Gandhi, 2002). Apart from economic benefits, the education of women contributes to social development and arises in the quality of life of a country. Further more, even though the importance of the education of women for political

development has not been widely researched, it is believed that raising the education of women would also contribute to the political development of a country (Fagerlind & Saha, 1989).

As stated on FDRE (2004), "Girls' education is one of the fundamental pillars for ensuring sustainable economic development, democratic participation and poverty reduction." In general, the economic and social returns of girls have supreme importance as it benefits both the girls themselves and the society at large (Phoenix, 2000).

In Ethiopia, women constitute half of the population and a large part of the labor force (SIDA, 1992). As in most developing countries, they carry out the majority of the work in the household. These women's unpaid work, largely in family labor and household, has significant contribution to families and society. However, it is rarely acknowledged and can not be easily computed in economic terms (Fagerlind & Saha, 1989). Therefore, it is important to improve women's participation in the social, economic and political life by taking the necessary measures (SIDA, 1992).

At present, the importance of participation of girls in education has been determined as necessary and has given emphasis (MOE, 1995). The disparity in education of boys and girls has been seen in the country as it is in between rural and urban and between geographical locations and of ethnicity. With various reasons of economical, social and cultural constraints, the enrollment of female students at all level are very low as compared to male students. The problem of equity and access in the education of girls needs due attention since gender disparity is evident significantly, especially in rural areas (MOE, 1995).

The percentage gap between women and men at the university level was much wider compared to that of senior high school level. Furthermore, men dominated highly in all professions except for few fields of study such as nurses, junior

health assistants & secretarial training where the number of women exceeded that of men (SIDA, 1992). It was also stated by Haregewoin and Yusuf (1994) that women's participation of education in Ethiopia is at its worst at the high schools and in institutions of higher learning.

The transitional government of Ethiopia launched a national policy for Ethiopian women in 1993 to ensure the equality between men and women; so that women can participate in the political, social and economic life (TGE, 1993). The constitution of the Federal Democratic Republic of Ethiopia has also emphasized the need for affirmative action on article 35:3 (FDRE, 1995).

A recent national strategy that helps to narrow the gap and encourage females to take up higher education is lower cut - off points. Hence, the admission criteria used for an entry of higher education for girls is lower by 0.2 grade points than boys. As the report of MOE (1998) states, in order to take this affirmative action as compensation, the past situations of girls and women that hinder their participation have been considered.

Because of this affirmative action the number of female students in higher education increased from 2,140 in 1992 to 2,984 in 1996. In percentage term, the enrollment increases by 39.4 % (MOE, 1998). In the five-year strategic framework, MOE (2004) also stated that the number of female students in tertiary education has shown an increment. Thus, in the academic year of 1997/98, the number of female students enrolled was 1,128 in diploma and 2,196 in degree programs. However, in 2001/02, their number increased to 2,989 and 3,326 to diploma and degree programs respectively (MOE, 2004).

Although female participation has increased during this period, their share as percentage of the total enrollment has shown only a small increment. Over the period of five years, the share of female enrollment in regular diploma programs increased by 6.3 % where as in undergraduate degree programs it increased

only by less than 2%. This shows that the share of female participation of the total enrollment is still very small compared to the total number of male. Therefore, the female enrollment rate needs to increase at a much higher rate in order to show a significant result in closing the gender gap in public universities and colleges (MOE, 2004).

After the secondary school students started to take the General Secondary Education Certificate Examination (EGSECE) at 10th grade level, the admission for preparatory class program (pre University Program) has also favored female students. When we see the total contribution of affirmative action in the sample preparatory schools of this study, it increases the share of female participation from 23.2% to 33.6% in 2003 and from 17.52 to 36.58% in 2004. Therefore, the implementation of affirmative action is one of the effort that favor girls to narrow the gap between female and male participation.

Even though the number of female students in higher education increased due to affirmative action, the question is whether all those beneficiaries become fruitful and accomplished their programme successfully. Hence, this study attempts to investigate the effectiveness of this affirmative action.

1.2. Statement of the Problem

This study investigates the academic performance of female students who have benefited from affirmative action. In this research, female students who got the opportunity to join the preparatory program for the 2003 and 2004 academic years are selected to be the participants of the study. In Addis Ababa regional area, there are 23 private and 10 government schools that were selected to teach preparatory courses for grade 11th & 12th. However, only few students from private schools have benefited from the affirmative action. For instance, the majority of the students from schools such as Nazareth Secondary School, Miskayezunan and Lideta Cathedral scored high in EGSECE, and so they didn't need any support to join the preparatory program.

For this reason, the study excludes all private schools and is focused on the ten government schools. From these government schools, Medhanealem Secondary School, Menelik II Secondary School; Addis Ketema Secondary School & Abyot Kirse Secondary Schools are selected purposefully. These schools have been selected due to the noticeable number of students and the availability of data.

The academic performance of those students is going to be compared through the analysis of their test result. The researcher will attempt to answer the following questions to investigate the successfulness of the students and related problems.

1. What is the status of affirmative action recipient students in their preparatory grade point of Ethiopian Higher Education Entrance Qualification Examination (EHEEQE) as compared to the cut-off point required for higher education?
2. Is there a significant difference among affirmative action recipient and non-recipient students in terms of their EHEEQE score?
3. Is there any significant difference in EHEEQE scores between those recipient students who join the natural science and social science?
4. What differences have been seen among sample schools' students in their academic performance on their preparatory grade point?
5. Is there any psychological and social effect of affirmative action?
6. Do other male and female students, who are not recipients of affirmative action, have positive attitude towards the affirmative action program?

1.3. Objectives of the Study

Governments of many third world nations are concerned about inequalities in access to education. To eliminate the discrimination, strategies like affirmative action have been designed. In Ethiopia, affirmative action that favored female students has been implemented in higher secondary schools & higher

education for the past few years. However, the objective of this study is to focus only on female students who were favored by affirmative action to enter preparatory programs of grade 11th & 12th. Hence, the specific objectives of the study are

- To evaluate the effectiveness of affirmative action towards the academic success
- To identify the contribution of affirmative action toward the disparities of sex.
- To investigate the attitude of non-beneficiary students towards the affirmative action
- To assess the psycho-social effect of affirmative action.

1.4. Significance of the Study

This study would be significant in indicating the effectiveness of affirmative action and its contribution toward the disparities of sex to attain the goals of the policy. It also identifies the strength and limitation of the program, so that appropriate measures that can change factors affecting its effectiveness could be established. It will also serve as a spring board for further researches relating to issues of women.

1.5. Delimitation of the study

Affirmative action is implemented at different level from secondary school to college and universities. However, the scope of this study is delimited to assess the performance of female students in the pre-university program (preparatory class program) only. Furthermore, the study is limited to the region of Addis Ababa and doesn't consider all the beneficiary of affirmative action.

1.6. Limitation of the Study

The recipient and non-recipient of affirmative action were selected randomly based on their EGSECE score. However, when the researcher goes to check

their EHEEQE from their preparatory school which they were assigned, no record were found for some students. The researcher has tried to get any information about the reasons why those students didn't take the EHEEQE in the expected years. However, no schools were able to give any information because they have some problems in keeping such kinds of records. Hence, the researcher couldn't identify whether these students fail, dropout, or transferred to other school. This limitation prohibited the researcher not to look further beyond their document analysis.

CHAPTER TWO

2. Review of Literature

2.1 Theoretical Concepts Related to Affirmative Action

Affirmative action is the name of an American social practice through which members of historically disadvantaged groups are given preferential treatment in an effort to compensate for past harm caused to their ancestors (Larmer, 1996:442).

Affirmative action was first made federal law in the U.S.A. in 1961 by an executive order of president Kennedy of America (Nelson, Carlson & Palonsky, 1993:126). As a result, women and minorities started to get preferential treatment. Affirmative action has been a policy or a program that seeks to redress past discrimination through active measures to ensure equal opportunity (Larmer, 1996:443).

The purpose of affirmative action is not only to increase opportunities for disadvantaged groups, but its supposed goal is to move beyond equal opportunity towards equal results. The policy was implemented to overcome the effects of past societal discrimination by allocating jobs and resources to members of specific groups, such as minorities and women (<http://WWW.affirmativeaction.org>).

It is difficult to give one specific definition for affirmative action as it can be used for multiple objectives. For instance, governmental bureaucrats have their definition, and courts and law professors have different. Furthermore, anti-affirmative action ideologues have yet another definition (Cose, 1997). The definition changes often radically depending on who use the phrase and has no real meaning.

Sowell (1975) made a point about the definition of affirmative action noting that many different policies have gone under the general label of affirmative action in

USA, and many different institutions such as courts, executive agencies, and even private organizations have been involved in formulating or interpreting the meaning of the label. The conflicting tendencies and pressures of these various institutions have shifted the meaning of affirmative action and produced inconsistent concept as well. So, there is no specific way to determine the meaning of affirmative action (Cose, 1997:98).

This is not to say that the words have no meaning. But, it has not a common meaning for all. For instance, Lynch (1986:8) came up with the following "I use the term affirmative action to refer to a system of racial and ethnic preferences or quotas". Other author Bergmann (1995:13) used a different definition that says Affirmative action is planning and acting to end the absence of certain kinds of people those who belong to groups that have been subordinated or left out from certain jobs and schools.

According to Holzer and Neumark (2005), affirmative action refers to a set of practices undertaken by employers, university admissions offices, and government agencies to go beyond non discrimination, with the goal of actively improving the economic status of minorities and women with regard to employment, education, and business ownership and growth.

As stated by Office of Educational Research and Improvement (OERI, 1997), affirmative action can also be defined as effort to improve the employment or educational opportunities of members of minority groups and women. Larmer (1996:442-445) also came up with the definition of affirmative action as programs or policies that in the interest of equity consciously take race, ethnicity, or gender into account in making decisions about employment, admissions, or the allocation or awarding of other valuable benefits or resources.

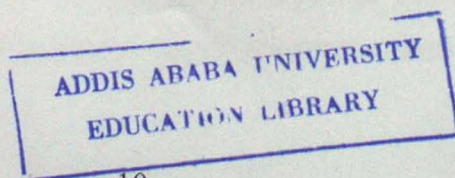
2.2 The Need for Affirmative Action and its Relevance to Scheduled Groups

Affirmative action benefits a wide range of individuals among marginalized groups. Without affirmative action minorities and women would be left to the mercy of anti discrimination law, which does not promote some positive results on the basis of education and employment opportunity (Holzer and Neumark, 2005:7).

Evidences suggest that affirmative action improves both opportunities and outcomes for the students and employees who are its direct beneficiaries. There is also evidence of social benefits, from affirmative action in certain sectors such as medical care, in which those beneficiaries such as women, disabled and or minorities are more likely to provide care to their respective group (Coleman, 1985).

The increasingly widespread use of affirmative action stems from the need to ensure justice for women who represent half of the population and to ensure that women are considered and represented in legislative decision making. The core idea behind affirmative action is based either on the logic of compensation for discrimination in the past or to achieve equal opportunity and resource require for individuals or groups who were treated unequally and were disadvantaged due to circumstances beyond their control (Shelley, 1991).

Affirmative action is also being promoted as an important means of enhancing both access and equity. In most countries, it has been intended as corrective for the historic, social and political injustices against certain groups due to bias on the basis of gender, race, or ethnicity. It is justified in many countries and also given legal support through constitution in the name of equity (Cose, 1997).



2.3 Views and Attitudes towards Affirmative Action Programs

There are different arguments that tend to evaluate affirmative action program. Some of the arguments held between two groups who take the position in favor or against affirmative action program include the following.

2.3.1 For Affirmative Action ✓

Affirmative action has allowed women and other minorities to gain access to higher education and professional jobs. Many people would not be where they are today without this program (<http://www.snc.edu/socsci/chari/1336/foraffir.htm>).

In defending affirmative action, people argue that affirmative action is a program of opportunity and is not a program of discrimination (Ibid). Even though there are accusations that claim that non-recipients of affirmative action are now discriminated against because of this program, the proponents argue that affirmative actions' mission has never been about giving opportunities to less qualified workers, but about opening up equal opportunity and ensuring that equal opportunity with equal results (Larmer, 1996:446-451).

Supporters of affirmative action also tend to argue that these policies are necessary to offset the systematic barriers that minorities and women continue to face in pursuing education and employment opportunities (Holzer and Neumark, 2005). It is believed that discrimination and destructive stereotypes have persisted in to the present, and the cumulative effects of past discrimination also continue to hobble underrepresented groups in a variety of ways. Thus, affirmative action is needed to counter these barriers and to equalize opportunity in the areas of higher education and employment (Ibid: 16).

An experience of Stephen Carter, who is the beneficiary of affirmative action in US, might serve as an example on the advantages of affirmative action. He claimed that he got in to law school because of affirmative action and so now he

is a professor at the Yale Law School. What he was fairly sure of is that if he did not get this opportunity on the basis of affirmative action he would not have had the chance to try (Nelson, Carlson and Palonsky, 1993).

2.3.2 Against Affirmative Action

In contrast, the critics of affirmative action generally argue that discrimination either present or past now plays a relatively small role in the determination of educational and employment differences across race and gender groups (Larmer, 1996:451-455).

In this view, the extent that women continue to lag behind men is largely attributable to individual choices made by women themselves especially related to fertility and mother hood (Holzer and Neumark, 2005). Hence, the critics argue that affirmative action leads to the hiring or promotion in jobs and to admission to universities, of less qualified minorities who perform poorly.

Besides, the supposed beneficiaries of affirmative action are themselves hurt as they find themselves in positions in which they ultimately fail. In this view there is the issue of "mismatch" that predicts affirmative action beneficiaries actually hurt because they are mismatched with jobs or universities in which they cannot successfully perform, and ultimately bear the costs of failure.

Some critics of affirmative action have also suggested that affirmative action would serve better if it is based on family background or income, rather than race and gender. Some opponents also claim that, affirmative action is supposed to be a program designed to end racism. But its policy totally judge people solely on skin color and gender which is discrimination in itself. Whenever affirmative action tried to help minorities and women, reverse discrimination has taken place in the process (<http://www.snc.edu/socsci/chair/336/agaffir.htm>).

