

Addis Ababa University
Institute of Educational Research

**The Representation of Female Academic Staff in
Selected Colleges of Addis Ababa University**

A Thesis Submitted to the School of Graduate Studies

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Addis Ababa University

Institute of Educational Research and Development

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Dedication

This paper is dedicated to my mother Hiwot Gebru and to my father Molla Geta who always encouraged me to achieve a great success in my education throughout my life.

Biography

The researcher was born in 1970 E.C in Hawassa, the capital of Southern Nations Nationalities and People Region. She attended her primary and secondary school at Queen Shaba Primary School and Haik Junior and Secondary school.

After she completed primary and secondary school, she joined Gonder Teaching College and earned a diploma in 1993. After continuing her study she graduated with BED in Teaching Amharic from Wollo University, in 2002 E.C. The researcher has 16 years of work experience in teaching Amharic and public relations.

Finally, she joined the school of graduate studies of Addis Ababa University in 2003 E.C for a Master of Arts degree in educational research and development.

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Acronyms

| | |
|-------------|---|
| AAU | Addis Ababa University |
| AS | Academic Staff |
| Assoc.prof. | Associate Professors |
| Assit.Prof. | Assistance Professor |
| CGPA | Cumulative grade point average |
| BA | Bachelor of Arts |
| BEEd | Bachelor of education. |
| BSC | Bachelor of Science |
| CSS | College of Social Sciences |
| CEBS | College OF Education and Behavioral Studies |
| FDRE | Federal Democratic Republic of Ethiopia |
| HEI | Higher Education Institution |
| IER | Institute of Educational Research |
| MSc | Master of Science |
| MoE | Minister of Education |
| MoFA | Ministry of Federal Affairs |
| MoFED | Ministry of Finance and Economy Development |
| MoWCYA | Minister of Women Children Youth Affair |
| AVP | Academic vice president |

Abstract

The study was intended to assess the representation of female academic staff in selected colleges of Addis Ababa University. This study is a qualitative research and was conducted by using a case study method. Three colleges and one institute were selected by purposive sampling method. From these 10 male leaders 10 female instructors, 1 female leader, 3 experts, and 60 female post graduate students totally 84 individuals were included in the study through purposive sampling technique. Questionnaire, interview and document review were used to gather data. Data analysis was made by frequency and percentile using SPSS version 16 and through in depth discussion. The qualitative study revealed that almost all of the respondents have said current female representation in Addis Ababa University is very low. The majority of students and instructors reported lack of competent female is the main factor for uneven representation of female in academic staff. As it is reported by majority of instructors and students; lack of opportunity, Lack of interested female, Low acceptance and expectation of society are also the other factors for low representation. Social factors in relation to cultural background, classroom management, family responsibility wifely hood, motherhood, and psychological disturbances in relation to self-esteem, self-confidence, poor educational background and low motivation were reported as cause of the less participation of women in the role of educational engagements. The findings of this study have indicated that, even though there was even female participation in primary and secondary schools, still there are a limited number of female students in higher education post graduate programs and as a result there is uneven representation of female instructors in the university. The impact of this uneven participation of women is said to affect the development of the society as well as the country at large in getting role model for the coming generation. It is recommended that concerned bodies give close attention to the situation and take action to alleviate female participation in academia and ensure gender equality. Policy makers must design policies and strategies which could help to change the current low representation of women in the university academia. Affirmative action and gender mainstreaming should also be incorporated in hiring procedures of the university as much as possible.

Key words: interest, uneven representation, gender audits, academia, mainstreaming

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Chapter One

1. Introduction

1.1. Background of the study

As women are part of any society, women's participation in education has a great role to upgrade their academic and social status. Specifically, equal educational participation of female is crucial to address the needs of female in every development sector.

However, women and men do not seem to be equally involved in terms of number or academic positions in different higher learning institutions in various parts of the world. For example, this is seen in UK. According to the Guardian (2013), one in five UK university professors is female and in many part of the world the number of women working at level of academia or in senior university positions is in significant.

(Amina 2009:4) pointed that, in third world like Ethiopia; there is low number of female teachers as compared to their counterparts. According to MoE (2006/7) the percentage of female teachers at primary and secondary level accounts for 37% and 11% respectively and 10.31% at tertiary level. MoE (2006/7)

In Ethiopia as in different developing countries it appears that men and women do not have equal opportunities to participate in educational activities in higher learning institutions mainly due to women's poor performance in their education. Mitiku and Seleshi (2011:1).

According to UNESCO (1975) in Amina (2009) encouraging female to enter teaching profession seems the best way of increasing the enrolment of girls in primary school. And the teaching profession offers to women an attainable and most important plan from which to act as agents of educational change.

The presence of a high number of women as instructors and decision makers in higher education institutions would play an important role in the efforts to promote the education of women in Ethiopia. Because at the higher education institutions where important decisions are made. Women need to be present in these institutions to voice the needs and differential programs that would affect women. Derebissa (2009)

Another important reason why women need to be highly represented in higher levels of educational institutions is that as role models they will play an important part in motivating and developing positive and strong self-images for young women attending their education at higher education institutions. Derebissa (2009)

Even though the representation of women teachers in school, in college as well as in university is essential for girls' education, the above data shows that their participation in this area is very low. Moreover, Table 1 shows the percentage of female academic staff members in some selected government universities in Ethiopia as given in 2005 E.C yearly abstract of Ministry of Education.

| No | Name of university | Male | Female | Total | Female in% |
|----|---|-------|--------|-------|------------|
| 1 | Adama science and technology university | 864 | 55 | 919 | 5.98% |
| 2 | Addis Ababa university | 1925 | 274 | 2199 | 12.5 |
| 3 | Ambo university | 610 | 66 | 676 | 9.8 |
| 4 | Arba Minch university | 672 | 64 | 736 | 8.7 |
| 5 | Bahir Dar university | 1106 | 125 | 1231 | 10.2 |
| 6 | Gonder university | 972 | 124 | 1096 | 11.31 |
| 7 | Haramaya university | 1,120 | 137 | 1257 | 10.89 |
| 8 | Hawassa university | 255 | 26 | 281 | 9.3 |
| 9 | Jimma university | 1145 | 121 | 1266 | 9.6 |
| 10 | Mekele university | 1369 | 174 | 1543 | 11.3 |

Table 1 the percentage of female academic staff in Government University. (MoE: 2005 E.C)

Table 1 show that the number of female in selected government universities range from 5.98% to 12.5%. This implies that there is low number of female academic staff member in those universities. Even though the figure indicated on Table 1 prove that Addis Ababa University has a better number of female in its academia, when compares with the other universities, still the number is not well representing since the university is the oldest of all universities in the country.

Addis Ababa University (AAU) is the first university in Ethiopia. It has been a center of excellence for many years. For instance, it has produced many scholars in teaching, research and community services in the country since its establishment in 1950. (AAU,2013)

The university has been expanding its academic programs since the past few years to meet the growing demand for skilled manpower in the country. Currently AAU has a

total enrolment of nearly 48000 students and about 7000 academic and support staff. (See AAU, 2013).It runs 76 undergraduate, 219 graduate programs i.e.72 PhD and 147 Masters Programs. (AAU, 2013)

The total number of academic staff in the university is 2408 of which males account for 86.42% while females comprise 13.58%. This shows that the proportion of female academic staff is very low. (AAU, 2013)

The researcher’s experience at AAU shows that this is commonly said by some postgraduate female students at Addis Ababa University. Besides, the number of female academic staff is very minimal compared to that of male academic staff in most of the colleges and institutes, and nearly 93.65% of the professors are male. (AAU, 2013)

This implies that not only the number of female academics is very low, but also their academic rank is not totally comparable to male.

The reasons for women’s underrepresentation and unequal status in academic staff are many and complex. Some are direct related to the personal, social and economic factors. The others are reflected to the administrative and management structures of the University that can also become crucial points for intervention.

Among the existing 10 colleges and 10 institutes of AAU, table 2 below presents this fact in some length based on randomly selected four colleges and two institutes (see AAU, 2013)

| No | College | Female | | Male | | Total |
|----|------------------------------------|--------|---------|------|---------|-------|
| | | no | percent | no | percent | |
| 1 | College of business and economics | 9 | 7.6% | 110 | 92.4% | 119 |
| 2 | College of behavioral studies | 13 | 10.7% | 108 | 89.25% | 121 |
| 3 | College of social sciences | 25 | 16.7% | 125 | 83.3% | 150 |
| 4 | College Law and governance studies | 6 | 11.54% | 46 | 88.46% | 52 |
| 5 | Institute of technology | 14 | 4.35% | 308 | 95.65% | 322 |
| 6 | Institute of educational research | 0 | 0 | 10 | 100% | 10 |

Table 2 Percentage of Female and male instructors’ in some colleges of AAU

Table 2 shows that the number of females in the listed colleges ranges from 0 % - 16.7% this implies that there is no equal participation of male and female academics at the university in academic matters. If this problem is not curbed in a meaningful manner, the unbalanced participation of female academics in higher education will entail potential discouragement to female students who wish to join the academic staff of higher learning institutions, even though equal participation of males and females is believed to have enormous contribution in creating a participatory and conducive society. So the initiation to conduct this study is based on this ground.