With regards to affirmative action issue, a question with no answer is often raised; "why do we punish future generations for events caused by our great grandparents"? For some conservatives in America, who are against affirmative action; the system was a 'zero-sum' game that opened the door to minorities for jobs promotions, or education, while it shut the doors on others.

As argued by opponents, the most painful aspect of affirmative action is the hurt done unavoidably to innocent people. If some one with a lower score is accepted than a person with a higher score, there is bound to be disappointment. And yet, the rejected applicant also wonders why he/she must bear the burden and take responsibility for the wrongs of the past (Nelson, Carlson and Paonsky, 1993).

The policy makers who create affirmative action pass the cost on to some one else, who usually are much younger than the victimized and not involved in the evil being committed. It is often said by the opponents of affirmative action that it substitutes one wrong for another and two wrongs don't make a right (Ibid. 130).

2.4 Affirmative Action in different Sectors

2.4.1 Affirmative Action in Education

Affirmative action in American universities has been led into practice by taking lower cut-off scores for members of scheduled group such as women and minorities. However, the gap in average school quality attended by those groups has been disputed. Datcher and Garman (1995) have tried to find whether there is a gap in average school quality attended by whites and blacks who were admitted in different test scores. Hence, they found that the gap in average school quality between recipient and non-recipient of affirmative action was much smaller than the gap in their performance on their test score of School Admission Test (SAT).

Moreover, the difference could be generated even among the student with equal SAT scores. Of course, if test scores are worse predictors of subsequent

performance among recipient and non recipient of affirmative action, as suggested by some empirical evidence, then it might be perfectly rational for schools to put less weight in the admissions process for recipients.

Analyzing the effects of affirmative action on the efficiency of university admission is not a simple matter. The "inefficiency" of the matching process at universities can not be simply measured by observed gaps between beneficiaries and non-beneficiaries in grades or test scores.

According to Holzer and Neumark (2005), inefficiency associated with affirmative action in universities might be inferred if the beneficiaries of these policies perform poorly in their jobs once they graduate and are hired. Alternatively inefficacy might also be inferred if minority students fail to graduate in large numbers and fail to be certified in their chosen professions.

Some studies like Kane (1998) and Datcher and Garman (1995), who consider blacks and whites as recipient and non-recipient respectively, find the negative effects of college selectivity on grade point averages. If affirmative action in admissions is allowing less qualified minorities to enter more selective schools, their grades relative to white would drop as college selectivity rose, and their dropout rates would be higher.

2.4.2 Affirmative Action in Employment

One of the components of affirmative action is providing job opportunities for the scheduled group as preferential treatment. Hence, some countries used these preferential treatments as a strategy to improve the socio-economic conditions of the disadvantage groups. For instance, in the United States, the roots of affirmative action in employment lie in a set of executive orders issued by U.S. presidents since the 1960's. The executive order (10925) issued in 1961 introduced the phrase "affirmative action", encouraging employers to take action to ensure non discrimination. However, it was 1967 Executive Order 11375 which

extended this preferential treatment to women too. Hence federal contractors may be sued and prohibited from contracts if they are judged to be discriminating or not pursuing affirmative action. However, its immediate and full implementation has met various challenges thus making the outcome rare (Larmer, 1996:443; Stephanopoulos and Edley, 1995, cited in Holzer and Neumark, 2005).

Affirmative action is not just limited to contractors, it can be imposed on non-contractor employers by courts as a remedial action for past discrimination, and it can be undertaken voluntarily by employers (ibid).

2.4.3 Enterprising Affirmative Action in Various Ways by Government

Some countries such as Malaysia, India, and the US have also taken affirmative action in various other ways. Affirmative action might be undertaken by establishing government loan programs as in Malaysia; by raising their participation or their share in business and giving government contracts as in United States and Malaysia; and reserving the administrative positions or seats in the legislature (governing body) as in India (Sowell, 2004).

Other areas of government initiatives in pursuing affirmative action include language policy to guarantee the scheduled tribes or groups to meet the state programs. For instance, the language policies in India, Malaysia and Sri Lanka has brought effects on educational and economic opportunities even though these governments' procurement programs are mainly focused more on minorities than women (ibid.).

2.5 Affirmative Action in different Countries

Other countries have practiced affirmative action with group preferences and quotas with wholly different histories and traditions. In some countries, such policies have existed much longer than in the United States. Different societies

pursue disparate rationales for preferential programs which share similar features and lead to similar results.

At the present time, group preference is a program for the less fortunate and is called affirmative action as named in the United States. It has also other names in different countries such as "positive discrimination" in Britain and in India, "standardization" in Sri Lanka, "sons of the soil" preferences in Malaysia, Indonesia and some states of India, which gives priority to the local people in areas where they find difficult to compete with regular citizens (Sowell, 2004)..

Societies commit group preferences to the equality of individuals being conscious of time and scope. For example, the favor in lower university admissions for particular groups wouldn't be given for passing or grading once they join the program for limiting the scope of preferential treatment.

However, preferential grading that has been called "affirmative grading" might also occur as in the United States, in order to prevent excessive failure rates among minority students admitted under lower academic standards (Larmer, 1996; Sowell, 2004:4). Others would also propose to limit the duration of preferential policy. The policy was initially designed to be temporary and was set to expire after some years. But, in many countries the supposedly temporary preferences have been extended after the projected time for their termination. The following countries have long experience with preferential programme.

2.5.1. Affirmative Action in United States

Affirmative action policies in the United States occur as a correction to prevent discrimination and as promoting "diversity". Initially, group preferences and quotas in the United States evolved out of civil rights act of 1964 which seek to ban discrimination against individuals. Blacks who are just 12% of the American

population were the central group who provided preferences and are the rationale for this law (Cose, 1997).

In 1967, affirmative action policies spread far beyond the initial beneficiaries and expanded over the years to include other racial or ethnic groups and women. The new groups, women are larger than all the other groups and most of those women in the United States are white. Although affirmative action extended beyond its initial beneficiary, its practices didn't go far from the practices used in blacks' situations. Hence, women have become entitled to employment quotas (Larmer, 1996).

The first official use of the term affirmative action in the United States was in a racial or ethnic context. President John f. Kennedy's executive order no. 10,925 in 1961, said that federal contractors should take affirmative action to ensure that employees are treated during employment without regard to their race, color, or national origin (Bean, 2001).

In December 1971, guidelines were issued to increase the utilization of minorities and women in a particular job classification. The obvious remedy of this policy was to eliminate economic differences between groups (Holzer and Neumark, 2000).

In United States people of lesser qualifications were to be hired in preference to people of greater qualifications, simply because of the respective groups to which they belonged. An employer who hires proportionately fewer black qualified applicants could be considered to be engaging in racial discrimination, even if the average test scores of the black applicants were substantially lower (Sowell, 1975).

For women the effects of past discrimination argument is far less weighty than it is for blacks or American Indians (Sowell, 2004; Larmer, 1996). This is because there was no evidence to know whether the recipients' mothers, grand mothers or female ancestors suffered and had more impact on their current socioeconomic condition than the corresponding advantages enjoyed by their fathers, grandfathers, and other male ancestors.

In United States, minority businesses preferentially awarded government contractors. However, the direct beneficiaries turn over those contracts to others for letting non minority firms rent their minority status to acquire business from the government. With this regard, an investigation ended up indicating that one third of all business run with that designation.

In the United States, blacks were more likely to be discriminated against in government regulated businesses before the civil rights act of 1964 that was passed against discrimination. However, after that era blacks were more likely to received preferential hiring in such businesses (Anderson, 1970).

In different country, affirmative action established more deeply in the academic world. In the United States, various arguments have been made for the admission of black, Hispanic, and American Indian students to colleges and universities under lower standards than those applied to white or Asian American students. The chief among these is the test scores and academic records (Cole and Barber, 2003:169).

Although racial preferences and quotas in admissions to American colleges and universities began in the 1960^s, there was no much discussion of any critics made against such preferences (Larmer, 1996). There was an argument which remains for decades at the objections of affirmative action. This is because of the

thought that minority students would be mismatched with institutions at all levels and would find themselves in serious academic difficulties and turned in to failures.

Discussions of college admissions policies often proceed by taking the issue as the distribution of benefits to various applicants. Those who see the issue as distributing benefits to applicants object preferential admissions and their premise was that colleges and universities were not created to distribute benefits to applicants but to develop minds and create skills that serve society at large (Sowell,2004:151).

In the united states, the rational for affirmative action has had little to do with its actual operation and has benefited those who are already more fortunate. For instance, recent immigrants from Asia or Latin American are eligible for affirmative action benefits in the United States, though obviously there was no past discrimination against these individuals because they were not living in this country (Ibid.).

2.5.2. Affirmative Action in India

India is the world's largest multi-ethnic society. The people of India also cross cut by strong caste, religious, regional and ethnic divisions with different lifestyles. India has affirmative action policies longer than any other nation, beginning in British colonial times and then included in its constitution when it became an independent country in 1947 (Ghosh, 1997:145).

Affirmative action policy was designed to help disadvantaged segments of its population and is often called "positive discrimination". Nationally, preferential policies were designed to raise the socio-economic levels of the preferred groups

in jobs, university admissions, representation in parliament, and other benefits to overcome historic patterns of discrimination and backwardness (Galanter, 1984).

In India, preferential policy was originally set to expire in 20 years, but it has been extended again and again. Basically, there are two kinds of preferential policies in India. The first kind of policy is designed for national minorities. The minority policies deal with groups who were known for severe social disabilities and discrimination and are called untouchables, tribal groups outside the social mainstream of the country, and "other backward classes" who might have similar disadvantage (Bajpai, 1997:53-54).

Even though the minority policy was primarily designed to the previous two very poor and historically out cast groups, they are greatly outnumbered by members of the "other backward classes" who constitute 52 percent of all Indians.

The second kind of policy is designed for various local groups in their respective states. Here, the rationale is not the same as that which was used before. Local indigenous status with entitlement of "Sons of the soil" has been taken to special consideration, especially in states where outsiders have clearly outperformed the locals in free competition for college admissions or government jobs (Ibid.).

Although, there was little public criticism of affirmative action in India before the 1970s, such criticisms have grown louder over the years. A 1997 study concluded that "the quota system has eliminated whatever good will the upper castes had for the lower castes, "partly because of the amount and effectiveness of preferential policies which in fact benefit only an estimated six percent of untouchable families (HRW, 2001). This implies that affirmative action in India has produced minimal benefits disproportionately to those who are already most fortunate, rather than those most in need.

Furthermore as Sowell (2004) pointed out, to overcome the realities shown in India by the consequences of affirmative action like massive failures of students in settings where they are overmatched, any serious concern must begin years before they reach universities. However, India is not the only country in which those group preferences have faced difficulty toward the hard task of preparing themselves to meet the standards expected. Similar complacency has been observed in the United States, South Africa, and Malaysia.

2.5.3. Affirmative Action in Malaysia

Malaysia is a country of about 23 million people and one of the most prosperous countries in South East Asia. The population of Malaysia is 50 percent Malay, 24 percent Chinese immigrants who moved during the era of European imperialism and 7 percent Indian. There are also indigenous people who are called "Sons of the soil" together with the Malays for whom special provisions are made by the government (Crouch, 1996:37-38).

Although the Chinese had begun in Malaya much poorer than the Malays, their incomes rose over the years until they were earning more than double of the average income of the Malays. Hence, Malaysia's local people outperformed by outsiders in education, labor force, or in business and industry (Snodgrass, 1980).

This situation produced the same explosive resentments found in India and in other countries and ended with similar demands for preferential policies for those who could not meet the competition of the outsiders. Even though, the Malays were provided preferential treatment for education and job starting from the colonial government, the Chinese and Indians continued to outperform them even after independence (Ibid.).

After the Malaya became the independent Federation in 1957 with the addition of the territories of Singapore, the country's constitution guaranteed the political supremacy of the indigenous Malays. The Chinese people were not happy with this. Hence, Singapore that had a heavily Chinese population was expelled from Malaysia in 1965, and its expulsion left Malaysia comfortable to expand preferential treatment (Crouch, 1996).

Hence, new economic policy designed to achieve what is called "racial balance". This new economic policy provided numerous opportunities for Malays and supporters of the ruling parties (Abdullah, 1997:209). Government loan programs were established to offer credit preferentially to Malays and, the government raise taxes largely from Chinese to benefit Malays. Furthermore, to increase Malay participation in the modern economy, the government forced Chinese and foreign enterprises to restructure in such a way that at least 30 percent of their shares would be owned by Malays or government agencies. Like so many other preferential programs, the New Economic policy was initially designed to be temporary to expire in 20 years. But it continued after the projected cut off date.

Before the New Economic policy went into effect in 1971, Malay income was a little less than half of Chinese income. Twenty eight years later; there were apparently modest changes in relative incomes. In general, Malaysia had one of the most successful programs of affirmative action in the world, in terms of the relative advancement of the beneficiary group and avoidance of violence (Shari, 2000:113).

However, educational standard declined in the country's universities after student admissions and faculty hiring were no longer based on individual performances, but on group membership. Malaysia also promote group preferences and quotas

in the name of "national unity" however it actually produced little unity and create disaffection (Ibid.).

The degree of success of affirmative action in Malaysia compares favorably with other countries and has similar success in terms of benefiting one group at all costs. Affirmative action in Malaysia has produced results similar to those in India and other countries (Sowell, 2004). In both Malaysia and India, those people who were initially more fortunate were the most benefited. In both countries the supposedly temporary preferences have been extended from the point projected for their termination. Furthermore, as noted to higher education in India, Malay students, who sense that their future is assured by preferential treatment, feel less pressure to perform.

2.5.4. Affirmative Action in Sri Lanka

Sri Lanka is the island nation located about 20 miles off the southeast coast of India. The majority or three-quarters of its people who are called 'Sinhalese' and the minority people "Tamils" differed in ethnicity, language and religion. Formerly, the country's political leaders were committed to a secular, democratic state recognizing the rights of all its citizens, regardless of their ethnicity or religion. The transfer of power was also smooth and peaceful (Sowell, 2004; 79).

Yet, the relation between its majority and minority populations changed radically within a decade after the formerly British colony, Sri Lanka achieved independence in 1948 as a result of instituting preferential polices. The basis for such preferential policies was that different groups were not proportionally represented in the universities or in businesses (Ibid.).

The minority groups Tamils were concentrated in the geographically less promising and less prosperous northern part of the Island with a dry climate and lack of natural resources. Hence, Tamils seized upon education as a way to overcome their geographically disadvantaged circumstances for making economic progress. Specially, they were well trained in subjects that would permit them to enter the sciences, engineering, and the medical field in the years ahead (Silva, 1986).

However, a series of policies providing preferences and quotas for the Sinhalese progressively reduced the Tamils' prospects in education and employment. At the university level, Sinhalese applicants could gain admission by meeting lower standards than those required for Tamils. In addition, the government began sending Sinhalese employees to staff their offices in the northern region, where the Tamils were concentrated Sri Lanka's constitution was modified to eliminate a section that guaranteed minority rights (Sowell, 2004:87).

Consequently, Tamils face the declining prospects for education and employment especially for the young one and this led to protest. Although these were peaceful protests formerly, the Sinhalese start to attack Tamils largely and become a long series of bloody riots in the years ahead.

Tamils began to seek more autonomy in their own regions of the country and join armed guerilla group called the Tamil Tigers, in 1975. In the 1920s, when economic disparities were greater, the Sinhalese and Tamils Co-existed peacefully. After a decade, when the Sinhalese had over taken the Tamils in incomes and education with the help of preferences and quotas, the first mob violence erupted. From affirmative action policies in countries around the world the event took in Sri Lanka in the second half of the twentieth century has not seen by any one and was the most painful and tragic (Tambiah, 1986).

participation of women in different field of study, women would also be given preferences for each field of study and allowed to enter with lower score than required for male student. Hence, 20% of the places at different departments have been reserved for female students (Belyou, 2005).

The students average result in their preparatory school in five subjects sum up with their college entrance exam of five subjects which has the total score of 1000 and the lower cut-off point put to admit for both the natural science and social science field. Specially, teacher training institute has a remarkable number of reserved places for female students and at least 40% of the trainer each year would be female students.

It is clear that affirmative action has other components beyond educational sector. Basically, as mentioned earlier, affirmative action also aims at providing employment opportunity to promote gender equality in socioeconomic development and enable women to get equal access for high level decision making positions.

In Ethiopia, the Federal Civil Servants Proclamation of 2002 stated that preference shall be given to female candidates, candidates with disabilities, and members of nationalities comparatively less represented in the government office, if they have equal or close scores to other candidates.

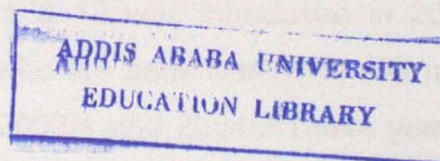
The Federal Government of Ethiopia also believes with the provision of assistance to women in enhancing the capacity of women elected and ensures their participation in political affairs (FDRE, 2002).

Nevertheless, to see the effect and consequences of the affirmative action programmes in Ethiopia, there is a shortage of literature to trace on and so much research has to be conducted on this area. Habtamu (2003) in his publication of "African Higher Education" stated that affirmative action improved women's

admission rate which was 15% for the past several years even though it has not resulted in significant changes.

Even if affirmative action has implemented in different sectors in Ethiopia, this study will focus on its implementation on the education sector. Female students have been given preference starting from their admission to preparatory schools and again after the completion of their preparatory in admission to colleges and universities.

However, this study has ambition to assess the effect of affirmative action in preparatory schools. The recipient student from those preparatory schools will assigned to different universities/college and or regions. So, it is difficult to gather the necessary data to see the successfulness of those beneficiary students in the university/college program unless different study has been made that relies only to specific university if it is accessible to get the students entry point and their respected department.



CHAPTER THREE

3. Methodology

3.1. Sampling

In this study, the number of schools and students that have been used for the research will be selected by the help of purposeful sampling technique. As mentioned earlier, in the study area of Addis Ababa region, there are 23 private and 10 governmental schools that serve as preparatory classes.

Private school students are almost not benefited or didn't receive affirmative action advantages to join institution of higher education. For this reason only government schools have been included in the sample study. Hence, from 10 preparatory government schools existing in Addis Ababa, four schools namely Medhanealem, Menelik II, Addis Ketema and Abyot Kirse Secondary Schools were selected purposefully for the study. The accessibility of data and the numbers of students who are beneficiary of the affirmative action have been taken as the main criteria to select these four schools.

Following the reform in the structure of education, the terminal point for secondary education was decided to be grade 10 and preparatory (pre-university) program of grade 11 & 12 was introduced in 2001. However, this study focuses on the students who are beneficiaries of affirmative action during the preparatory entry years of 2003/4 and 2004/5. These years have also been selected for reasons of accessibility of data on their EHEEQE result. These students who have taken EGSECE in 2002/3 and 2003/4 entered to preparatory in 2003/4 and 2004/5 and have graduated from preparatory (grade 12) in 2004/5 and 2005/6.

As the design and methodology of a research is based on the purpose of the study, the sample students from each school have been taken from different streams. Hence, proportional students from each school will be taken from the natural science and the social science.

The total numbers of students who enter to preparatory in 2003/4 and 2004/5 were 4,511. From these students, the recipient students (beneficiaries of affirmative action) are 673 and the non-recipient students (non-beneficiaries of affirmative action) are 3,841. From the recipient students of these two years, 25% of the students (i.e. 168 students) have been taken for the study. To have a balanced approach, the numbers of students from each school and different stream has been taken proportionally.

Table 1: Sample Size of 2003/4 and 2004/5 Recipient Grade 11 Students

School	2003/4	2004/5	Total
Medhanealem	14	33	47
Menelik	18	28	46
Addis Ketema	12	25	37
Abiot Kirse	13	25	38
Total			168

The non recipient students of affirmative action have also be taken as the participants of the study to compare their performance towards the beneficiary. Hence, the same number of 168 students has been taken as shown on the tables below.

Table 2: Sample Size of 2003/4 and 2004/5 Non-Recipient Grade 11 Students

School	Non-Recipient Student of 2004				Non-Recipient Student of 2005				Total
	Male		Female		Male		Female		
	Natural Science	Social Science	Natural Science	Social Science	Natural Science	Social Science	Natural Science	Social Science	
Medhanealem	10	6	4	4	12	7	5	1	49
Menelik II	9	10	1	2	8	7	3	3	43
Addis Ketema	9	6	2	3	9	10	1	1	41
Abiot Kirse	8	5	3	3	7	4	2	3	35
									168

To investigate the attitude and the psycho-social effect of non-recipient and recipient students respectively, only the 2005/6 entry preparatory students who are grade 12 in the present study year have been selected. This is for the reason that grade 12 students have more years of experience in the school and so the study would benefit from their experience.

The total number of 2005/6 entry preparatory recipient students from the four schools was only 73. Hence, all students have been selected as the sample size as their numbers were small.

Table 3: Sample Size of 2005/6 Entry Recipient Students

School	Recipient Students of 2005/6
Medhanealem	36
Menelik II	9
Addis Ketema	10
Abiot Kirse	18
Total	73

Besides, the total numbers of non-recipient students in the same year were 2,376. Hence, 10% of them have been taken as respondent.

Table 4: Sample Size of 2005/6 Entry Non-Recipient Students

School	Male		Female		Total
	Natural Science	Social Science	Natural Science	Social Science	
Medhanealem	30	18	20	15	83
Menelik II	20	16	10	11	57
Addis Ketema	27	12	8	10	57
Abiot Kirse	14	8	11	8	41

238

3.2. Sources of Data

The main sources of data for this study were the document (test result) of the students and the respondent. In both cases, the participant who were part of the study population were:-

A. Document

- * The EGSECE and EHEEQE test result, in 2002/3 and 2004/5 respectively, of affirmative action recipient (female) and non-recipient (male & female) students
- * The EGSECE and EHEEQE test result, in 2003/4 and 2005/6 respectively, of affirmative action recipient (female) and non-recipient (male & female) students

B. Respondent

- * 2005/6 entry preparatory female student who are beneficiary of affirmative action.
- * 2005/6 entry preparatory female & male students who are not beneficiaries of affirmative action

Besides, different local officials like General Education Quality Assurance and National Examination Agency (GEQANEA) or by its old name National

Organization for Examinations (NOE), Addis Ababa Education Bureau, Ministry of Education (MOE), etc. were also used to get the relevant data for the study.

3.3. Data Collection

The data collection for this study embraces different sources, which are relevant to the purpose of the study. The document analysis on the performance of the students is based on their national exam score of EGSECE & EHEEQE achieved by the same individual. For this case, students will be taken from two groups.

The first group students are the beneficiary of affirmative action. The second group consists of female and male students who were not beneficiaries of affirmative action. The documents of both groups of students from similar preparatory entry years of 2003/4 and 2004/5 have been taken randomly from the National Organization for Examination.

The attitude of the students toward the affirmative action will be investigated by using questionnaires. It will be difficult to get the above students to study this situation. Therefore; the researcher will use the available 2005 entry students from the similar schools. Besides, to investigate the psycho-social effect of affirmative action, 2005 entry students who were available during the study period were used as a source of data.

3.4. Instruments

The attitude scale and psychosocial adjustment measure which consists of 20 and 24 items respectively were developed by the researcher. Both instruments were having 5 response options ranging from strongly agree to strongly disagree. Scores were assigned for each response one to five points depending on the statement. Hence, it is assumed that an informant who has favorable attitude would score 100 (i.e.5x20) points for attitude scale. Similarly, an informant who has positive feeling of self would score 120 points.

The qualitative aspect of open ended part has five items for each instrument. Some of the items were equal to the previous items and were used as a crosscheck to observe further explanation and reasons for the response they give before.

The questionnaires were administered in the "Amharic" language to tackle the barriers of language. The forward and backward translation of the items has been checked by colleagues of English language students from graduate studies at A.A.U.

3.5 Pilot Study

A pilot study had been conducted in D/Wondyirad Preparatory School with 30 subjects of similar grade level with the main study. After the data has been gathered, a Cronbach alpha reliability test was employed. As a result the instruments proved to be reliable with a correlation coefficient of .81 and .73 for attitude scale and psychosocial measure respectively (see appendix E & F).

Administrating the instruments for both the recipient and non recipient students in one room seemed uncomfortable for some students. Hence, the researcher learnt to change this situation in the main study. In addition, from unreliable responses given by the respondent, the administrative staffs of the schools were asked about some of the items and some modification has been made on few items.

3.6. Data Analysis

Both quantitative and qualitative research methods have been employed to analyze and interpret the data gathered from the different sources. One sample t-test was used to compute the status of the academic achievement of recipient students. Comparative analyses of some variables were computed using two independent sample test and one way ANOVA, in computer assisted Ms-SPSS

program. In addition, proportional comparisons were used when appropriate. Based on the result obtained, interpretations, summary and conclusion have been made. Finally, possible solutions have been recommended.

COBOL GPA and EHEBOP are required for admission to preparatory courses and higher education respectively. Nevertheless, to admit students in different levels of study, their average score of grades 11th and 12th has been taken from the subjects out of 500 and the real 500 would be considered from their EHEBOP as the study of the results of the research and re-analysis of students must come when GPA and different years' GPA are analyzed in the two groups have recommended separately.

In the second part of the study, the result obtained from the experiments has been presented. The aim of the study addresses the attitudes of Turkish students in mathematical subjects and the psychological effects of admission grade point averages.

3.1 Results on the Academic Achievement in Turkish Language

3.1.1 Distribution of Research Subjects in Two Sections

The research was conducted with 100 students who were divided into two groups of 50 students each. The first group was the control group and the second group was the experimental group. The students in the control group were given the same amount of study time as the students in the experimental group. The students in the experimental group were given additional study time. The results of the research are presented in the following table.

CHAPTER FOUR

4. Descriptions of Data and Analysis

The result of this study has been presented in three parts. The first part relies upon review of documents which includes students' national exam result of EGSECE and EHEEQE of grade 10th and 12th respectively. Their GPA of EGSECE is reported in letter grades and is the average taken from seven subjects; whereas their EHEEQE is reported as raw scores by taking the sum of five subjects.

EGSECE GPA and EHEEQE are required for admission to preparatory schools and higher education respectively. Nevertheless, to assign students in different field of study, their average score of grade 11th and 12th has been taken from five subjects out of 500 and the rest 500 would be considered from their EHEEQE. In this study, the test results of the recipient and non-recipient students have been taken from two different entry years. So, the analyses of the two groups have been presented separately.

In the second and third part, the result observed from the instruments has been presented. This part of the study addresses the attitudes of affirmative action non-recipient students and the psycho-social effects of affirmative action recipient students.

4.1. Results on the Academic Achievement of Recipient Students

Table 5: Distribution of Recipient Students in Two Selected Years

Sample students who took EGSECE		Sample students who enter preparatory		Sample students who took EHEEQE	
Year	No.	Year	No.	Year	No.
2002/3	57	2003/4	57	2004/5	53
2003/4	111	2004/5	111	2005/6	99

Table 6: Distribution of Non-Recipient Students in Two Selected Years

Sample students who took EGSECE		Sample students who enter preparatory		Sample students who took EHEEQE	
Year	No.	Year	No.	Year	No.
2002/3	85	2003/4	85	2004/5	85
2003/4	83	2004/5	83	2005/6	83

From the total sample size of 168 recipient students of 2003/4 and 2004/5 preparatory entry year, there were 16 students with incomplete record of EHEEQE (table 5). Hence, these students were excluded from the study group. The researcher couldn't get any information whether these students were dropout, dismissed, or transferred to other school.