1.2. Statement of the problem

According Derebissa (2009) the status of women in Ethiopia cannot entirely be divorced from that of their counterparts elsewhere in the world. Like other women elsewhere, women in Ethiopian communities are the victims of “patriarchal marginalization” promoted by the culturally biased communities. Furthermore, the status of women in Ethiopia is more complicated by the prevalent circumstances. Women in Ethiopia are more disadvantaged and deprived than their counterparts in the developed countries who are well off; although they are also relatively disadvantaged. The common ground here is the male superiority complex which is fed by women taking the subordinate role.

Due to prevalent gender discrimination and inequality, women have been deprived of their human rights and have been alienated from economic, social and political affairs and their participation and benefit remained very low in development initiatives. (Ministry Federal affair 2012)

The national women’s affair policy of the federal democratic republic of Ethiopia (MoWCYA, 1998, 2009, and 2010) indicates that even though the education policy of Ethiopia does not make explicit distinction between men and women, it indirectly promotes male supremacy. Moreover, traditional education in Ethiopia advocates the categorization of subjects into “those that may be given to both boys and girls” and “those that are assigned exclusively to boys.” “It seems that both the explicit and implicit ways of promoting male supremacy are frequently seen in many writings, speeches, paintings, fables and proverbs to date in urban and rural areas of the country. For instance, the term “man” commonly shows man and woman in the bible and in the daily conversations in Amharic.

It seems that concerned bodies are not often aware of the fact that women because of their natural dignity are entitled to inalienable and inviolable human rights. Due to historical, political, cultural and traditional discriminatory attitudes and procedures, the participation and benefit of women, as compared to men, has remained in significant for ages in Ethiopia. (Ministry of Federal Affairs, 2012)

In order to solve these perplexing problems, policies, conventions and declarations have been introduced internationally. For instance Ethiopia has taken promising actions and implemented policies strategies, laws and packages.

For the first time, it provided a broad framework for including women in the planned development process. (Sosena & Tsahai: 2009) in Derebissa (2009). As a result, there is greater awareness of women's economic potential and growing acceptance and recognition of women's demands and aspirations.

Moreover the constitution of the country encourages the elimination of all forms of discrimination against women. Article 7 states that women must be equal, beneficiary and participant in every level when policy, law and regulation is issued and implemented in any governmental or private organization. Furthermore it affirms that women and men should have equal domestic labor division. (See the house Federation 1995) Since the problem is deep-rooted, it appears that the desired changes have not been achieved. Especially in higher learning circles, such as Addis Ababa University, this is a common phenomenon. (See AAU, 2013)

Affirmative action has been introduced in the country. This is seen in, the enrolment of female students in higher education, and it is being improved from time to time. However, female's participation in roles of the academic staff of higher learning institutions such as AAU appears to be at stake since the number of women instructors is less than that of their male counterparts.

Women in Ethiopia have especial privilege legally endorsed by the government as indicated below (See the house Federation 1995:154)

The historical legacy of equality and discrimination suffered by women in Ethiopia taken into account, women in order to remedy this legacy are entitled to affirmative measures. The purpose of such measures should be to provide special attention to women so as to enable them compete and participate on basis of equality with men in well as in public and private institutions.

Cognizant of the affirmative measures stipulated in the constitution, currently concerned bodies in country are engaging women in all development sectors including educational institutions as part of achieving the millennium development goals (MDGs). On the contrary, the researchers experience as a student in the country indicates that women are underrepresented in higher learning institution. It is commonly believed by some students at AAU that women are deprived of their constitutional rights to join the academia. Since this belief should be checked with the help of concrete research findings, this study was conducted on representation of female academic staff in the context of Addis Ababa University in line with the research questions below.

1.3. Research questions

The study attempted to answer the following questions:

- 1) How is the representation of women in the academic staff of AAU perceived?
- 2) What are the factors that influence the presence of women in the academic staff of AAU?
- 3) What are the roles of stakeholders in uprooting challenges (if any) of women equality at AAU academic staff?
- 4) What are the solutions (if any) of women inequality in the AAU academic staff?

1.4. Objectives of the study

The general objective of the study is to assess the representation of women in the academic staff of AAU. Moreover, the study was conducted to achieve the following specific objectives:

- To show the level of women's representation in the AAU academic staff.
- To identify major factors affecting women's representation in the AAU academia.

- To assess roles of different stakeholders in maintaining equal participation of females in academic staff.
- To search for possible solutions for creating better women representation at AAU.

1.5. Significance of the study

The study will have different beneficiaries. Firstly, researchers can use the findings in the study for further related research. Secondly, gender activists and policy makers can use the findings as feedback regarding the representation of women in the academic staff of AAU. Thirdly, the managing staff of AAU would find the study useful to check whether or not female scholars at the university are getting their constitutional rights respected in the academic staff of the university. Finally, female students who wish to join the academic staff of AAU would have some information about the rights of women and fight for their rights as scholars and stakeholders.

1.6. Scope and delimitation of the study

This study was delimited in line with the objective of assessing women's representation in the academic staff of selected colleges and one institute. These are College of Business and Economics, College of Education and Behavioral Studies and College of social science as well as Institutes of educational research and development in the 2006 E.C (i.e.2013/2014 G.c) academic year.

The study does not deal with a bit wider scope due to time, financial and material constraints. Nevertheless it is hoped that the findings of the study would help future studies to address issues which are beyond the scope of this study.

1.7. Limitations of the study

The term 'limitation' refers to "the act or process of limiting or controlling (some body or something) in any life experience." (See Hornby, 2000:747) research, it shows issues or aspects which limit or control the study. In other word the term indicates some of the relevant research issues which are beyond the scope and delimitation of the study (see Mulugeta, 1997; Tilaye, 2004)

This study has its own limitations which are beyond the scope and delimitation of the study. For insistance, it is limited to three colleges and one institute. In addition, it does not focus on socio-cultural, psychological or other relevant factors affecting the motivation of female scholars to join the academia at Addis Ababa University.

1.8. Organization of the study

The research has five chapters. Chapter one deals with the introduction and includes the background, statement of the study, research questions, objectives of the study, significance of the study, scope delimitation and limitations. Chapter two presents issues from different sources studies related to the study. Chapter three presents the research methodology employed in the study. The data analysis is discussed in Chapter Four. Chapter Five is about summary, conclusion and recommendation. Finally references to works cited precede the appendices in the study.

1.9. Operational definition of key terms

The following are key terms employed in the study based on Hornby (2000) and different studies in educational research. (See Hailom, 1997; Mulugeta, 1997; Amare 2002; Tilaye, 2004)

Academic staff - member of teaching staff

Access - the opportunity of a person to make use of resources information.

Challenges - constraints affecting the implementation of a plan.

Gender disparity - the different roles, responsibilities and expectations of men and women in societies and cultures, which affect their ability and motivation to participate in development project,. These varied roles are learned and change over time and vary widely within and between cultures.

Empowerment - the process through which women and men in disadvantaged positions increase their access to knowledge, resources and decision making power and raise their awareness of participation in development activities of their communities.

Factor –situation influencing or affecting to another condition.

Gender division of labor- refers to the different work roles, responsibilities, and activities undertaken by women and men in a community based on gender.

Gender equity- Refers to fairness in distribution of responsibilities and benefits between men and women.

Gender equality - refers to the absence of discrimination on the basis of a person's gender in opportunities, the allocation of resources or benefits or access to resource or service.

Gender gap - the qualitative or quantitative disparity between women and men or boys and girls in their education, health, access to resources and services.

Gender mainstreaming - refers to the integration of gender concerns into the analysis, formulation and monitoring of policies, programs and projects in community. The objective is to achieve greater equality thereby reducing gaps between women and men in opportunities and benefits.

Gender perspective - is an approach that introduces a framework of analysis to assess how women and men affect and are affected by policies, programs, projects and activities in any development intervention.

Gender sensitivity-refers to the ability and willingness to perceive exiting gender issues, gaps, inequalities and incorporate these into programs, strategies and action.