4.1.1. The Status of Affirmative Action Recipient Students in Their EHEEQE Score

Table 7: The Status of Recipient Students in their final preparatory year of 2004/5

School	Total number of student	Student Who score below cut-off point	Student Who Score Above cut-off point
Medhanealem	13	-	13
Menelik II	17	5	12
Addis Ketema	12	1	11
Abiot Kirse	11	3	8
Total	53	9	44
Percent	100	16.98	83.02

Table 8: The Status of Recipient Students in their final preparatory year of 2005/6

School	Total number of student	Student Who score below cut-off point	Student Who Score Above cut-off point
Medhanealem	33	4	29
Menelik II	22	1	21
Addis Ketema	24	3	21
Abiot Kirse	20	3	17
Total	99	11	88
Percent	100	11.11	88.89

The students who took EHEEQE in 2004/5 were admitted to higher education in 2005/6. During this entry year of 2005/6, the cut-off point required from each preparatory student in admission to higher education was 201. In fact, this point was valid only for male students while female students favored each year in admission to higher education in lower cut-off point than their male counterparts. Specially, in this study year there was an exceptional case that allowed all female students who took the EHEEQE exam to join higher education. Though all female students were allowed to join higher education, 16.98% of the students were scored below the cut-off point and the rest 83.02% scored above the cut-off point (table 7). This evidence reveals that the numbers of recipient students who score below the cut-off point are quite low.

Furthermore, in the entry year of 2006/7 (table 8), most of the recipient students scored above the cut-off point alike the previous year. The cut-off point for this entry year was different from the previous year which needs to score 175 and 150 for male and female students respectively.

From the total recipient students of the sample schools most of the students (88.89 %) have scored above the cut-off points and 11.11% of them score below the cut-off point which was set for male students. However, 6.06% of students who scores below the cut-off point of 175 were secured as they scored above the cut-off point of female students. The rest 5.05 % of recipient students who scored below the cut-off point set for female students were not allowed to join higher education.

Further statistical test of One-sample t-test was also used to test their performance. One-sample t-test is used to know whether the mean of one variable differs from a constant (ex., does the mean grade of 65 for a sample of students differ significantly from the passing grade of 60?) (<http://www2.chass.ncsu.edu/garson/PA765/>). In this case, the cut-off point has been taken as passing grade. As indicated in table 5 & 6, the group mean is

significantly different from the fixed passing grade, and hence this revealed that the recipient students perform well in the entry year of 2005/6.

Table 9: One-Sample Test for the Status of 2005/6 Entry Recipient Student In Terms of EHEEQE Score

Test Value = 201					
N	Mean	Mean Difference	df	t value	t critical
53	226.96	25.96	52	5.38	2.01

Note: alpha level of 0.05 was used to test the significance

Similarly, during the entry year of 2006/7, the group mean is highly significant from the passing grade set for male students. In addition, the mean difference of 2006/7 entry year which was 47.10 is greater than 25.96 of the previous year of 2005/6. Hence, this indicates that the recipient students in the entry year of 2006/7 were highly secured in admission to higher education.

Table 10: One-Sample Test for the Status of 2006/7 Entry Recipient Student-with Male Cut-Off Point

Test Value = 175					
N	Mean	Mean Difference	df	t value	t critical
99	222.10	47.10	98	10.59	1.99

Furthermore, with the cut-off point 150 set for female students, the group mean is highly significant than the passing grade as presented in table 8. Hence, this result indicates that the recipient students score very high than the passing grade set for them.

Table 11: One-Sample Test for the Status of 2006/7 Entry Recipient Student-with Female Cut-off Point

Test Value = 150					
N	Mean	Mean Difference	df	t value	t critical
99	222.10	72.10	98	16.21	1.99

Note: alpha level of 0.05 was used to test the significance

4.1.2. Comparison of Recipient and Non-Recipient Students' Academic Achievement

In this section the academic achievement difference between recipient of affirmative action and non-recipient students has been analyzed. The analysis of the difference in academic achievement of the two years groups was treated separately. In the first case, when the academic achievement of the two groups in their final preparatory year of 2004/5 compared by their EHEEQE, a significant difference was observed (see table 12).

Table 12: Independent Samples Test for Recipient and Non-Recipient Students as Measured by their EHEEQE (in their final preparatory year of 2004/5)

STUDENT	N	Mean	Mean Difference	df	t value	t critical
RECIPIENT	53	226.96	55.64	135	7.1	1.97
NON RECIPIENT	84	282.61				

Note: alpha level of 0.05 was used to test the significance

Similarly, the comparison of academic achievement differences between affirmative action recipient and non-recipient students in their final preparatory year of 2005/6 was summarized in table 13. The statistics employed to compare their academic achievement scores as measured by the EHEEQE score was an independent sample t-test. Alike the previous year, a significant difference has been observed in favor of non-recipient students. Hence, it can be observed that

in both entry years, non-recipient students performed better than recipient students.

Table 13: Independent Samples Test for Recipient and Non-Recipient Students in their final preparatory year of 2005/6 as Measured by their EHEEQE

STUDENT	N	Mean	Mean Difference	df	t value	t critical
RECIPIENT	99	222.10	44.55	180	6.74	1.97
NON RECIPIENT	83	266.10				

Note: alpha level of 0.05 was used to test the significance

Further analysis has also been done to compare recipient students with non-recipient female students excluding male non-recipient students. As can be seen from table 14, there is a statistically significant difference between recipient and non-recipient female students. This implies that non-recipient female students perform better than recipient female students.

Table 14: Independent Samples Test for Recipient and Non-Recipient Female Students as Measured by their EHEEQE (in their final preparatory year of 2004/5)

STUDENT	N	Mean	Mean Difference	df	t value	t critical
RECIPIENT	53	226.96	30.22	73	3.02	1.99
NON RECIPIENT	22	257.18				

However, from the result observed in the final preparatory year of 2005/6 (table 15), t value is less than t critical, and so there is no statistically significant difference. This implies that the mean score difference between recipient and non-recipient female students is not statistically significant. Therefore, it can be said that there is no variations in academic performance of recipient and non-recipient female students in their final preparatory year of 2005/6 in terms of their EHEEQE score.

Table 15: Independent Samples Test for Recipient and Non-Recipient Female Students as Measured by their EHEEQE (in their final preparatory year of 2005/6)

STUDENT	N	Mean	Mean Difference	df	t value	t critical
RECIPIENT	99	222.10	17.16	116	1.55	1.99
NON RECIPIENT	19	239.26				

Note: alpha level of 0.05 was used to test the significance

4.1.3. Comparison of Recipient Students' Academic Achievement in different Stream

Table 16: Independent Samples Test of Recipient Students in Different Stream (in their final preparatory year of 2004/5)

Stream	N	Mean	Mean Difference	df	t value	t critical
NATURAL	21	227.33	.58	51	.06	2.01
SOCIAL	32	226.75				

Note: alpha level of 0.05 was used to test the significance

Based on the results found from the independent sample test, t-calculated (i.e. .06) is less than t-critical (2.01) (see table 16). Hence, the observed difference is not statistically significant. Therefore, it can be said that, there is no statistically significant variations between the score of recipient students who joined natural science and social science.

Moreover, from the observation found in table 17, no statistically significant difference has been reflected between the two groups of 2005/6 entry students. This implies that their mean score difference is not statistically significant. Therefore it can be said that there is no variation in academic performance between recipient students of social science and natural science in terms of their EHEEQE score.

Table 17: Independent Samples Test of Recipient Students in Different Stream
(in their final preparatory year of 2005/6)

Stream	N	Mean	Mean Difference	df	t value	t critical
NATURAL	32	217.78	6.38	97	.67	1.99
SOCIAL	67	224.16				

Note: alpha level of 0.05 was used to test the significance

4.1.4. Comparison of Recipient Students' Academic Achievement among Schools

A one way analysis of variance between groups was employed to compare the academic achievement of recipient students among the four schools. As illustrated on table 18, F calculated (1.77) is less than critical value of F (i.e. F(3,49) at alpha 0.05=2.8). This implies that there was no statistically significant difference in the academic achievement among the groups in terms of their EHEEQE scores.

Table 18: One-Way ANOVA for Academic Achievement of Recipient Students among different Schools in their final preparatory year of 2004/5

	Sum of Squares	df	Mean Square	F value	F critical
Between Groups	6267.04	3	2089.01	1.770	2.8
Within Groups	57842.89	49	1180.47		
Total	64109.92	52			

Similarly, during the final preparatory year of 2005/6, the one way ANOVA table illustrated that there was no statistically significant difference among the schools in terms of their EHEEQE score. This implies that there is no variation of academic achievement among the schools.

Table 19: One-Way ANOVA for Academic Achievement of Recipient Students among different Schools- in their final preparatory year of 2005/6

	Sum of Squares	df	Mean Square	F value	F critical
Between Groups	14459.05	3	4819.68	2.58	2.71
Within Groups	177575.94	95	1869.22		
Total	192034.99	98			

4.2. Results of Attitudes of Affirmative Action Non-Recipient Students

In this section, the response of the attitude scale is minimized to three scales for convenience and would be analyzed as favorable, neutral and unfavorable attitude. For both positively and negatively stated statements the responses, which scored 5 and 4, have been taken as favorable attitudes, where as those scored 2 and 3 have been taken as unfavorable responses. In both cases, the responses that scored 3 have been taken as neutral.

4.2.1. Attitude of Subjects towards the Need for Affirmative Action

Table 20: Frequencies and Percentage of Respondent's Attitude towards the Need for Affirmative Action

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
2	Affirmative action can serves as narrowing the gender gap in education	184	77.31	39	16.39	15	6.3	238	100
3	Affirmative action shouldn't be employed in the education sector.	40	16.81	44	18.49	154	64.71	238	100
5	I believe that affirmative action can serve as compensation for the backwardness of women because of culture/ customary that hinders their effort.	190	79.83	27	11.35	21	8.82	238	100
12	I believe that affirmative action can serve as compensation as women had lack of educational opportunity because of their household responsibilities.	196	82.35	27	11.35	15	6.3	238	100
20	I believe that affirmative action enables women to use the country resource equally with men.	188	78.99	31	13.03	19	7.98	238	100
14	Affirmative action assists to overcome the difficult situation of the employment crisis of young women.	184	77.31	44	18.49	10	4.2	238	100

One of the objective of affirmative action is to narrow the gender gap in education. Related to this idea, 77.31% of the respondents have favorable attitude as can be seen from the table. In addition to this, only 16.81% of the

respondents disagree with the need for affirmative action in education sector. Affirmative action can also serve as compensation for the problems encountered by female students.

Many studies identify that women might be affected with their culture and bad customary, and this might hinder their effort to use their potential. It is also known that household responsibilities might affect women to lag behind men, especially with respect to educational opportunity. On similar ideas, rose on item 5 and 12, 79.83% and 82.35% respondent respectively show their agreement. This revealed that respondent agree with the idea that affirmative action can serve as compensation. Furthermore, most respondents, which are 78.99% of the total population, believe that affirmative action enables women to use the country resource equally with men.

On the other hand, supporters of affirmative action defend on favor of affirmative action by claiming that most women might not be successful in their future career unless they were given this kind of chance. Related to this concept, 77.31% of the respondents considerably agree with the positive effect of affirmative action in the long term.

Table 21: T-test Result toward the Attitude of the Need for Affirmative Action by Sex

Student	N	Mean	df	t-value	t-critical
male	870	3.93	1426	8.25	1.96
female	558	4.40			

As can be seen from the table, there is a mean score difference between subjects. The t-test table revealed that there is significant difference between the attitude of male and female students. Hence, the mean score of male and female attitude is found to have statistically significant difference. We observe the

variations in favor of female subjects. This result suggested that female students have more favorable attitude towards the need for affirmative action than male students have.

4.2.2. Attitude of Subjects Related to the Effect of Affirmative Action on Recipient Students' Academic Achievement

Table 22: Frequencies And Percentage of Respondent's Attitude towards the Effect of Affirmative Action on Recipients' Academic Achievement

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
8	In my opinion, implementing affirmative action in education sector minimize the learning effort of students	137	57.56	53	22.27	48	20.17	238	100
9	Affirmative action gives a chance for students to perform better than before.	180	75.63	36	15.13	22	9.24	238	100
18	I believe that affirmative action will force the students to face with program that they are not capable	120	50.42	79	33.19	39	16.39	238	100
1	I believe that if recipient students study hard enough, they can score high grade.	6	2.52	34	14.2	198	83.19	238	100
10	It is difficult for affirmative action recipient students to be competent with non-recipients.	173	72.69	39	16.39	26	10.92	238	100
13	Affirmative action recipient students can be competent with non-recipient students in academic performance.	12	5.04	33	13.87	193	81.09	238	100
16	Affirmative action recipient students could not be successful.	195	81.93	28	11.77	15	6.3	238	100

Some studies will criticized affirmative action and claimed that affirmative action will minimized the learning effort of the recipient students. In addition, there was also criticize that claim "mismatch" theory (see page 12) and believed that the

recipient student will be forced indirectly to face with the study they are not capable with and did not fit to cope up. As shown on the table above, most respondents, 57.56% on item 8, and 50.42% on item 18, were agreed up on the stated items. They have unfavorable attitudes towards affirmative action with these two respects. Nevertheless, 75.63% of the respondent believed that affirmative action gives a chance for students to perform better than before.

As shown from the table above, 83.19% and 81.09% respondents respectively disagree on items 1 and 13. This implies that non recipient students have unfavorable attitude towards the academic achievement of recipient students. Moreover, 72.69% and 81.93% respondents show their agreement on item 10 and 16 respectively on the difficulties of recipient students to be competent and successful.

On the open ended part, 48.34% of the respondents give positive (Yes) response for the question raised whether recipient students are competent or not. They give different reasons on how recipient student could be competent. Some of their reasons were affirmative action will create moral (51.41%), motivate to do better (31.7%), and cause to feel the recipient as high achiever (20.81%). 25.04% of their response were also claimed that the recipient student might scored less in their EGSECE associated with some other problems and affirmative action could give them chance to use their potential once they are allowed for admission to preparatory schools. The rest 17.01% responses were reasons other than mentioned above.

On the other hand, 51.68% of the respondents give negative response related to the academic achievement of recipients. The reason that most students (58.32%) raised to say they are not competent was, as the recipient students have poor backgrounds, it would be difficult for them to be competent with other non recipient students. Some of the responses (35.04%) also suggested that the recipients did not work hard by all their effort expecting additional support. 23%

of them also mentioned that as the recipient student are undermined by others attitude they would discourage to be competent. The rest 8.69% responses were reasons other than mentioned here.

Table 23: T-test Result on the Attitude toward the Effect of Affirmative Action on Recipient students' Academic Achievement by Sex

Student	N	Mean	df	t-value	t-critical
Male	1015	3.86	1664	7.92	1.96
Female	651	4.28			

Table 30 present the analysis of the attitude toward the effect of affirmative action on recipient students' academic achievement by sex. As shown in the tables, t-calculated is greater than t-critical for. Hence, there is variation on the attitude between male and female subjects in favor of female students. This also revealed that female students have more favorable attitude than male students.

4.2.3. Attitude of Subjects Related to the Effect of Affirmative Action on Non-Recipient

Table 24: Frequencies and Percentage of Respondent's Attitude Related to the Effect of Affirmative Action on Non-Recipients

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
6	Employing affirmative action in education sector reveals the weakness of female students	163	68.49	42	17.65	33	13.87	238	100
7	Affirmative action is a program which abuses the dignity of other non-recipient female students.	198	83.19	20	0.84	20	0.84	238	100
15	Affirmative action is not good strategy as it takes away others' opportunity while it benefits the recipients.	153	64.29	51	21.43	34	14.29	238	100

68.49% and 83.19% respondents for items 6 and 7 respectively agree with unfavorable effect of affirmative action. The respondents seems to believe that

female students who are non-recipient would be affected negatively and they would be perceived by others as females are receiver of this program for their weakness and so it would abuse the dignity of non-recipient student. Moreover, affirmative action was also criticized as it took others' opportunity while it benefits the recipients. Related to this concept, 64.29% of the respondents show their agreement up on the stated statement.

Table 25: Reasons on how Non-Recipient Students being Affected by Affirmative Action

No.	Reasons	percentage
1	Disappointing male students for their chances have been reduced	78.14
2	Taking their possible opportunity	72.7
3	Feeling of discrimination against male students	68.5
4	Causing female students to feel inferior	36.1
5	other	8.29

The respondents were asked to mention some of their reasons on the open ended part of the instrument on how non-recipient students being affected by affirmative action. As can be seen in the table 32, 78.14% of the respondents give their reasons that affirmative action would disappoint male students, especially who scored equally or greater than those recipient students; whereas 72.7% of them perceived as it takes others' opportunity.

In addition, 68.5% of the respondents claim that male students feel as they were discriminated. Besides, 36.1% of the respondents claimed that affirmative action made females to feel inferior to male students. The remaining 8.29% of the respondent give reasons other than listed here in the table.

Table 26: T-test Result on the Attitude Related to the Effect of Affirmative Action on Non-Recipient by Sex

Student	N	Mean	df	t-value	t-test
Male	435	3.79	712	6.68	1.96
Female	279	4.37			

As shown in table 26, the t-test result revealed that there is significant difference between the attitude of female and male students. Hence, the mean score for male and female attitude is found to be statistically significant in favor of female students. This result also suggested that male students have more unfavorable attitude related to the effect of affirmative action towards non-recipient students than female students.

4.2.4. Attitude towards the Quality of Affirmative Action

Table 27: Frequencies and Percentage of Respondent's Attitude towards the Quality of Affirmative Action

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
4	Affirmative action gives an advantage to recipients who do not deserve it.	70	29.41	64	26.89	104	43.7	238	100
19	We could not say that affirmative action recipients are beneficiary with what they did not deserve.	173	72.7	38	15.97	27	11.35	238	100
11	Affirmative action by itself creates discrimination between students.	147	61.76	46	19.33	45	18.91	238	100
17	Affirmative action allows less qualified students in admissions to schools or Universities.	129	54.20	76	31.93	33	13.87	238	100

As can be seen from the table, 43.7 % of the respondents disagree with the stated idea on item number 4. Moreover, 72.7% of the respondent show their agreement on the idea stated on item 19. This implies that respondents were not favoring their attitude to the concept that affirmative action recipients benefited from affirmative action what they did not deserve.

Affirmative action is also criticized by its opponents as it is discrimination by itself. As can be shown from the table, 61.76% of the respondents were agreed to this idea. Furthermore, it was also criticized for its criteria on the admission to schools or universities. Some studies stated that affirmative action gives a chance for students who were not qualified to the respected schools or universities, and this

might affect the quality of education. More than half (54.20%) of the respondent were also agreed to this idea.

The respondents were also asked to list some of the strength and weakness of affirmative action. Hence, the researcher has tried to put similar ideas together, and the rest are reported as other. As listed in the table below, most of them tried to list both the strength and weakness of affirmative action, whereas there were few respondents who claimed that it has no weakness or strength at all.

Table 28: Frequencies and Percentage of Respondent's Attitude towards the Strength and Weakness of Affirmative Action

No.	Strength	%	Weakness	%
1	Increase the participation of females	80.3	Took others' opportunity	81.4
2	Compensate the problems encountered by females	72.7	Disappoint male students	75.5
3	Decreases the employment crises of women	58.4	Opposes to the idea of equality	28.3
4	Give chance to those who have potential to do but scored their EGSECE low due to various reasons	70.9	Wouldn't identify those who really have a problem and support all females	25.4
5	Other	14.6	Give equal treatment for urban and rural females	23.1
6			Decrease learning effort	88.3
7			Cause male student to feel superior	70.2
8			Affect the dignity of female students	67.6
9			Focused only on increasing their number and lacks follow up	45.3
10			Relies mainly on gender than other social aspects (e.g. poverty)	22.4
11			The cut-off point for admission to higher education has big gap between male and female students	38.6
12			Other	18.6

Table 29: T-test Result on the Attitude towards the Quality of Affirmative Action by Sex

Student	N	Mean	df	t-value	t-test
Male	580	3.41	950	5.22	1.96
Female	372	3.84			

From the summary of independent t-test table, t-calculated is greater than t-critical. The mean score found to have significant difference in favor of female students. Hence, this result also implies that female students have more favorable attitude toward the quality of affirmative action than male students.

4.3. Results of Psycho-Social Effect of Affirmative Action on Recipient Students

4.3.1. Self-Evaluation of Ability and Performance

Table 30: Frequencies and Percentage of the Subjects Response towards Self-Evaluation of Ability and Performance

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
1	I feel that I am capable to be competent with other students.	45	78.95	11	19.3	1	1.75	57	100
12	I am hopeful to be an out standing student.	45	78.95	7	12.28	5	8.77	57	100
22	The result that I score at grade eleven assured me that I am able to be a good competent.	29	50.88	18	31.58	10	17.54	57	100
3	I feel frustrated during examination.	28	49.12	18	31.58	11	19.3	57	100
5	I feel ineffective, and study full of anxious.	46	80.7	7	12.28	4	7.02	57	100
6	I lack confidence to participate in class discussions.	30	52.63	19	33.33	8	14.04	57	100
7	I would never ask what I did not understand for fear of being ashamed by asking silly question.	41	71.93	9	15.79	7	12.28	57	100
15	I feel inferior in my capability.	3	5.26	3	5.26	51	89.47	57	100
17	I feel that I could not be a good competent.	4	7.02	4	7.02	48	84.21	57	100

The subjects were asked to observe how they evaluate themselves about their ability and performance. As has been seen from the table, for items 1, 12, and 22 78.95%, 78.95%, and 50.88% of the subjects respectively described themselves positively. Hence this indicates that the majority of the students considered themselves as they are capable to be competent and hopeful to be an out standing student.

However, from the responses of item 3 and 5, 49.12% and 80.75% of the subjects respectively feel anxious while they are studying and also frustrated during examination. Moreover, 80.75% and 52.63% of recipient students of this study lack confident to participate in class discussions and being ashamed to ask what they did not understand. On the contrary, 89.47% and 84.21% of the subjects disagree on the idea stated on items 15 and 17, and described them selves as they did not feel inferior to their capability and considered themselves as capable to be competent.

4.3.2. Motivation, Task interest, and Readiness to Change

Table 31: Frequencies and Percentage of the Subjects Response towards Motivation, Task interest, and Readiness to Change

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
2	I believe that I have good motivation and task interest for my lessons.	53	92.98	2	3.51	2	3.51	57	100
16	I am not worried much about failing to score high.	50	87.72	5	8.77	2	3.51	57	100
18	Most of the time I feel that trying hard to be competent does not pay anything to change my previous academic performance.	55	96.49	-	-	2	3.51	57	100
9	I give up easily when things get hard.	30	52.63	21	36.84	6	10.53	57	100

From the response they give to item number 2, it was clear that the majority of the students (92.98%) have good motivation and task interest for their lessons. However, 87.72%, 96.49% and 52.63% of the respondent have negative self esteem on items 16, 18, and 9. The majority of the subjects seemed to be not that much worried when they fail to score high. This might be arise from their perception that they have about themselves as they could not change their previous academic performance and they simply give up things rather than to struggle to pursue they goal.

4.3.3. Psycho-Social Conditions of Recipient Students

Table 32: Frequencies and Percentage of the Subjects Response towards the Non-Recipient students' Image about Being Recipient

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
14	There are rumors behind affirmative action recipients back by others.	53	92.98	1	1.75	3	5.26	57	100
11	Because I am an affirmative action recipient student, affirmative action non-recipient students thought that I am not competent.	37	64.91	14	24.56	6	10.53	57	100
8	Non-recipient students respect and treat us equally with other students.	30	52.63	9	15.79	18	31.58	57	100
4	I feel that, the negative attitudes of affirmative action non-recipients against the recipients affect my academic performance.	36	63.16	15	26.32	6	10.53	57	100
10	I am afraid of being affirmative action recipient student.	48	84.21	7	12.28	2	3.51	57	100

As can be observed from the response gave to item 8, 52.63% of the subjects considered that non-recipient students respect recipient students and treat them equally with other students. However, they considered that there are rumors behind them and non-recipient students thought as recipient students of affirmative action are not competent. The responses of the subjects were consistent with the responses gave by non-recipient students with respect to their academic achievement.

From the response they gave on items 4 and 10, it was clear that the unfavorable attitude of non-recipient students made them to feel ashamed and even has an indirect impact on their academic performance.

Table 33: Frequencies and Percentage of the Subjects Response on Social Supports

No.	Items	A		U		D		Total	
		F	%	F	%	F	%	F	%
19	If I were not able to get this opportunity on the basis of affirmative action program, I might face a problem in my future career.	31	54.39	16	28.07	10	17.54	57	100
13	While I am studying, I need my friends' help.	22	38.6	21	36.84	14	24.56	57	100
23	Our school gives academic counseling for female students.	5	8.77	7	12.28	45	78.95	57	100
24	Our school gives personal counseling for female students.	3	5.26	5	8.77	49	85.96	57	100
20	Our school gives special support (tutorials) for affirmative action recipient students.	6	10.53	3	5.26	48	84.21	57	100
21	Our school gives special support (tutorials) for all female students.	3	5.26	9	15.78	45	78.95	57	100

It is clear that affirmative action will give a chance for the beneficiaries to have better position in their future career. The subjects' feelings, on this study, also in line with the theoretical position as 54.39% of the subjects agreed up on the idea stated on item 19. However, it is not enough to allow students to admission to schools or universities with out giving them continuous support. As can be seen from the response on item 13, most of the recipient students need their friends' help while they are studying.

Furthermore, 78.95%, 85.96% of the subjects disagree on the ideas stated on items 23 and 24. This indicates that the subjects did not get any counseling service. In addition to this, 84.21% and 78.95% of the respondent disagree on

the idea stated on item 20 and 21. This also indicates that the students did not get any special support which helps them to cope up with the problem they have regarding to their poor background.

4.3.4. Factors Affecting the Way Recipient Students Thought About Them Selves

Table 34: Frequencies and Percentage of the Subjects Response on Factors Affecting their thought About Them Selves

No.	Factors	%
1	Unfavorable attitude of non-recipient students	42.4
2	Poor result	87.7
3	Failing to score high even if they study hard	28.3
4	Feeling inferior to others	33.6
5	Lack of acceptance for their success	29.3
6	Lack of special support and encouragement	88.6
7	other	15.3

In the open ended part, students were asked to express their ideas on factors affecting their thought about themselves. As can be seen from the table, the majorities of the students were affected by their poor result, unfavorable attitudes of others, and lack of special support and encouragement. However, some of them seemed to be affected by failing to score high even if they study hard. Some of them also stated that their friends did not accept their success while they score high, and thought as if they score that way by cheating from other students.

4.3.5. Negative Impacts of Some Factors toward Recipient Students

Table 35: Frequencies and Percentage of the Subjects Response towards the Negative Impacts of Some Factors

No.	Negative impacts	%
1	Disappointment	78.4
2	Demoralized	86.31
3	Frustration	69.3
4	Lack of confidence	65.6
5	Others	19.3

An attempt was also made to assess how those factors expressed by the subjects on section 4.3.4 have negative impacts towards recipient students. The data revealed that those factors have impacts on the majority of the students and imposed the subjects to be demoralized, frustrated, lack confidence, and get disappointed.

4.4. DISCUSSION

This section provides an interpretation of the results and presents discussion according to the research questions set before. The first research question that examines the academic achievement of recipient students suggested that the majority of affirmative action recipient students cope up with the study they engaged.

From the students allowed to enter to the preparatory programs in the entry years of 2003/4 and 2004/5, only 5.05% of them couldn't score the minimum cut-off point set for female students and failed to enter higher education. However, with the comparison made between affirmative action recipient and non-recipient students, results of the independent test analyses summarized in table 10 and 12 for both entry years show that there is a significant difference between the two groups. This result revealed that affirmative action recipient students perform less than non-recipient students. This result is consistent with the research findings reported by many authors (Sowell, 2004; Larmer, 1996). As Sowell points out, in all countries studied, "intergroup performance disparities are huge"

Some findings reported that affirmative action recipients have shown massive failures toward the hard task of preparing themselves to meet the standards expected. However, the present study disproves this situation as the majority of affirmative action recipients were secured and cope up the study they attended. This inconsistency might have arisen from the difference of the scope of the study. Most studies investigate the achievement of affirmative action recipients in their stay to higher education. However, this study is delimited to preparatory students and didn't proceed to see the subjects' achievement in higher education as it was difficult for the researcher to get the data as they were assigned to different universities. To some extent, the present finding is similar to the previous studies as it indicates that recipient students perform less than non-recipients. Nevertheless, it is obvious that these recipient students might need

time to adjust themselves and have equal performance with other students who were already competent & have good background.