Participation –the membership in activities of the teaching staff

Policy – course of action adopted by the university or government

Representation - the presence in activity of the teaching staff of AAU

Sample population- the persons who were selected for the study

Sex - a person's sex refers to the genetic and physiological characteristics and traits that indicate whether one is male or female.

Chapter Two

2. Review of Related Literature

This Chapter presents issues in different studies related to the concern of this study.

2.1. Concept of gender equality

Gender Equality is commonly raised discussion of rights of women nowadays. It appears that this concept has a lot to do with women's representation in activities of academic staff of higher learning institutions, but it is not often correctly grasped by some men and women. In this regard UNESCO (n.d) seems to have clearly defined the concept by stressing that it is equality of men and women in their selection way of developing themselves and their communities without bias and prejudice. This implies that the concept refers to equal or equivalent opportunities of both men and women to utilize resource and services in their work place and other situation of making and implementing decision on socio-cultural, socio political or educational issues.

2.2. Gender equality- in education

In education gender equality should be underlined in order to alleviate socio cultural, socio political or psychological drawback of women and to pave the way of women to participate in activities traditionally dominated by men. This is very important in country like Ethiopia for example in education, Tilaye (2014:67) indicates that “ the total benefit to education multiply when schools open their door to both men and women equally” further more educating females is currently “the most power full force” for an all rounded development of a country.

According to Kingdon (2002) as cited Tilaye (2004), therefore gender equality in education should be maintained in such a way that women are not underrepresentation in educational activities. This should be the concern of all policy makers especially in countries such as Ethiopia where women have not been provided with equal opportunities with men to utilize their untapped knowledge and skill of family management, traditional medication and wisdom of raising children and influencing men to generate ideas in problem solving. (The constitution of FDRE 1995:154 -156)

2.3. Women's challenges

In different parts of world, women have been suffering from different challenges according to ((MoWCYA, 2009) the following facts describe these problems of women.

- In Sub-Saharan Africa, fewer than one in five girls go to secondary school
- Women own less than one percent of the world's property
- Women work for two thirds of the world's working hours and produce one half of the world's food, but earn only ten percent of the world's income
- Women reinvest 90% of their income into their families
- One extra year of schooling increases an individual's earning by up to ten percent
- Giving women the same access to non-land resources and services as men could reduce the number of hungry people in the world by 100-150 million

The points above imply that women have problems with better access to education, resources and dealing with family matter although they have the potential to minimize the number of people suffering from poverty.

2.4. The third world development approaches and women

The following five approaches have been dealt with in the third world to make women part of development efforts. (MoWCYA, 2009:9-10)

2.4.1. The welfare approach

The Welfare is the first approach dealing with women in countries and it was started in the 1950s and 1960s to involve women in development ideas and projects as mother. Its aim is to bring women into development as better mothers. Women are “passive beneficiaries of development in this approach.” Women’s gender needs were addressed through efforts of food aid, actions against malnutrition and advice for family planning.

2.4.2. The equity approach

Equity as the first ‘WID’ approach was begun in the 1976-85 UN Women’s decade. To obtains options of development. Women were considered active participants in efforts development and it focused on meeting “gender needs through direct state intervention, giving political and economic autonomy to women, and reducing inequality with men.” this shows that the approach was meant to increase women’s active development roles.

2.4.3. The anti-poverty approach

This is the second WID approach, and it is the ‘toned down’ form of equity and was started, in 1970s onwards. In order to confirm that “poor women increase their productivity because women’s poverty is seen as the problem of underdevelopment, not of subordination.” The approach was said to address gender issues especially to solve economic challenges of women through micro business opportunities.

2.4.4. The efficiency approach

Efficiency is the main WID approach, especially since the 1980s and was created “ to ensure that development is more efficient and effective through women’s economic contribution. Women’s participation is equated with equity for women.” It focused on practical gender needs while relying on all of women’s roles and an elastic concept of women’s time. Efficiency in efforts to empower women was accompanied by issues of effectiveness in this approach.

2.4.5. The empowerment approach

A recent approach advocated by women in the third world is the empowerment approach. It states that “women’s subordination is seen not only as problem of men, but also of colonial and non-colonial oppression” the approach is meant to solve challenges of women “through bottom up mobilization” in which women’s challenges are communicated to decision makers in practical strategies. From the above five approach one can infer that gender has been seen as a development issues. It seems stakeholders have been aware of roles of women in development efforts. According to (MoWCYA, 2009) gender is a development agenda for the following reasons.

- Each sex constitutes half of the population; ignoring half of the population in development does not bring full, effective, and efficient development at all;
- Men and women are prime agents of development, each needs to be recognized, addressed and mobilized;
- Both men and women must share the fruit of development equitably;
- It is important to understand why each sex behaves the way it does Development workers should have information to plan in execution of programs to remove unnecessary bottlenecks to development;

- Addressing the gender questions means partly addressing cultural constraints and re-defining development to cater for two sexes;
- Sustainability of development efforts can be achieved if both men's and women's participation should be ensured.
- 70% of the world's poor are women. Therefore investing in women leads to economic growth, improved family welfare, a reduction in poverty and a more equitable distribution of the socio-economic benefits of development.

Therefore development efforts, such as academic activities of higher learning institutions should involve women for meaningful national development. In this regard the following points taken from (MoWCYA 2004) are very important.

- Because gender is socially and culturally constructed by the society addressing the issue in development also requires working with social and cultural factors.
- Identification of women's subordination leads to variety of efforts to correct the imbalance

2.5. Gender equality in higher education

Gender equality should be considered in higher education. The British council (n.d) in this regard indicates that the failure of higher education institutions to fully accept women into their most senior structures has led female academics to demand a radical solution. The British council (n.d) further states that "At the Dubai international grouping of senior women it was said that equality should be made a key performance indicator in quality-audits of higher education institutions. The fewer women at the top table, the idea goes the lower down the league tables a university would slide." Thus women's participation in higher education is essential.

According to Morley (n.d) points are indicators of women's challenges to join higher positions in the academia and government offices in some parts of the world.

- a) Barriers include the failure to recognize, identify and nurture women's talent, the gendered division of labor inside the academy, with women frequently responsible for the organizational housework, and the view that men are more suited to leadership authority.

- b) In regions which seem to show less discrimination against women academics with ambitions to progress, a range of factors come into play. Sometimes those factors are not particularly positive: in the Philippines and Sri Lanka, female academics have been able to rise up the career ladder because the profession is not perceived as desirable, prestigious, or sufficiently well-remunerated by men.
- c) Some barriers apply globally, but others are distinct and particular to a region. Indonesian PhD student Lishia Erza-Evans notes that because her country is made up of 17,000 islands, access to university level education is the first problem to be solved. "Women in eastern parts of Indonesia tend to find bigger challenges in pursuing postgraduate degrees as they might have to travel long distances," she says.
- d) While some Malaysian government appointments mean that women have gained vice-chancellor positions – there is a stated target of 30% – more action needs to be taken, says Abdul-Ghani, not least because some women have declined senior administrative roles when they have been offered. Mentoring, though it may sound soft and fluffy, can be enormously influential, she believes, and there must be more of it.

The need for a space in which female academics can share experiences and help each other's is seen in the above Morley's (n.d) list of women's obstacles.

The points above imply that women's challenges to join academia or other leadership positions are not limited to one part of the world. They are global phenomena and need universal effective and efficient strategies of stakeholders to involve women in different development efforts. To achieve this, for example, Osioma (n.d) suggests the following points.

- Encouraging students to be involved in decision-making
- Encouraging students' engagement in extracurricular activities
- Using experiential strategies in the classroom
- Using learning materials equitably
- Engaging parents in their children's education
- Getting unobtrusively involved in students' personal lives
- Using strategies that discourage stereotyping

- Increasing female students' participation through technology integration.
- Intentionally discussing the issues of equity in class from time to time

2.6. Employment, rights, obligations and promotion of graduate assistants at AAU

Females' participation in academic staff of AAU seems to be devoid of affirmative affection, especially if they wish to be a graduate assistant in different departments. For example, nearly all of the points below do not have a special consideration regarding female graduate assistants. (See AAU 2013:41)

- A graduate assistant is a candidate with the qualification of a Bachelor's degree and with at least the level of a CGPA of 3.00. This CGPA requirement may be changed under special circumstances justified by the concerned academic unit and approved by the AC and finally authorized by the AVP.
- The candidate must be supported by a strong recommendation of the recruiting academic unit and approved by the AC of there for regarding his future promise.
- Graduate assistants are not considered to be members of the University academic staff but there are persons employed for one year under unique circumstances or conditions of transition and in order that the University may assess their ability and develop their suitability for future employment as regular staff members after post-graduate education.
- Graduate Assistants shall be given every opportunity for gaining insight into as many aspects as possible of the work of the academic unit to which they are assigned, as well as some opportunity to prepare themselves for the necessary advanced specialized study.