The analysis regarding comparison of recipient students' academic achievement in terms of their stream ended up with similar result for their final preparatory years of 2004/5 and 2005/6. This investigation aimed to know whether these different streams had negative effects on their achievement. As can be seen from table 16 and 17, no significant difference has been observed between affirmative action recipient of natural science and social science recipient students for both sample years.

In comparison made among the four sample schools, one way ANOVA were employed, and the analysis of table 18 & 19 suggested that there was no significant difference of academic achievement among the schools in terms of their EHEEQE score.

Regarding the results found from the attitudes of non-recipient students, it was found that the subjects have positive attitude toward the need for affirmative action. As summarized in table 20, the majority of the subjects believed that affirmative action can serve to narrow the gender gap in education and also be used as compensation for problems encountered by women due to cultural influence and household responsibilities that hinder their effort and being cause to lag behind male students. They also perceived that affirmative action assists to overcome the difficult situation of the employment crisis of young women. These favorable responses were given by respondents in line with the objective of affirmative action set by many countries.

However, the result shown in table 22 suggests that subjects have unfavorable attitudes towards affirmative action because it minimized the learning effort of recipient students. Their attitude is similar with theoretical position which reported that affirmative action reduced the recipients' efforts to work to their fullest

capacity because they believe that certain rules were simply set and favor them (Sowel, 2004, Bunzel, 1988).

As reported by many authors, there are arguments remain for decades at the objections to affirmative action policies. They illustrated that recipient students would find themselves in serious academic difficulties because of mismatching to the institutions they attended. Many attempts were also made to confirm these arguments and the results showed that many recipient students failed to graduate from the institution they attended (Sowell, 2004).

The respondent of this study also perceived that affirmative action force recipients to face programs that they are not capable of. But, regarding to this respect, the results found in the first section of this study disprove this perception. The differences between the present study and other studies might arise due to the scope of this research that has not attempted to see the students' achievement after they have joined higher education. It also seems that non-recipient student have unfavorable attitude towards the achievement of recipient students.

The result found from table 25 also indicates that, the respondents have unfavorable attitude towards affirmative action because it took others' opportunity and abuse non-recipient female students. They also expressed that affirmative action made male students to feel that they were discriminated.

Moreover, table 36 illustrates some of the strength and weakness that affirmative action has. As stated by respondent, affirmative action has positive effect, because it increases the participation of females in education; compensates the problems encountered by females; decreases the employment crises of females; and gives chance to those who have potential to do but failed to score the required minimum GPA of EGSECE due to various reasons. Nevertheless, it has negative effects as it takes others' opportunity, decreases the learning effort of

recipients, disappooints male students, wouldn't identify those who really have a problem and supports all females and lacks follow up after giving them chance by lower admission.

The last section of this study attempts to investigate the psycho-social effect of affirmative action. As can be seen from table 30, the subjects described themselves positively and the majority of the students considered themselves capable & competent and are hopeful to be outstanding students. However, it also seems that recipient students suffered while they were studying and during examination, and lacked confidence to participate in class discussions.

The analysis made on table 31 also suggested that, the majority of the students have good motivation and task interest for their lessons. However, the subjects seemed to be not that much worried when they fail to score high. This might be arise from their perception that they have about themselves as they could not change their previous academic performance and they simply give up things.

From the result found in table 32, it also seems that the unfavorable attitude of non-recipient students have negative contribution to recipients' self-esteem. As described by the recipient, this might has an indirect impact on their academic performance.

Regarding to social support, the result found from table 33 revealed that the students seemed to need special support and have some difficulties while they are studying alone.

As can be seen from the table 34, the data observed from the open ended part revealed that there are some factors that affect recipient students the way they thought about themselves. The majorities of the students were affected by their poor result, unfavorable attitudes of others, and lack of special support and

encouragement. As can be seen from the finding, these factors have negative impacts on the majority of the students and inclined them to be demoralized, frustrated, lack confidence, and get disappointed.

The study was conducted in four government preparatory schools in Addis Ababa. The EHECOC score of preparatory students who took the examination in 2004/5 and 2005/6 were used to compare their achievement. The students' score was obtained from GEGANEA. To investigate the attitude of affirmative action recipients, the available grade for students of 2005/6 have been taken as respondents and completed the instruments.

Data were analyzed using one sample t-test, two independent sample t-test and one way ANOVA. In computer assisted statistical program, in addition, percentage comparisons were also used. The following results were obtained:

1. Even though the majority of the students are satisfied with the affirmative action, the majority of them are not satisfied with the quality of the affirmative action. The majority of the students are not satisfied with the quality of the affirmative action. The majority of the students are not satisfied with the quality of the affirmative action.
2. Parents of affirmative action recipients are not satisfied with the quality of the affirmative action. The majority of the parents are not satisfied with the quality of the affirmative action. The majority of the parents are not satisfied with the quality of the affirmative action.

CHAPTER FIVE

5.1 SUMMARY

The purpose of this study was to determine the effect of affirmative action on recipient female students and non-recipient students in a comparative manner. To achieve the purpose of this study, six basic research questions were proposed to investigate the effect of affirmative action.

The study was conducted in four government preparatory schools in Addis Ababa. The EHEEQE score of preparatory students who took the examination in 2004/5 and 2005/6 were used to compare their achievement. The students' score were obtained from GEQANEA. To investigate the attitude of affirmative action non-recipient students and the psycho-social conditions of affirmative action recipients, the available grade 12 students of 2006/7 have been taken as respondent and completed the instruments.

Data were analyzed using one sample t-test, two independent sample t-test and one way ANOVA, in computer assisted Ms-SPSS program. In addition, percentage comparisons were also used and the following results were found.

1. Even though the majority of the students are secured to score above the cut-off point set for them to enter for higher education, the recipient student of this study found to perform less than non-recipient students. Some reasons that may attribute to these differences are poor backgrounds of the recipient students as compared to non- recipient students.
2. Results of attitude scale show that non-recipient student have favorable attitude towards the need of affirmative action. However, they seemed to have unfavorable attitudes towards the effect of affirmative action on non-recipients and on academic achievement of recipient students. Their unfavorable attitude towards the academic achievement of recipient found to have negative impacts on recipient students' performance.

3. The result found from the psycho-social measure indicates that recipient students have positive academic self-esteem towards their capability of competency, motivation, task interest, & readiness to change. However, their poor result & background; unfavorable attitudes of others; and lack of special support and encouragement were found to influence the students' self-esteem and their school performance.

5.2 CONCLUSION

This study has attempted to investigate the effect of affirmative action on recipient and non-recipient students of preparatory schools. Different approaches have been used to collect the information that helps to know about the performance of students in terms of their EHEEQE score, the attitudes of non-recipient students towards the effect of affirmative action and recipients' psycho-social effect.

It is believed that affirmative action policy was designed with the aim of minimizing gender disparity that has been seen in the country at all education level, by raising access for women. Hence, it is important to see whether affirmative action is effective and efficient to pursue its objectives.

From the data observed in this study, results that might be helpful in looking the status of implementation of affirmative action have been found. Regarding the achievements of affirmative action recipients of this study, in terms of their EHEEQE score, the majority of the students have been found that they were capable to score above the minimum cut-off point that was required for the admission of higher education; though few students failed to score that. Nevertheless, with the comparison made between recipient and non-recipient students, it was found that affirmative action recipient students perform less than non-recipient students.

Despite the fact that students who score above the minimum cut-off point admitted to higher education, it is not possible to conclude that all students who are admitted to higher education could be successful to accomplish the higher institution they attended.

To explore whether the student would fit to the study he/she attended, it is believed that college admission criteria should have been taken into consideration and given serious concern. It also needs further study which proves the status of the students during their stay in higher education. Hence, it is difficult to predict that all affirmative action recipient students would be capable to accomplish their study in higher education successfully and pursue the measures taken by affirmative action.

The second main result that has been found from this study was the attitudes of affirmative action non-recipient students. The subjects of this study seemed to have favorable attitude towards the need of affirmative action. However, it seemed that they have unfavorable attitude towards the limitations affirmative action has.

It is believed that affirmative action has some limitations as it took others' opportunity, minimize the recipients' learning effort, and force some recipients to attend what they did not fit. The results of the present study also show that the subjects of this study seemed to have unfavorable attitude because of these and some other limitations affirmative actions has. It is also found that most non-recipient students have negative attitude towards the academic achievement of recipient students. Their negative attitude also seemed to affect the recipients as has been described by them selves.

The final part of this study revealed the psycho-social effect of affirmative action on recipient students. The result found from the present study suggested that the students have positive academic self-esteem and describe themselves as they

have good motivation to change their previous performance and adjust themselves to be competent with others. However, it also seemed that they were easily defeated psychologically from the fact that their admission to the preparatory program was lower and they excuse their failure with their previous background while they are not succeeded to be good competent with others.

They seemed to have lack of confidence because they are suffering from the negative attitude they have towards themselves. This lack of confidence and uncertainty seemed to make them dependent on their friends while they are studying and to suffer more during examination.

Hence, based on these key findings and other minor results of the study, the researcher forwarded the following recommendations that might help to improve the problems observed in the implementation of affirmative action.

5.3 RECOMMENDATIONS

1. Special support, like tutorial class has to be given for affirmative action recipient students to improve their performance and competency. Hence, affirmative action program can be effective in pursuing its objective by increasing the participation of female in higher education and the recipient would also enable to accomplish their study successfully from higher institution they attended.
2. Affirmative action recipient students should get counseling service that might help them to be confident, have positive academic self-esteem, and get ready to improve their performance.
3. Female students should be realized and aware of that affirmative action might not guarantee them once they are allowed to join higher education in lower admission. This might help them not to minimize their learning effort by expecting similar support continuously.

4. Affirmative action should have a limit and female students should not be allowed often (e.g. both for preparatory and to higher education) to be admitted in lower admission than their male counterparts; because this is supposed to cause minimized their learning effort and made female students to think often as receiver.

In addition to this, even though there was not that much difference between the cut-off point of male and female students in admission to preparatory school; there is a big difference between the cut-off points of two groups for admission to higher education as has been seen in the sample years of this study. Hence, this might also minimize their effort and the extent to which they are competent with others.

5. To narrow the gap between male and female students, schools have to give tutorials for female students starting from the lower grades and years before they reach universities, so this enable them to have good background and cope up with the failure they show in participation to higher education.
6. Non-recipient students should be oriented not to discourage the recipient students and to have favorable attitude towards recipient. Because, their negative attitude might affect the recipient students' performance.

REFERENCES

- Abdullah, F. H. (1997). *Affirmative Action Policy in Malaysia: To Restructure Society, to Eradicate Poverty*. Sri Lanka, Vol.XV, No.2.
- Access, Equity, and Diversity. (2006). *Equal Opportunities among Diversified Groups*. The American Association for Affirmative Action. Washington,DC.<http://www.affirmativeaction.org>.
- Anderson, B. E. (1970). *The Negro in the Public Utilities*. Philadelphia: University of Pennsylvania Press.pp.65-78.
- Bajpai, K. (1997). *Diversity, Democracy, and Devolution in India, Government Policies and Ethnic Relations in Asia and the Pacific*, ed. by Brown, Michael and Ganguly, Sumit. Cambridge, Massachusetts: MIT Press.pp 53-54.
- Bean, J. J. (2001). *Big Government and Affirmative Action: The Scandalous History of the Small Business Administration*. Lexington: University of Kentucky Press.
- Belyou Begashaw (2005). *Implementation of Affirmative Action at Nazareth College of Technical Teacher Education*. A Requirement for the Master of Philosophy Degree. Norway, University of Oslo.
- Bergmann, B. R. (1996). *In Defense of Affirmative Action*. New York: A Member of the Perseus Books Group.
- Chair, E. E. (2000, August 15). *For Affirmative Action. Defending Affirmative Action*. (<http://www.snc.edu/socsci/chair/336/foraffir.htm>).
- Chair, E. E. (2000, August 15). *Against Affirmative Action: Movements Against Affirmative Action*. Atlantic Monthly Newspaper. (<http://www.snc.edu/socsci/chair/336/agaffir.htm>).
- Cole, S. and Barber, E. (2003). *Increasing Faculty Diversity: The Occupational Choices of High-Achieving Minority Students*. Cambridge, Massachusetts: Harvard University Press.
- Coleman, J. S. (1985). *Affirmative School Integration. Efforts to Overcome De Facto Segregation in Urban Schools*. California: Sage Publications.

- Cose, E. (1997). *Color-Blind: Should Affirmative Action be kicked out of College?*
USA: Harper Collins Publishers, Inc.
- Crouch, H. A. (1996). *Government and Society in Malaysia*. Ithaca: Cornell University Press.
- Datcher, L. L. and Garman, K. 1995. *College Selectivity, and Earnings*. *Journal of Labor Economics*, Vol. 13, No. 2, 289-308.
- Fagerlind, I. and Saha, L. J. (1989). *Education and National Development: A comparative perspective*. New York: Pergamon press.
- FDRE (2004). *Report on the Development of Education in Ethiopia to the UNESCO Forty-Seventh Session of the International Conference on Education*. 8-11 September 2004. Geneva, Switzerland. The Federal Democratic Republic of Ethiopia (FDRE) July, 2004.
- FDRE (2002). The Federal Democratic Republic of Ethiopia. *Federal Negarit Gazeta*. January, 2002. p166. Addis Ababa.
- FDRE (1995). *The Federal Democratic Republic of Ethiopia*. Federal Negarit Gazeta. August, 1995. Addis Ababa.
- Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. Berkeley: University of California Press.
- Gandhi K.G. (2002). *Education of Women and Socio-Economic Development*. Losangeles: Kalimat Press.
- Garson, G. D. (1998). PA 765: T test. *Student's t-Test of Difference of Means*. Retrieved 2007. <http://www2.chass.ncsu.edu/garson/PA765/>.
- Ghosh, P. S. (1997). *Positive Discrimination in India: A Political Analysis*. Sri Lanka, Vol.XV, No.2 p145.
- Habtamu Wondimu (2003). *African Higher Education: An International Reference Hand Book*. Indiana University Press. pp. 316-325.
- Haregewoin Cherinet and Yusuf Omer Abdi. (1994). *Gender Sensitive Counseling Services for High School Female Students: Trainer's Manual*. July 1994 Addis Ababa: printed by EMPDA.
- Holzer H. J. and Neumark, D. (2005). *Affirmative Action: What Do We Know?* California: University of California.

- HRW (Human Rights Watch) (2001). *Broken People: Caste Violence against India's Untouchables*. New York: Human Rights Watch.
- Kane, T. 1998. *Racial Preferences and Higher Education*. In C. Jencks and M. Phillips, editors. *The Black-White Test Score Gap*. Washington, DC: The Brookings Institution, 431-56.
- Larmer, R. A. (1996). *Ethics in the Workplace: Affirmative Action and Comparable Worth*. USA. West Publishing Company. P₄₃₀₋₄₇₃.
- Lundberg, S. (1991). *The Enforcement of Equal Opportunity Laws under Imperfect Information: Affirmative Action and Alternatives*. *Quarterly Journal of Economics*, Vol. 106, No. 1, 309-26.
- Lynch, F. R. (1989). *Invisible Victims: White Males and the Crisis of Affirmative Action*. Green Wood Press, USA.
- MOE (2004) *Five-Year strategic Frame Work for Enhancing Women's Participation in Tertiary Education in Ethiopia: Women's Affairs Department Ministry of Education*, Sept, 2004.
- MOE (1995). *Some Considerations on Girls Education: Women's affairs Department MOE 1995*.
- Moore, N. (2000). *How to do a Research*. London: Library Association Publishing.
- Nelson, J. L.; Carlson, K.; and Palonsky, S. B. (1993). *Critical Issues in Education: Affirmative Action; Progressive or Restrictive*. USA. McGraw-Hill, Inc.
- Nikoi, G. (1998). *Gender and Development*. University of Cape Coast. Ghana: Buck Press Limited.
- OERI (1997). Office of Educational Research and Improvement. *Diversity, Affirmative Action and Higher Education: Coordination, Collaboration and Dissemination of Information*. Washington, DC. The National Institute on Postsecondary Education.
- Phoenix (2000). *National Workshop on Gender Equality in Ethiopia: A follow up of the Special Session of the UN General Assembly on Women 2000*. Dec 22/2000. Phoenix University PLC. Addis Ababa.

- Psacharopoulos, G. and Woodhall, M. (1986). *Education for Development: An Analysis of Investment Choices*. U.S.A.: The World Bank, Oxford University Press.
- Robinson P. A. (2004). *Women, Literacy and Development: Alternative Perspectives*. London: Rutledge.
- Shari, I. (2000). *Economic Growth and Income Inequality in Malaysia*. Journal of Asia Pacific Economy, Vol.5, No.1.
- SIDA (1992). *Women and Men in Ethiopia*. June, 1992, SIDA. Commercial Printing Press. Booklet.
- Silva, K.M. (1986). *Managing Ethnic Tensions in Multi-Ethnic Societies: Sri Lanka, 1880-1985*. Lanham, Maryland: University Press of America.
- Snodgrass, D. R. (1980). *Inequality and Economic Development in Malaysia*. Kuala Lumpur: Oxford University Press.
- Sowell, T. (1975). *Affirmative Action Reconsidered*. Washington, D.C.: American Enterprise Institute.
- _____. (2004). *Affirmative Action Around the World: An Empirical Study*. London: Yale University Press.
- Tambiah, S.J. (1986). *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*. Delhi: Oxford University Press.
- TGE (1993). *National Policy on Ethiopia Women*. The Transitional Government of Ethiopia. Office of the Prime Minister .Sep, 1993 .Addis Ababa.
- ትምህርት ሚኒስቴር (1991):: የሴቶችን የትምህርት ተሳትፎ ለማሳደግ የተሠጡ ትምህርቶች ሪፖርት ጥንቅር: በሴቶች ጉዳይ መምሪያ ትምህርት ሚኒስቴር:: መስከረም 1991 አዲስ አበባ ኢትዮጵያ/ንግድ ማተሚያ ድርጅት/ ::

APPENDIX A
Addis Ababa University
School of Graduates
Institute of Educational Research

Questionnaire to be filled by Affirmative Action Non-Recipient
Students

The objective of this questionnaire is to survey the attitude of affirmative action
non-recipient students toward affirmative action recipient students.

PART ONE: Personal Data

APPENDICES

PART TWO: Likert Scale

Directions: There are 25 statements listed below. Indicate your level of agreement
needed to show how you feel about each statement by circling a number in
and on the five-point column under "Strongly Agree (5)", "Agree (4)", "Disagree
(3)", "Strongly Disagree (2)", or "Don't Know (1)".

APPENDIX A
Addis Ababa University
School of Graduates
Institute of Educational Research

Questionnaire to be filled by Affirmative Action Non-Recipient Students

The objective of this questionnaire is to survey the attitude of affirmative action non-recipient students toward of affirmative action recipient students.

PART ONE: Personal Data

- 1.1 Sex Male Female
- 1.2 Age _____
- 1.3 Grade _____
- 1.4 Name of the school _____
- 1.5 EGSECE GPA _____
- 1.6 Stream Social Science Natural Science

PART TWO: Attitude Scale

Instruction: There are 19 statements listed below. Therefore, you are sincerely requested to show how you feel about each statement by putting "√" mark only in one of the five given columns under Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), & Strongly Disagree (SD).

No	Item	Response categories				
		SA	A	UD	D	SD
1	I believe that if recipient students study hard enough, they can score high grade.					
2	Affirmative action can serves as narrowing the gender gap in education.					
3	Affirmative action shouldn't be employed in the education sector.					
4	Affirmative action gives an advantage to recipients who do not deserve it.					
5	I believe that affirmative action can serve as compensation for the backwardness of women because of culture/ customary that hinders their effort.					
6	Employing affirmative action in education sector reveals the weakness of female students.					
7	Affirmative action is a program which abuses the dignity of other non-recipient female students.					
8	In my opinion, implementing affirmative action in education sector minimize the learning effort of students.					
9	Affirmative action gives a chance for students to perform better than before.					
10	Affirmative action recipient students could not be competent with non-recipients.					
11	Affirmative action by itself creates discrimination between students.					
12	I believe that affirmative action can serve as compensation as women had lack of educational opportunity because of their household responsibilities.					

13	Affirmative action recipient students can be competent with non-recipient students in their academic performance					
14	Affirmative action assists to overcome the difficult situation of the employment crisis of young women.					
15	Affirmative action is not good strategy as it takes away others' opportunity while it benefits the recipients.					
16	Affirmative action recipient students could not be successful.					
17	Affirmative action allows less qualified students in admissions to schools or Universities.					
18	I believe that affirmative action will force the students to face with program that they are not capable.					
19	We could not say that affirmative action recipients are beneficiary with what they did not deserve.					
20	I believe that affirmative action enables women to use the country resource equally with men.					

PART THREE: Open-ended Questions

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

1. Did you believe that affirmative action programme affects other female or male students who are non- recipient? Yes/No.
2. If your answer for question number '1' is 'Yes', please write your reasons?

3. Do you believe that affirmative action recipient students are competent with affirmative action non-recipients? Yes/No. Please, write your reasons.

4. Write what you think are the strengths of affirmative action.

5. Write what you think are the weaknesses of affirmative action.

Thank you for giving your time!

APPENDIX B
Addis Ababa University
School of Graduates

Institute of Educational Research

**Questionnaire to be filled by Affirmative Action Recipient
(Beneficiary) Students**

The objective of this questionnaire is to survey the psychological effect and social adjustment status of recipient students of affirmative action. The information you provide would be very crucial for the success of the study. Therefore, you are kindly requested to be honest and frank in filling all the items provided in the questionnaire.

PART ONE: Personal Data

1.1 Sex Male Female

1.2 Age -----

1.3 Grade -----

1.4 Name of the school -----

1.5 EGSECE GPA -----

1.6 Stream Social Science Natural Science

PART TWO: Psychological Effect and Social Adjustment Measure

Instruction:

In this scale, 24 statements are proposed. Hence, after reading each statement, you are sincerely requested to show how you feel about the statements by putting "√" mark only in one of the five given columns under Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), & Strongly Disagree (SD).

No	Items	Response categories				
		SA	A	UD	D	SD
1	I feel that I am capable to be competent with other student.					
2	I believe that I have good motivation and task interest for my lesson.					
3	I feel frustrated in the exam time.					
4	I feel that, the negative attitudes of affirmative action non-recipient against the recipients affect my academic performance.					
5	I feel ineffective, and study full of anxious.					
6	I have lack of confident to participate in the class.					
7	I would never ask what I did not understand for fear of being ashamed by asking silly question.					
8	Non-recipient students respect and treat us equally with other students.					
9	I give up easily when things get hard.					
10	I am afraid of being affirmative action recipient student.					
11	Because I am affirmative action recipient students, affirmative action non-recipient students thought that I am not competent.					
12	I am hopeful to be out standing student.					
13	While I am studying, I need my friends help.					
14	Friends have a rumor behind affirmative action recipients back.					
15	I feel inferior in my capability.					
16	Failing to score high is not that much important for me.					

17	I feel that I could not be good competent.					
18	Most of the time I feel that to try hard to be competent does not pay anything to change my previous academic performance.					
19	If I were not able to get this opportunity on the basis of affirmative action program, I might face a problem in my future career.					
20	Our school gave special support (tutorials) for affirmative action recipient students.					
21	Our school gave special support (tutorials) for all female students.					
22	The result that I score at grade eleventh assured me that I am able to be good competent.					
23	Our school gave academic counseling for female student.					
24	Our school gave personal counseling for female student.					

PART THREE: Open-ended Questions

Instruction: Please write your views for the following questions on the space provided.

1. Do your teachers know that you are recipient of affirmative action?
Yes/No
2. If your answer for question number '1' is 'Yes', how do they treated you?

3. Do you think that there are some factors that affect your thought about yourselves? Yes/No.

4. If your answer for question number '3' is 'Yes',

a) What are those factors?

b) How did those factors affect your thought about yourselves?

c) What kinds of measures should be taken to coup up those problems?

5. If you have other comments, Ideas, suggestions...etc.

Thank you for giving your time!

APPENDIX C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት

የትምህርት ጥናትና ምርምር ተቋም

ከ 'አዎንታዊ እርምጃ ውጪ (Non recipient of Affirmative action) ወደ መሰናዶ ትምህርት /ፕሪፖራቶሪ/ በገቡ ተማሪዎች የሚሞላ መጠይቅ

ክፍል አንድ

1.1. የታ

ሴት

ወንድ

1.2. እድሜ

1.3. የክፍል ደረጃ

1.4. የት/ቤቱ ስም

1.5. የ10^ኛ ክፍል መልቀቂያ ፈተና አማካይ ውጤት (EGSECE) GPA -----

1.6. የትምህርት ዘርፍ የተፈጥሮ ሳይንስ /Natural Science/

የህብረተሰብ ሳይንስ /Social Science/

ክፍል ሁለት

መመሪያ

በዚህ ክፍል 20 አረፍተነገሮች ተሠጥተዋል። በዓረፍተ ነገሮቹ ምን ያህል እንደምትስማሙ ለመግለጽ ለእያንዳንዳቸው ዓረፍተ ነገሮች አምስት መመዘኛ ነጥቦች ተሰጥተዋል። በመሆኑም ካላችሁ ገጠመኝና ልምድ በመነሳት በአዎንታዊ እርምጃ ፕሮግራምና በተጠቃሚዎቹ ላይ ያላችሁን አመለካከትና ስሜት ይበልጥ ከሚገልፁላችሁ አማራጭ አንዱን መመዘኛ ነጥብ ብቻ በመምረጥ በቀረቡት ክፍት ቦታ ላይ ምልክት /✓/ አድርጉ።

1. በአዎንታዊ እርምጃ (Affirmative action) ወደ መሰናዶ ትምህርት /ፕሪፖራቶሪ/ የገቡት ተማሪዎች በደንብ ካጠኑ በውጤታቸው ከፍተኛ ነጥብ ሊያመጡ ይችላሉ የሚል እምነት አለኝ።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2. አዎንታዊ እርምጃ (Affirmative action) በትምህርቱ መስክ የሚታየውን ዝቅተኛ የሴቶች ተሳትፎ ለማሳደግና የፆታ ክፍተቱን (Gender Gap) ለማጥበብ ያገለግላል።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

3. አዎንታዊ እርምጃ (Affirmative action) በትምህርቱ መስክ መኖር የለበትም።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

4. የአዎንታዊ እርምጃ (Affirmative action) ፕሮግራም የፕሮግራሙ ተጠቃሚ ተማሪዎች ሊያገኙ የማይገባቸውን ቦታ /እድል/ እንዲያገኙ የሚያደርግ ፕሮግራም ነው።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5. አዎንታዊ እርምጃ (Affirmative action) ፕሮግራም ቀደም ሲል በጎጂ ባህል ፣ በልማዳዊ ስርአትና በመሳሰሉት ነገሮች ሳቢያ በሴቶች ላይ የነበረውን ተፅዕኖ ለማካካስ ያገለግላል።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

6. አዎንታዊ እርምጃ (Affirmative action) በትምህርቱ መስክ እንዲኖር መደረጉ ሴት ተማሪዎች በትምህርታቸው ላይ ያላቸውን ድክመት (Academic Weakness) ይገልጻል።

 በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

7. የአዎንታዊ እርምጃ (Affirmative Action) ፕሮግራም በፕሮግራሙ ተጠቃሚ ያልሆኑትን ሌሎች ሴት ተማሪዎች ክብር የሚያጎድፍ ነው።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

8. አዎንታዊ እርምጃ (Affirmative Action) በትምህርቱ መስክ እንዲኖር መደረጉ የተማሪዎችን የትምህርት ትጋትና ጥረት (Learning effort) ይቀንሳል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

9. አዎንታዊ እርምጃ (Affirmative Action) ተማሪዎች በፊት የነበራቸውን ደካማ ጎን አሻሽለው የተሻለ ውጤት እንዲያመጡ እድል ይሰጣል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

10. በአዎንታዊ እርምጃ (Affirmative Action) ፕሮግራም ተጠቃሚ የሆኑ ተማሪዎች ከሌሎች ተማሪዎች ጋር ተፎካካሪ (Competent) ሊሆኑ አይችሉም።