Furthermore the obligations stated below do not have any special advantage of female graduate assistants. (See AAU 2013)

- Assist in the instruction of special types of classes as well as large classes under the supervision of a regular academic staff;
- Give tutorial classes, provided that these classes are part of a regular course in the curriculum; giving of final grades in the course is the responsibility of the regular academic staff to whom the course is assigned;

- Act as demonstrators in scientific and technical laboratory classes, provided that the planning and supervision of such classes remains with a regular academic staff; and
- Take over classes with the approval of the head of the academic unit in emergencies, such as sickness or other unavoidable absence of the staff assigned, provided that such arrangement shall not continue beyond four weeks and provided further that in the above instance a graduate assistant shall not be given the responsibility for more than half of the Course time.
- A graduate assistant may be promoted to an assistant lecturer position after one year of effective service within the meaning of sub-Articles 41.3-41.5 of this Article. Such application for promotion shall be processed in accordance with Articles 32 and 33 of this Legislation.

2.7. Opportunities available to women in the academic staff

Ethiopia higher learning institution, such as AAU can adapt practices to encourage women to join the academia. For example, Indian National Policy on Education (NPE) 1986 appears to have some consideration to women who have already joined the academic staff. Below is a summary of some of these points.

The issues below indicate an overview of central measures aimed at women in general and specific measures aimed at women in different positions:

2.7.1. All women in the academic staff

- The composition of boards, councils and committees shall ensure that men and women have equal influence on key decision-making processes.
- The Board will allocate annual funding for central measures and funding to encourage locally-initiated measures. The funds will be administered by the rector and the HR Office.
- Research, teaching and dissemination shall be organized in such a manner that men and women have equal opportunities in relation to tasks that confer merit.
- Female academic staff can receive financial support for participation in conferences or workshops, also in cases where they will not be presenting their own work – see the Funds Regulations for more details.

- Female academic staff can also receive financial support for short stays abroad, also stays lasting less than a month. See the Funds Regulations.
- The annual limit on financial support for participation in conferences, workshops etc. (travel and subsistence expenses) can be increased to NOK 40,000 per year in special cases, (the standard limit is currently NOK 30,000) for example in order to promote increased gender equality, cf. the Action Plan for a Better Gender Balance in Academic Positions and the Funds Regulations.

2.7.2. Female post-doctoral researchers

- Female post-doctoral researchers will be given an annual amount of NOK 25,000 for further qualification. Unused funds will automatically be carried over to the next year, but limited upwards, so that the total annual amount (carried over funds + new funds) cannot exceed NOK 40,000. This measure does not apply to employees in externally funded positions.
- Female post-doctoral researchers are entitled and encouraged to participate in a mentor scheme using internal and external, national and international mentors.

2.7.3. Female associate professors

- Female associate professor will earn the first two years of research leave in half the normal time.
- Female associate professor will be given an annual amount of NOK 25,000 for further qualification. Unused funds will automatically be carried over to the next year, but limited upwards, so that the total annual amount (carried over funds + new funds) cannot exceed NOK 40,000. This measure does not apply to employees in externally funded positions.
- Female associate professors can receive financial support for extra journeys home if a research stay is divided into several shorter stays abroad and the grounds are related to their family situation – for example if they have small children and a working spouse.
- For academic staff members who have small children and choose to travel without their families, financial support can be given for several short stays

during a period of research leave. The reason why a flexible solution is necessary must be stated in the application.

- Female associate professor are entitled and encouraged to participate in a mentor scheme using internal and external, national and international mentors.
- When recruiting women to permanent positions as associate professors and professors, departments in which the proportion of women in permanent positions is lower than 40% can apply for start-up packages for these women. A start-up package can, for example, consist of funds for scientific equipment, research and teaching assistance, network building etc.

2.7.4. Female professors

- Female professors can be granted financial support for extra journeys home if a research stay is divided into several shorter stays abroad and the grounds are related to their family situation – for example if they have small children and a working spouse. See the Funds Regulations.
- For academic staff that have small children and choose to travel without their families, financial support can be granted for several stays during a period of research leave. The reason why a flexible solution is necessary must be stated in the application.
- When recruiting women to permanent positions as associate professors and professors, departments in which the proportion of women in permanent positions is lower than 40% can apply for start-up packages for these women. A start-up package can, for example, consist of funds for scientific equipment, research and teaching.

2.8. Triple roles of women

(MOWA2009:18) In all types of work done by women and men, distinctions can be made between the visible aspects of the gender relations between them. The tasks of women are divided into productive, reproductive and community activities. Women's roles encompass work in all these categories, and this is referred to as women's triple role. (MOWA2009:18)

Productive Work: Involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what

they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part their functions and responsibilities will differ according to the gender division of labor. Women's productive work is often less visible and less valued than men's.

Reproductive Work: Involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. It is almost always the responsibility of women and girls. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. Whilst (MOWA2009:18)

Community Work: Involves the collective organization of social events and services, ceremonies and celebrations, community improvement activities, participation in groups and organizations, local political activities and so on. These include the type of activities required to hold social and cultural events. Examples of such activities include *Idir, Equib, Dabo*, Weddings, funerals as well as religious feasts that are mostly done by women. Though both women and men participate in such activities, women's role relates mainly to catering, which is the continuation of their work at home. This type of work is seldom considered in economic analyses of communities.(MOWA2009:18)

2.9. Critical areas of concern to address gender equality

Among the 12 main areas of high concern of the BPA, Ethiopia has selected seven priority regarding gender equality for development. (MOWA, 2009:47)

- a) Poverty Reduction and economic empowerment of women and Girls,
- b) Educations and Training of Women and Girls,
- c) Reproductive Rights, Health and HIV/AIDS,
- d) Human Rights and Violence against Women and Girls,
- e) Empowering Women in Decision Making,
- f) Women and the Environment (MoWA, 2009:47)

Below are paragraphs of detailed about each of these six areas of concern (see MoWA, 2009:48)

I. Poverty Reduction and Economic Empowerment of Women and Girls

To address women's poverty and economic empowerment, some women-specific and income generating activities were initiated during Sustainable Development and Poverty Reduction Program (SDPRP). For instance, the Ethiopian Women Development Fund and the Women's Development Initiative Project (WDIP) were launched with the objective of improving the socio-economic wellbeing of poor women through the provision of grant, and capacity building training. In addition, the Ethiopian Rehabilitation and Development Fund (ESRDF) were implemented with the objective of promoting small scale projects and the intervention targeted 50% of the beneficiaries to be women.

The action plan for gender equality (2002-06) envisaged to address poverty reduction and economic empowerment of women by increasing the percentage of rural women by increasing the percentage of rural women with access to agricultural land, employment opportunities, agriculture inputs, extension services, improved food crop production and animal husbandry as well as improved households consumption and nutritional status of the families.

II. Educations and Training of Women and Girls

The NAP-GE (2002-06) had an objective to increase female participation in education and training at all levels by creating an enabling environment, and devised strategies to implement the objectives. It also promotes counseling and guidance to support female students in career choice and vocational skills training on marketable fields. The National Action Plan –Government of Ethiopia (2002-06) had a strategy that envisaged increasing the number of female teachers at various levels and in schools of administrative and leadership positions.

III. Reproductive Rights, Health and HIV/AIDS

As stipulated, the objective of NAP-GE of 2002-06 envisaged to reduce mortality and morbidity rates of mothers and children and enable women to make decisions on their bodies (WAO, 2001). Providing prenatal and postnatal care in accessible and affordable services was a key strategy of NAP-GE (2002-06) both in urban and rural areas.

IV. Human Rights and Violence against Women and Girls,

Human rights particularly that of women in relation to violence against women and girls, elaborated and promoted in the first action plan. The objective of the National Action Plan was to address the issue of violence against women and girls. This would enable women and girls to enjoy and exercise their respective human rights with full provision of legal protection.

V. Empowering Women in Decision Making

According to NAP-GE, the women should be represented at all levels of decision making positions in social, economic and political power structures. With regard to women's decision making, NPEW states "Eliminate step by step, prejudices as well as customary and other practices that are based on male supremacy and enabling women to hold public office and to participate in the decision making process at all levels" (TGE, 1993)

VI. Women and the Environment

Environment in relation to women was not addressed in the first NAP-GE (2002-06) apart from mentioning environment as cross cutting issues. However, the second NAP-GE (2006-2010) and the environmental policy of Ethiopia, have spelled out gender as one of the key principles. The environmental policy states "As key actors in natural resources use and management, women shall be treated equally with men and empowered to be totally involved in policy, program and project design, decision making and implementation" (FSS 2003).