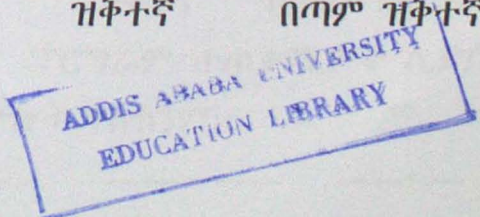
በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

11. የአዎንታዊ እርምጃ (Affirmative Action) ፕሮግራም በተማሪዎች መሀከል ልዩነት/ መከፋፈል እንዲፈጠር ያደርጋል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

12. በርካታሴቶች በቤት ውስጥ ባለቸው ሀላፊነትና የስራ ጫና ሳቢያ የትምህርት ዕድል ባለማግኘታቸው ይህንን ሁኔታ ለማካካስ አዎንታዊ እርምጃ (Affirmative Action) እንዲኖር መደረጉ ተገቢ ነው።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ



13. የአዎንታዊ እርምጃ (Affirmative Action) ተጠቃሚ ተማሪዎች በትምህርታቸው ከሌሎች ተማሪዎች ጋር ተፎካካሪ መሆን ይችላሉ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

14. አዎንታዊ እርምጃ (Affirmative action) የሴቶችን የከፍተኛ ትምህርት ዕድል በማስፋት በወጣት ሴቶች ላይ የሚታየውን የስራ አጥ ችግር ለማስወገድ ይረዳል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

15. አዎንታዊ እርምጃ (Affirmative action) በፕሮግራሙ እንዲጠቀሙ ለሚፈቅድላቸው ሴቶች ተማሪዎች ሲባል የሌሎቹን ዕድል ስለሚቀንስ (ስለሚገድብ) ፕሮግራሙ ጥሩ እቅድ ነው ብዬ አላምንም

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

16. የአዎንታዊ እርምጃ (Affirmative action) ተጠቃሚ ተማሪዎች ስኬታማ አይሆኑም።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

17. አዎንታዊ እርምጃ (Affirmative action) ብቃት የሌላቸው ተማሪዎች ወደ ከፍተኛ ትምህርት እንዲገቡ የሚያደርግ ፕሮግራም ነው።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

18. የአዎንታዊ እርምጃ (Affirmative action) ፕሮግራም ተጠቃሚዎቹ ከማይመጥናቸው የትምህርት ፕሮግራም ጋር እንዲጋፈጡ ያደርጋል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

19. የአዎንታዊ እርምጃ (Affirmative action) ፕሮግራም ተጠቃሚዎች ሊያገኙ የማይገባቸውን ዕድል እንዳገኙ አድርገን ማየት የለብንም።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

20. አዎንታዊ እርምጃ ሴቶች የሀገሪቱን ሀብት ከወንዶቹ እኩል መጠቀም እንዲችሉ ያደርጋቸዋል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

ክፍል ሦስት

ከዚህ በታች ለቀረቡት ጥያቄዎች ያላችሁን ሀሳብ ከጥያቄዎቹ ስር በተሠጠው ባዶ ቦታ በመጻፍ ግለፁ።

1. የአዎንታዊ እርምጃ (Affirmative action) ፕሮግራሙ በሌሎች ሴት ወይም ወንድ ተማሪዎች ላይ የማያሳድረው ተፅዕኖ አለ? አለ/የለም

2. ለ '1' ኛው ጥያቄ የሠጠኸ/ኸ/ው ምላሽ 'አለ' ከሆነ ምክንያቶቹን ግለፅ /ጨ/።

3. በአዎንታዊ እርምጃ (Affirmative action) የገቡት ተማሪዎች ከሌሎች ጋር ተፎካካሪ ናቸው ብለህ/ኸ/ ታምናለህ/ኸ/? አዎ/አይደለም አዎ ወይም አይደሉም ያልክ /ኸ/ በትን ምክንያት ግለፅ /ጨ/።

4. የአዎንታዊ እርምጃ ፕሮግራም ጠንካራ ጎን ናቸው ብለህ /ኸ/ የምታስቡ/ቢ/ውን ጻፍ /ፊ/።

5. የአዎንታዊ እርምጃ ፕሮግራም ደካማ ጎን ናቸው ብለህ/ኸ/ የምታስቡ/ቢ/ውን ጻፍ/ፊ/።

ስለትብብራችሁ አመሠግናለሁ።

APPENDIX D
አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት

የትምህርት ጥናትና ምርምር ተቋም

በአዎንታዊ እርምጃ (Affirmative action) በመታገዝ ወደ መሰናዶ ትምህርት /ፕሪፖራቶሪ/ በገቡ ተማሪዎች የሚሞላ መጠይቅ

ክፍል አንድ

- 1.1. የታ ሴት ወንድ
- 1.2. እድሜ _____
- 1.3. የክፍል ደረጃ _____
- 1.4. የት/ቤቱ ስም _____
- 1.5. የ10^ኛ ክፍል መልቀቂያ ፈተና አማካይ ውጤት (EGSECE) GPA _____
- 1.6. የትምህርት ዘርፍ የተፈጥሮ ሳይንስ / Natural Science /
የህብረተሰብ ሳይንስ /Social Science /

ክፍል ሁለት

መመሪያ :- ከዚህ መጠይቅ የሚገኘው ምላሽ ለጥናቱ አጠቃላይ ውጤት ወሳኝ በመሆኑ የጥናቱ ተሳታፊዎች ትክክለኛ መረጃ በመስጠት ለምታደርጉት ትብብር የጥናቱ ባለቤት በቅድሚያ ክፍ ያለ ምስጋና አቀርባለሁ።

በዚህ ክፍል 24 አረፍተኛዎች ተሠጥተዋል። በዓረፍተ ነገሮቹ ምን ያህል እንደምትስማሙ ለመግለጽ ለእያንዳንዳቸው ዓረፍተ ነገሮች አምስት መመዘኛ ነጥቦች ተሰጥተዋል። በመሆኑም ካላችሁ ገጠመኝና ልምድ በመነሳት ያላችሁን አመለካከትና ስሜት ይበልጥ ከሚገልፁላችሁ አማራጭ አንዱን መመዘኛ ነጥብ ብቻ በመምረጥ በቀረቡት ክፍት ቦታ ላይ ምልክት /✓/ አድርጉ።

1. ከሌሎች ተማሪዎች ጋር ጥሩ ተፎካካሪ መሆን እንደምችል ይሰማኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

2. ለትምህርቱ ጥሩ ተነሳሽነትና ፍላጎት አለኝ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

3. በፈተና ወቅት በጣም እረበሻለሁ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

4. በአዎንታዊ እርምጃ ተጠቃሚ ያልሆኑ (Non – Recipient of Affirmative Action) ተማሪዎች በኛ በተጠቃሚዎቹ ላይ ያላቸው አሉታዊ አመለካከት በትምህርቱ ላይ ተፅዕኖ አሳድሮብኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

5. ውጤታማ የምሆን ስለማይመስለኝ የማጠናው በጭንቀት ነው።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

6. በክፍል ውስጥ ተሳትፎ ለማድረግ በራስ የመተማመን መንፈስ ይጎድለኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

7. የምጠይቀው ጥያቄ በጣም ቀላል /ተራ ነገር/ ሆኖ በጓደኞቼ ፊት እንዳላፍር ስል ያልገባኝን ነገር ከመጠየቅ እቆጠባለሁ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

8. በአዎንታዊ እርምጃ (Affirmative Action) ፕሮግራም ተጠቃሚ ያልሆኑት ተማሪዎች በፕሮግራሙ ተጠቃሚ የሆንነውን ተማሪዎች ከሌሎች ተማሪዎች እኩል ያከብሩናል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

9. አሰቸጋሪ ነገር ሲገጥመኝ ብዙ መቀጠል አልችልም።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

10. የአዎንታዊ እርምጃ (Affirmative Action) ፕሮግራም ተጠቃሚ በመሆኔ ሀፍረት ይሰማኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

11. በአዎንታዊ እርምጃ ወደ መሰናዶ ትምህርት / ፕሪፖራቶሪ/ በመግባቴ በፕሮግራሙ ተጠቃሚ ያልሆኑት ተማሪዎች (Affirmative Action Non – Recipient Student) ተፎካካሪ ልሆን እንደማልችል አድርገው ያስባሉ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

12. በጣም ጎበዝ ተማሪ እንደምሆን ባለሙሉ ተስፋ ነኝ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

13. በማጠናበት ጊዜ የጓደኞቼን እርዳታ እፈልጋለሁ።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

14. የትምህርት ቤት ጓደኞቻችን የአዎንታዊ እርምጃ ተጠቃሚ በሆንነው ተማሪዎች ላይ እርስ በእርስ ይጠቁሙብናል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

15. በችሎታዬ የበታችነት ስሜት ይሰማኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

16. ከፍተኛ ውጤት ማምጣት ለኔ ያን ያህል አስፈላጊ ሆኖ አይታየኝም።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

17. ጥሩ ተፎካካሪ ልሆን እንደማልችል ይሠማኛል።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

18. ራሴን ጥሩ ተፎካካሪ ለማድረግ ምንም ያህል ብጥርም በፊት ከነበረኝ ብቃት የተሻለ ለውጥ አመጣለሁ የሚል እምነት የለኝም።

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

19. በአዎንታዊ እርምጃ አማካኝነት ይህን የትምህርት እድል ባላገኝ ኖሮ በወደፊት የስራ ህይወቴ ላይ ችግር ይገጥመኝ ነበር።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

20. ትምህርት ቤታችን በአዎንታዊ እርምጃ ተጠቃሚ ለሆንነው ተማሪዎች የተለየ እገዛና ተጨማሪ የትምህርት ድጋፍ ይሰጠናል።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

21. ትምህርት ቤታችን ለሁሉም ሴት ተማሪዎች የተለየ እገዛና ተጨማሪ የትምህርት ድጋፍ ይሰጠናል።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

22. በአስራ አንደኛ ክፍል ያስመዘገብኩት ውጤት ጥሩ ተፎካካሪ ልሆን እንደቻልኩ አረጋግጦልኛል።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

23. ትምህርት ቤታችን ለሴት ተማሪዎች ትምህርታችንን በተመለከተ የምክር አገልግሎት ይሰጠናል።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

24. ትምህርት ቤታችን ለሴት ተማሪዎች የግል ሁኔታችንን በተመለከተ የምክር አገልግሎት ይሰጠናል።

-----	-----	-----	-----	-----
በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ

ክፍል ሦስት

ከዚህ በታች ለቀረቡት ጥያቄዎች ያላችሁን ሐሳብ ከጥያቄዎቹ ስር በተሠጠው ባዶ ቦታ በመፃፍ ግለፁ።

1. አስተማሪዎችሽ የአዎንታዊ እርምጃ ተጠቃሚ (Affirmative Action) መሆንሽን ያውቃሉ? አዎ/አያውቁም

2. ለ 1 ኛው ጥያቄ የሠጠሽው ምላሽ አዎ ከሆነ የአዎንታዊ እርምጃ ተጠቃሚ (Affirmative Action recipient) በመሆንሽ አስተማሪዎችሽ ለአንቺ የሚሰጡሽ የተለየ ግምት/ ትኩረት አለ ? /አለ/ የለም:: መልስሽ አለ ከሆነ ምሳሌ ጥቀሽ

3. ስለራሴ ያለኝ ግምት አነስተኛ እንዲሆን ያደረገኝ ምክንያቶች አሉ ብለሽ ታምኛለሽ? አዎ/የለም

4. ለ 3 ኛው ጥያቄ የሠጠሽው ምላሽ አዎ ከሆነ ሀ. ምክንያቶቹ ምንድን ናቸው?

ለ. በምክንያትነት የገለፅሻቸው ነገሮች ስለራስሽ ያለሽ ግምት ዝቅተኛ እንዲሆን ያላቸው ሚና ምንድን ነው ?

ሐ. እነዚህን ችግሮች ለማስወገድ ምን መደረግ አለበት ?

5. ተጨማሪ ሀሳብ/ አስተያየት ካለሽ ?

ስለትብብራችሁ አመሠግናለሁ::

APPENDIX E

Computation of Reliability Coefficient for Attitude Scale by Cronbach's alpha Method

Respondent	Total Score	Variance of each items
1	79	.58
2	80	2.22
3	100	0
4	48	2.86
5	83	1.08
6	93	.24
7	87	.56
8	91	.58
9	86	1.06
10	91	.58
11	74	1.17
12	83	1.25
13	93	.35
14	65	2.4
15	85	1.21
16	81	.58
17	99	.05
18	69	1.74
19	89	.48
20	84	1.74
21	81	.79
22	97	.24
23	60	1.8
24	85	.72
25	75	1.04
26	83	.72
27	94	.44
28	78	1.59
29	81	.26
30	83	.94

$$\sum s_i^2 = 29.27$$

k = No. of items

$\sum s_i^2$ = sum of the variances of each item

s^2 = variance of the total score

$$\text{Alpha} = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s^2} \right] = \frac{20}{20-1} \left[1 - \frac{29.27}{128.8} \right]$$

$$= 1.05 \times 0.77 = \mathbf{0.81}$$

APPENDIX F

Computation of Reliability Coefficient for Psycho-Social Effect Measure by Cronbach's alpha Method

Respondent	Total Score	Variance of each items
1	79	.58
2	80	2.22
3	100	0
4	48	2.86
5	83	1.08
6	93	.24
7	87	.56
8	91	.58
9	86	1.06
10	91	.58
11	74	1.17
12	83	1.25
13	93	.35
14	65	2.4
15	85	1.21
16	81	.58
17	99	.05
18	69	1.74
19	89	.48
20	84	1.74
21	81	.79
22	97	.24
23	60	1.8
24	85	.72
25	75	1.04
26	83	.72
27	94	.44
28	78	1.59
29	81	.26
30	83	.94

$$\sum s_i^2 = 60.83$$

k = No. of items
 $\sum s_i^2$ = sum of the variances of each item
 s^2 = variance of the total score

$$\text{Alpha} = \frac{k}{k-1} \left[1 - \frac{\sum s_i^2}{s^2} \right] = \frac{24}{24-1} \left[1 - \frac{60.83}{203.33} \right]$$

$$= 1.04 \times 0.7 = \mathbf{0.73}$$