2.10. The Millennium Development Goals (MDGs) and women

Ethiopia is working currently working towards the implementation of the eight Millennium Development Goals/MDGs to be achieved by 2015. According MOWA (2009) "the eight MDGs break down into 21 quantifiable targets that are measured by 60 indicators. Gender equality and poverty alleviation have been important strategies within the United Nations Millennium Declaration (UNMD) since September 2000." Ethiopia is one of the seven MDGs priority areas in Africa for it is striving to meet the goals by the year 2015. (See MOWA2009) One can say that all of the MDGs, specially the promotion of gender equality and empowerment of women which is the third MDG is of great help

for women if stakeholders in Ethiopia work hard to translate theory into practice regarding women.

2.11. The debate regarding affirmative action

Women need to be encouraged through affirmative action in different development sectors including all level of education the current constitution of Ethiopia confirm this due to social, cultural, religious and related reasons.(see house of federation, 1995:154).However, there are global debates regarding affirmative action.

Affirmative action is a policy in which historically disadvantaged segments of societies especially women are encouraged to participate in different opportunities of development in a country. Opponents and proponents have different ideas about affirmative actions. Below are some of these ideas. American civil liberty union (ACLU, n.d.)

i. ideas of proponents are:

- Affirmative action is more of a process than just an admission policy. Colleges and universities reach out to groups that are underrepresented and urge students to apply. Institutions often offer financial aid to underrepresented students and provide on-campus support programs to improve their academic success.
- Affirmative action programs have resulted in doubling or tripling the number of minority applications to colleges or universities, and have made colleges and universities more representative of their surrounding community. Statistics show that after California abolished its affirmative action programs in 1998, the minority student admissions at UC Berkeley fell 61 percent, and minority admissions at UCLA fell 36 percent. After Texas abolished its affirmative action program in 1996, Rice University's freshman class had 46 percent fewer African-Americans and 22 percent fewer Hispanic students.
- Graduates who benefited from affirmative action programs say that they have received better jobs, earned more money, and ultimately are living better lives because of the opportunity they received.
- Diversity in higher education provides an educational advantage for all students, both personally and intellectually. We exist in a global, multicultural society, and in order

to achieve success, employers and employees must be able to work effectively with the diverse society that surrounds them.

- Affirmative action policies are necessary in order to compensate for centuries of racial, social, and economic oppression. Generally, individuals with higher socioeconomic status have more opportunities than those from lower socioeconomic backgrounds. Supporters believe that certain racial or ethnic groups are disadvantaged because they are frequently in lower income brackets and consequently are not exposed to the same resources as students from higher socioeconomic classes. Advocates support the notion of competition between students based on merit, but argue that affirmative action compensates for economic disparities.

ii. Ideas of the opponents are

- Affirmative action was created to ensure fair admission practices and to rectify a long period of racial discrimination. The policy is outdated, however, and causes a form of reverse discrimination by favoring one group over another, based on racial preference rather than academic achievement. Further, there is concern that minority groups may be stigmatized and treated differently by peers and professors who may believe that the success of minority groups in higher education institutions is unearned.
- Affirmative action may be unconstitutional under the Equal Protection Clause of the Fourteenth Amendment to the United States Constitution. Likewise, the programs may be illegal under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin by recipients of federal financial assistance.
- Affirmative action policies lower standards and make students less accountable. If standards for test scores, grade point average, etc. are lowered for underrepresented groups, it is argued that these students will only strive to meet the lower requirements.
- Affirmative action policies do not necessarily help economically disadvantaged students. A study by the Hoover Institution found that affirmative action tends to benefit middle- and upper-class minorities.
- Many opponents believe that diversity in higher education is extremely important, but that affirmative action only serves to amplify racial prejudice. Because there is no correlation between skin color and intelligence, affirmative action programs are unnecessary. Moreover, affirmative action programs are condescending to the

underrepresented groups since it is implied that the groups need affirmative action in order to succeed in higher education.

- States should focus on other policies or programs that encourage equal opportunity, such as setting high expectations for all students and improving their college readiness.

In general, affirmative action, as in education can be very useful, especially in countries such as Ethiopia where women cannot easily utilize resources mainly because men do not share many of family problems with women. If men are set free to decide on women's destiny by any means, women would be limited to family matters. Thus affirmative action is away out for women if they are not treated like slaves or subordinates in a society.

2.12. Gender and development

The (MoWCYA2009) states that, there is mainly gender oriented development and countries like Ethiopia can benefit a lot from the below stated approaches regarding WID (Women in Development) and GAD (Gender and Development).

2.12.1. Women in development approach

According to (MoWCYA,2009) concept 'Women in Development (WID) was used first in the 1970s, when the United Nations (UN) addressed women's problems of being part of issues in development projects. The WID states that "women are socially, economically and politically disadvantaged; and aims to promote women by offering targeted assistance to help them attain equal rights and equal status, through women's empowerment". It uses various ways of training women creating chances of business for women, making women leaders in formulating and executing policies.

The WID approach was the outcome of the idea that excluding women from development activities causes failure. Therefore the WID center on addressing women's economic and other needs through development projects supported with capacity building training alternatives.

2.12.2. Gender and development approach

The (MoWCYA, 2009) also indicates that the Gender and Development approach was a result of responses to the failure of women only programs under the WID approach which had separate development activities for women, and as such was seen as too piecemeal and tended to tackle the symptom rather than the roots of the problem. And it caused a change from “Women empowerment” policies to a “Gender equality” idea. GAD is concerned with the social, economic, political and cultural forces that determine how women and men might participate in, benefit from and control project resources and activities differently.(MoWCYA,2009:7) to increase women’s power, bearing in mind that power exists in a limited quantity, if one has more the other will have less.

GAD is aimed at solving women’s problems through research on “gender relations within the framework of important and relevant factors like social class, race, age, etc. by enhancing gender equality, by placing the issues of particular concern on the main agendas of those institutions which shape their relations. (MoWCYA, 2009:8) In short the gad approach is about paving ways for empowering women through polices of equally treated women with men.

Chapter Three

3. Research Methodology

This chapter deals with the research design and methods of the selected respondents, data collection and analysis.

3.1 The research design

This study is a qualitative research and has a case study research strategy. Creswell (2009:173) regards a qualitative research as a study that “employ different philosophical assumptions, strategies of inquiry and method of data collection, analysis and interpretation” this use of different data collection methods (triangulation) is crucial to come up with valid data for study. In addition Creswell (2009:173) states that different strategies can be employed to conduct a qualitative research and one of them is case study related below.

Case studies are strategy of inquiry in which the researcher explores in depth a program, event, activity, process or one or more individuals. Cases are bounded by time and activity and researchers collect detailed information using variety data collection procedures over a sustained period of time.

In the light of points above, this study was conducted by employing a case study inquiry to reveal relevant issues about the representation of women in activities of the academic staff of AAU with help of various methods of data collection (i.e. questionnaire, interview and document study) in 2006 E.C.

Addis Ababa University (AAU) was selected for this study because of two reasons:

- 1) It is where a lot of study with highly experienced instructors is found because it is the oldest of all higher learning institutions.
- 2) Because the researcher had a good knowledge about the teaching learning process, reference, material and resources of primary research data as postgraduate student of university.

3.2 Method of selecting respondents

Purposive sampling, also known as convenient judgmental, selective or subjective sampling, is a type of non-probability sampling technique. Based on the researcher's judgment in terms of availability or convenience. (Creswell, 2009; Kothari, 2004)

The subjectivity and non-probability nature of unit selection (i.e., selecting people, cases/organizations, etc.) in purposive sampling means that it can be difficult to define the representativeness of the sample. In other words, it can be difficult to convince the reader that the judgment one has used is appropriate. Despite these subjectivity and non-probability nature of purposive sampling method the researcher chooses to use this method because its advantage is subsequently examined in detail in a limited population. For data collection, 84 individuals(i.e. ten male and ten female instructors one female leader, three experts and 60 post graduate female students) were selected through purposive sampling (see Kothari, 2004).This sampling method based on the availability or convenience of respondents' for the study (see Kothari,2004:96-100).

3.3 Method of data collection

The data for this study were collected from primary and secondary sources. The primary Sources were a questioner and interviews (see appendices A to D) whereas the secondary sources were document study and data from studies conducted on issues relevant to this research. Since the questioner has had open-ended and close ended items and as interviews were semi structured and because the data gathered through document study were relevant to the study, it is hoped that the methods of data collection were effective in serving the research objectives. (See chapter one section 1-4)

The questionnaire had two sections: the first section consisted of general data about the respondents, while the second section had 20 items which are grouped based on the level of female representation, psychological, social and policy implementation factors, as well as suggestions for possible solution. The respondents listed their opinions about each item. Thus, relevant data were gathered from the 84 respondents.

In addition to the questionnaire primary data were collected through semi structured interview with female instructors, leaders and experts. The interview had two kinds the instructor's interview and leaders' interview. The instructor's interview contained 20 items of in-depth discussion on the overall issues of female equality. Leader's interview

contained 5 questions that focused on the role of leaders to solve problems of gender representation in their department and academia in general.

The secondary data collected from document analysis were the staff profile, magazines, manual, reports, and bulletins and other documents. In addition to gathering data through questionnaire and interview, document analysis was used to obtain additional data from Published documents reflecting background information about the university, academic commission manual, vacancy announcements and etc.

3.4 Methods of data analysis

As already noted at chapter one the objective of the study is to assess the representation of female in the academia at AAU and the study used more of qualitative techniques but quantitative techniques were used to analyze the data collected. The responses were tabulated and stated in number and percent by Using SPSS version 16.0 software. Apart from this to analyze the qualitative data thematic analysis technique was used. The researcher organized the data, by transcribing interview and categorizing data in to main titles. Finally, the information gathered was narrated in depth. Interpretations and finding were drawn on implications of data collected.

In short quantitative data were encoded, tabulated and analyzed using SPSS version 16 program and through descriptive statistics such as frequency and percentage. In addition thematic analysis was employed to identify implications of qualitative data in the study.

3.5 The pilot study

With the help of the literature and the researchers academic and research experience both the questionnaire and the interview questions were developed by the researcher and reviewed by different individuals including colleagues, the researcher adviser and other instructors at Addis Ababa University to scale up the validity of the items, the questionnaire and the interviews were administered to 20 students in the pilot study. Corrections were made on some questions in the questionnaire. In addition 8 questions were removed from the questionnaire due to repeated contents. The number of institutes which the study was undertaken was reduced to one and hence the study was limited to three colleges and one institute in the main campus and FBE. (At Siddist Killo)

3.6 Description of the respondent

The sources of the data were individuals at Addis Ababa University (AAU) as stated in the preceding discussions (see section 1-6 of chapter one) Table 3 shows the type and number of respondents in the study.

| Type | Female | Male | Institution |
|-------------------------|--------|------|---------------|
| Instructors | 10 | - | AAU |
| Department heads | | 10 | AAU |
| Head gender office | 1 | | AAU |
| Students | 60 | | AAU |
| Respondents outside AAU | 1 | 2 | MOE & MWCYA |
| Total | 72 | 12 | 3 institution |

Table3: Type and number of respondents

As indicated in Table 3 above the data obtained through the administration of a questionnaire disclosed that 84 respondents were included in the study. Besides 24 (12women and 12 male respondents) were involved in the interview to increase the validity of findings of the study through triangulation.

Chapter Four

4. Result and Discussion

4.1. Descriptive of result

This chapter has two parts. The first part presents general issues about the respondent and the second part deals with analysis and discussion of specific issues of the study.

4.1.1. General issues about student respondent

Table 4 below presents some general issues collected through a questionnaire from 60 female post graduate students i.e. from CSS, CEBS, CBE and IER at Addis Ababa University.

| descriptive statistics | Age | | | Respondents college | | | | Respondents Marital status | | Respondents year of studies | | | | Educational Program ¹ | |
|------------------------|-------|-------|-----|---------------------|------|-----|------|----------------------------|---------|-----------------------------|------|------|-----|----------------------------------|-----|
| | 18-29 | 30-41 | ≥41 | CSS | CEBS | IER | CBE | single | married | 1 | 2 | 3 | 4 | MA | PhD |
| frequency | 47 | 10 | 3 | 25 | 14.7 | 5 | 16 | 45 | 15 | 19 | 26 | 14 | 1 | 57 | 2 |
| percent | 78.3 | 16.6 | 5 | 41.7 | 23.3 | 8.3 | 26.7 | 75 | 25 | 31.7 | 43.3 | 23.3 | 1.7 | 95 | 3.3 |

Table 4: Some personal information of respondents

As noted in Table 4 regarding age 47(78.3%) of the 60 (100%) respondents are from 18-29.those aged 30to 40are 10(16.7%) and the respondents who are above 41 are 3(5%).concerned their place of study those from CSS, CEBS, CBE and IER are 25(41.7%), 14(23.3%), 16(26.7%) and 5(8.3%) respectively. Moreover the table shows that 45(75%) and 15(25%) respondents are single and married respectively. With regard to the respondents year of study, those with one, two, three and four years are 19(31.7%), 26(43.3%) and 14(23.3%) and 1(1.7%) respectively. Regarding program of study 57(95%) are in MA but 3(5%) are in the PhD program.

In short the data in Table 4 indicate that the majority 95% of the respondents are aged 18 to 41and thus, they are matured enough to provide data for this study. One can also infer from the data that the respondents can have relevant information about the colleges, institute in this study since they are part of them for a reasonable period of time as MA and PhD students.

¹ One respondent has not mention his/her educational program

4.1.2. General issues about the instructors, leaders and stakeholders

Below is the data about the instructor, leaders and other stakeholders selected as respondents for this study.

| Category | | Number of Instructors and leaders | Other Stakeholder |
|-----------------------|-----------------------------|-----------------------------------|-------------------|
| Sex | Female | 10 | 2 |
| | Male | 10 | 2 |
| | Total | 20 | 4 |
| Age | 18 -30 | 4 | 1 |
| | 31 -41 | 3 | 3 |
| | 41 -50 | 8 | |
| | Above 50 | 5 | |
| Marital Status | Single | 8 | 4 |
| | Married | 12 | |
| College | CSS | Male | 2 |
| | | Female | 6 |
| | CEBS | Male | 2 |
| | | Female | 5 |
| | FBE | Male | 2 |
| | | Female | 3 |
| Institute | IER | Male | 1 |
| | | Female | |
| Gender Office of AAU | | Male | |
| | | Female | 1 |
| Ministry of Education | Gender office | Male | 1 |
| | | Female | |
| MoWCYA | Gender Mainstreaming Office | Male | 1 |
| | | Female | 1 |
| Year of Experience | 1-6 | 5 | 3 |
| | 7-12 | 5 | 1 |
| | 13-18 | 4 | |
| | 19-24 | 3 | |
| | 25 and Above | 3 | |
| Total | | 20 | 4 |

Table 5: General issues of instructors, leaders and stakeholder

Table 5 shows different facts about instructors, leaders and some stakeholders chosen for this study as sources of data. The number of instructors (20) is five times for the number of the stakeholder (i.e. 4).the stakeholders are aged from 18 to 41 but the instructors' are aged from 18 to above 50. All of the stakeholders are unmarried, but some 8 of 20

instructors are single. The their colleges CSS, CEBS, CBE, and one institute IER, gender office of AAU, MoE and MoWCYA have representatives who can provide data for the study. All this together with 1 to 12 years' experience of the instructors and stake holders is asign of the fact that the data gathered from respondents is relevant to the objective and scope of the study. (See chapter one section 1.4) This implies currently ample number of experienced staffs is available.

4.2. Data analysis and presentation/ specific issues of the study

In this section specific result outcomes of the study have been discussed based on the data gathered through the questionnaire, interviews and document study. (See appendices A to D)

| No. | Criteria | Men & Women Treated Equally | | Female Less Favored | | Women More Favored | | Don't Know | |
|-----|-----------------------------|-----------------------------|---------|---------------------|---------|--------------------|---------|------------|----|
| | | frequency | percent | frequency | percent | frequency | percent | No | % |
| 1 | Department Preference | 41 | 68.3 | 9 | 15 | 7 | 11.7 | 3 | 5 |
| 2 | In class room participation | 39 | 65 | 13 | 21.7 | 5 | 8.3 | 3 | 5 |
| 3 | In getting dormitory | 31 | 51.7 | 4 | 6.7 | 10 | 16.7 | 15 | 25 |
| 4 | In using Library Service | 47 | 78.3 | 7 | 11.7 | 3 | 5 | 3 | 5 |

Table 6: student's response to question about opportunity of females-1

As shown in Table 6, 60(100%) of the female postgraduate students were asked to address questions about opportunity for female students at the university. The majority(68.3%)of the respondents stated that men and women are equally treated in choice of departments they wish to join.39(65%),31(51.7%)and 47(78.3%)of respondents also disclosed that, men and women are given equal choices of competition in classroom participation in getting dormitory and in using library services. Women are more favored insignificant cases of chances, according to the respondents. This implies that there are few or discouraging chances for women to enjoy their constitutional rights to affirmative action's or privileges (see the FDRE constitution, 154) thus the discussion indicated that female respondents are not receiving special treatment at satisfactory level. Table 7 below has data confirming this fact.

| No. | Criteria | Men & Women Treated Equally | | Female Less Favored | | Women More Favored | | Don't Know | |
|-----|--|-----------------------------|---------|---------------------|---------|--------------------|---------|------------|------|
| | | frequency | percent | frequency | percent | frequency | percent | No | % |
| 1 | Nomination for leadership (E.g. as a committee chair women, student representative...) | 19 | 31.7% | 27 | 45% | 7 | 11.7% | 7 | 11.7 |
| 2 | Participation in Club or Association (E.g. Student Union, AIDS Club, Sport...) | 26 | 43.3% | 20 | 33.3% | 5 | 8.3% | 9 | 15 |
| 3 | Participation in preparation for legislatives, directives or rules | 26 | 43.3% | 25 | 41.7% | 1 | 1.7% | 8 | 13.3 |
| 4 | Opportunities for Scholarship | 15 | 25% | 4 | 6.7% | 31 | 51.7% | 10 | 16.7 |
| 5 | Opportunity to change field of study | 35 | 58.3% | 5 | 8.3% | 7 | 11.7% | 13 | 21.7 |

Table 7: student's response to questions about opportunity of females-2

The data in Table 7 are related to female's leadership roles and educational opportunities. A considerable number (20 to 27 i.e. 33.3% to 45%) of the 60 female postgraduate students revealed that females are less favoured, whereas 19 (31.7%) to 26 (43.3%) of the respondents indicated that females are forced to compete equally with their male counterparts in being nominated as (committee leaders, student representatives) in club or associations or in participation for setting rules, directions or legislations. Furthermore 40 (66.7%) of the respondents disclosed that female students do not have special privileges to change their fields of study. Never the less 31 (51.7%) of the respondent stated that women are favoured in competitions for opportunities for scholarship. This shows that there can be female students winning chances of further education without a social freedom affirmative action to change their field of study and with discouraging chances of roles of leadership unless they are better than their male counterparts in terms of leadership performance or skill and strategies of participation in committees, clubs, associations, efforts to formulate legislations, directives or rules. Table 7 below shows issues relevant to this.

| no | Item | | Yes | No | Don't Know | Total |
|----|--|-----------|-------|-------|------------|-------|
| 1 | Do you believe enough number of female students are in your class? | frequency | 20 | 40 | - | 60 |
| | | percent | 33.3% | 66.7% | - | 100% |
| 2 | Have you been discriminated in class room? | frequency | 5 | 55 | - | 60 |
| | | percent | 8.3% | 91.7% | - | 100% |
| 3 | Are you interested in being part of the AAU academia | frequency | 35 | 25 | - | 60 |
| | | percent | 58.3% | 41.7% | - | 100% |
| 4 | Do you have information about the posts of AAU | frequency | 12 | 45 | 3 | 52 |
| | | percent | 20% | 75% | 5% | 95% |

Table 8: student's response to presence, discrimination interest and information access

As can be seen in Table 8, above the majority (40%) of the respondents stated that they don't believe there is enough (reasonable) number of postgraduate female students, and a considerable number (91.7%) of respondents revealed that there is no form of discrimination against them in class. It is interesting to see from the data that many (58.3%) of the respondent are curious about being part of the AAU academia, but it could be discouraging. To note that the majority (75%) of the respondent are not aware of obtaining posts at AAU. Therefore it appears that the students need to see a lot of female student's participation in the post graduate studies or to have academic posts activities have not been successfully addressed by stakeholders at the university. The following discussion is based on data collected through open ended questions in the questionnaire, interviews and document study.

a) Reasons for the presence of limited number of students in postgraduate class

Basically few female students have joined in the university. Their academic performance is limited because of their low academic achievement in undergraduate and postgraduate level. Male students are high achiever than female students because of many factors. Some of these factors are as follows.

a) Psychological factor of female

- i. *Females are not well motivated to continue their education up to postgraduate level.*
- ii. *Their academics competence in junior and high school is poor*

iii. *Their poor background is a limitation on their culture of hard work and self-confidence.*

b) Factors related to lack of opportunity and supports are:

- *Financial problem to support their family*
- *Lack of equal opportunity starting from elementary schools up to all level of education, including higher level.*
- *Lack of opportunity to attend classes regularly.*
- *Less encouragement for females in higher education*
- *Females do not get the chance to upgrade their education level*
- *Traditionally some subjects or disciplines are considered as if they were only for male. Subjects like philosophy, history, mathematics and science fields are considered as challenging fields and have less job opportunity. Hence females do not choose these due to these and other reasons females are discouraged to apply in to departments where they can specialize in these subjects.*

c) Socio cultural factors and economic challenges are:

- *Females are more responsible than males regarding family issues. That means they are concerned with social issues rather than upgrading themselves in education.*
- *Females are responsible for income generating,*
- *Early marriage, child caring, cleaning clothes, catering and family feeding, unfair labor division in the family. The 60 of students are also revealed in their answer the following points.*
- *Many women want to get married before getting PhD. After having husband they do not want to join a PhD program*
- *Socio economic and socio-cultural constraints contribute to their challenges at university,*
- *Conditions and opportunities for females are not as favorable as male,*

In their answer to the question what kind of unfairness have you faced in class room? Most students said that they have never faced any problem because of their sex. However, some students have expressed their encounter in relation to discrimination. Below is the paraphrase of their responses:

Some teachers do not believe in female student's potential. University assignment and group activities are not in line with women's family responsibilities. This may force females to stay in difficult condition because they do not get information from students or instructors, on time and usually females are undermined and they are not chosen for group work.

All of the respondent students in their answer to the question what action did you take for those unfairness? Revealed the paraphrase below:

Actions that were taken by female students for this unfairness are discussing the problem among themselves crying or disappointment. This implies that females are not making enough effort to protect their right in reporting on unfairness attitude or discouragements.

As indicated earlier many of the respondents stated that they have the interest to be members of the academia. Their reasons for having interest to become members of the academic staff are stated as follows in person phrase:

We like teaching and sharing to other what we know, we have the interest to teach in AAU and to be members of the academic staff. We want to teach and participate in a lot of fields of study, in research and decision making. It is because we would like to be the part of the academia at AAU; we want to be members of the teaching staff in this biggest and famous university.

Majority of the respondents commented on their ability to effectively do activities as members of the academic staff of AAU as follows.

We are good at teaching, to strengthen and facilitate the participation of women by contributing something that will encourage female students to join the AAU academic staff, to make a change if we get the chance, to create and bring some change, because are good enough for the position. This is because we want to be part of AAU as it is the center of knowledge and research. To gain many experience from highly experienced academics and to work with different students of various experiences.

Reasons related to personal advantages, according to 50(83.3%) respondents are:

To have a better participation in education position for future chance in education and training, because we feel being staff of university has a good chance for the future carrier.

Reasons related to the improvement of the university, according to the respondents:

To take corrective action for complaints the students have as students

To give some suggestions or feedbacks and corrective actions to the academic staff of AAU.

There were 10 (16.7%) of respondents who stated the reason why they do not want to be part of the AAU academic staff as follows:

- a) *These days the profession is not attractive due to its less payment and any promotion and advancement, the salary is very low, there is no attractive conditions, because the job is labor intensive.*
- b) *With the administration bureaucracy, the working environment is not good, the management is not suitable for the staff and employees are not happy with the management, the working environment is not encouraging for both male and female*
- c) *Less commitment to deliver the service appropriately. A limitation on academic excellence students responsibility is very poor, classroom management is very difficult. Because of this they prefer to work in NGOs and other nonacademic areas.*

According to the majority (50%) of respondents the main reasons for their lack of awareness of the information about posts in hiring academic staff can be categorized in to two parts. These are personal and institutional problems.

a. Personal problem:

Substantial numbers of respondents were not able to get the information because of their own lack of effort. In the other words many of the respondents in their answers (in the questionnaire) indicated that they do not have the internal motivation to find out vacancy announcements of the university in different ways (e.g. asking for information from students or instructors, establishing contact with department heads, checking online vacancy announcements.)

b. Institutional problems:

Believe that the university has a problem in disseminating information to the target group. This has been expressed below:

The information is not available, we have got no information, the campus, we do not see the vacancy, we do not find it, we have not see any vacancy of AAU in any media, we do not know how female are recruited, even though when we read newspaper, the procedure is not clear and understandable,

For the question “how frequently have you been taught by female instructors?” except some respondents who stated they were thought by females once, twice, or three times the majority of respondents have never been taught by female instructors during the course of their study. This implies that the number of female instructors were insignificant at the university. In addition, the majority 75% of respondents further indicated the reasons paraphrased below:

Few Female teachers are found at the university. Females are usually fearful of the hard work, shy and, not out spoken, over responsibility, lack of opportunity, There might be various reasons for their inadequate qualification:, the patriarchal system of their society, male domination, inadequate chances, lack of interest to come to the job, low academic achievement, being unable to earn a PhD, poor educational background, caring about children and too much work at home. More over the their reasons are lack of transparency of the employment, lack of information about methods of selection, lack of confidence since the university is not encouraging females in every aspect to be instructor and females are not willing to join the teaching staff and are less self-confident. They are busy dealing with household responsibilities marriage and pregnancy. They are not interested in teaching, the criteria are demanding high, affirmative action, opportunity is not given to females, socioeconomic and cultural problems to reach the highest educational stage, there is no adequate number of PhD holder females, it is hard to find females with necessary qualifications.

The above responses gathered through the questionnaire) have been confirmed by many of the respondents in the interview (see appendix B)

Except few social science instructors almost all interviewees believe that the number of female academia is not equal to their male counter parts. It is almost none. Poor academicseducational background, natural factors and social challenges have been mentioned as reasons for this as follows.

i. **Natural factors:**

Females naturally have responsibility of pregnancy, giving birth, and breast feeding motherhood, wifely duties. Fear also affects the academic achievement, moral and self-confidence.

ii. **Social factor:**

Starting from the family different sorts of social demand affects female's successes in education. Even the proverbs in the society have a great influence on female's capacity. People's attitudes towards women profession is negative, discouraging social expectation is also another matter, due to its inadequate income to instructor, is not respected by the society these days.

iii. **Poor educational background:**

Female students achievement at primary and secondary school level is low, the effort to join university is limited, female low university GPA result has its own negative contribution to the problem. Females have less tendency of upgrading their educational level due to financial problems and their limitedpotential.

The responses collected through the questionnaire and the interview (see appendix A and B) revealed the following reasons for the failure of female to join the academic staff at the university.

a) **Institutional factors:**

Institutes have the agenda of academic Excellence rather than representation. The academia is not based on issues of gender, ethnics, disability; the willingness of the institution is low. Lack of support and recognition for female instructors' and

shortage of female graduate assistants at the University and that, the selection criteria for both sex is equal and that the attitude toward the profession is not good were said to be the main reasons

b) factor regarding instructors

- *Even if they have MA and PhD they don't choose the job of teaching,*
- *Female's turnout for job is very high but they quit teaching when they get a better job.*
- *Female instructors do not come back to the university when they go abroad for scholarship.*
- *Most of the time the academic staff is full, so there is no the demand for new lecturer at the university.*

c) Factors related to hiring procedure

The university uses two ways of hiring instructors. The first way is retaining graduates students with the highest GPA. The other one is hiring them through vacancy announcement in newspapers such as Addis Zemen and the Ethiopian Herald.

Since the university hires PhD doctors, females usually do not use this chance since they don't reach a PhD level. There are no enough female applicants with PhD and above qualifications. Even if departments have the authority of hiring instructors with PhD and above, they must follow CPA's criteria. The procedure is top to bottom. These criteria are not in line with affirmative actions.

Regarding the document study the following data were collected and paraphrased from different relevant sources.

- a. According to article 41 of the Addis Ababa University Senate Legislation (2013) a graduate assistant is a candidate with the qualification of a bachelor's degree and with at least the level of a CGPA of 3.00. This CGPA requirement may be changed under special circumstances justified by the concerned academic unit and approved by the AC and finally authorized by the AVP. However, the candidate must be supported by a strong recommendation of the recruiting academic unit and approved by the AC of there of regarding his future promise.

- b. According to the ministry of education (2010) implementation of affirmative action policy has resulted in an increase on female enrollment in higher education institutions; it has increased from 33,146 (24%) in 2004/05 to 89,136 (29.3%) in 2007/08 . The education abstract 2008/9 also shows that in 2008-09 academic year, the percentage of female enrolled and graduated from undergraduate degree programs was 24.1% and 20.7% respectively.

However as discussed earlier, at AAU there is a gap on applying affirmative action in hiring female candidates. As the interview result indicated, it is difficult to give special treatment to females by applying affirmative action, which is assigning 30% to females.

Gender disparity has serious impact on effort of developing citizen. In a situation where there is no equal gender representation, there is low level of acceptance of female in the academia, leadership, and research areas. Thus this affects the society directly and indirectly in creating active citizens, in gender inclusive manner and in creating female role models for the coming generation.

As the respondents responses in the questionnaire and interview consisted of solutions paraphrased below.

- *Making females as competent as their male counter parts,*
- *In order to be successful in gender issues practical support is needed for stake holders.*
- *Stakeholders should take measurement from the very beginning of females' education in primary and secondary levels.*
- *Tangible or concrete and visible activities must be done by AAU academic staff.*
- *MOWCY, Ministry of Education, HEI and other sectors should work together to check females representation at AAU.*
- *Economic support and arranging tutorial for students at AAU,*
- *Encouragement for females with highest GPA,*
- *Create mechanisms to build self-esteem of female, building up their skill and knowledge.*
- *Strengthening efforts to improve life skill training and continuous guidance and counseling ,*

- *Inspecting and controlling the institution whether or not vacancies and affirmative actions are fair.*
- *Empower females from the base at elementary school level by treating equally with male,*
- *Family should grow up their female children by giving chance to learn hard without housework.*
- *Females have to believe that I « can » and be hard working and have vision never give up due to barriers*
- *Built Networks of women, and built networks of men favorable to the course of female academic equality.*
- *The affirmative action is not at the last minute,*
- *Stakeholders need to implement affirmative action carefully so that it may not create a sense of inferiority of female students at the university to equally compete with their male counter parts.*

Chapter Five

5. Summary conclusion and recommendations

This chapter deals with the list of findings (summary) the implications of the summary (conclusions) and indications of solutions, (recommendations) based on the results and discussions in chapter four.

5.1. Summary and conclusions

The objective of the study was to find out assessing some issues regarding female representation in the academic staff of AAU. In the study a case study strategy was used. Three colleges and one institute were selected through purposive sampling. 10 female instructors, 10 male leaders, 60 female post graduate students and 4 experts from MOE and MOWCYA were involved to gather data for the study. Totally 84 individuals were involved in the study. Questionnaire, interview and document analysis were used to gather relevant data. The following are the conclusion of the study.

- The qualitative study revealed that the majorities (>50%) of the student respondents and almost all of the respondent instructors have said current female representation in the selected colleges and one institutes of Addis Ababa University is very low.
- The majority (>50 %) of the respondent students and instructors reported that lack of competent female is the main factor for uneven representation of females in the academic staff of AAU.
- A considerable number 42% of the respondent students have no interest to be instructor, so lack of interest is the reason for low representation.
- The majority of instructors and students indicated that lack of opportunity is a factor for the uneven representation of females in the academia at AAU.
- 75% of student respondents do not have information about the hiring posts, so lack of information is also a factor for the under representation of female's in academic staff of the university.
- The majority (>50%) of the respondents indicated that low acceptance and wrong expectation of the society and of the university community against females are the other factors for the problem of the females under representation.

- Cultural background, class room management with relation to students' bad behavior, family influences were also stated as few of the challenges which have contributed to the uneven representation of females in AAU academic staff.
- Early marriages, wifely duties, pregnancy, giving birth and breastfeeding, mother hood, child caring, household work were also factors for uneven representation of females.
- Psychological disturbances against women in relation to female's self-esteem, self-confidence, poor educational background and low motivation to upgrade were reported to have consequences of the less participation of women in the role of educational engagements at AAU.
- The willingness of AAU to apply practical affirmative action for female applicants is very poor.
- There is lack of concerned bodies' follow up about the implementation of policy and strategies.
- There is a limitation on understanding of affirmative actions at AAU.

5.2. Findings

The following findings are drawn from the above conclusion:

- Even though there was even female's participation in primary and secondary school, there is a limited number of females in higher education post graduate programs, and as the result there is uneven representation of female instructors in the academic staff of AAU.
- There is lack of females' motivation to upgrading their educational level.
- There is a limitation on female's commitment, self-esteem, confidence, academic ability.
- There is lack of interested females to be members of academic staff at AAU. This is due to the following reasons:
 - The salary is not attractive.
 - It is Labor intensive
 - The students and classroom management are difficult.
 - Wrong expectation of the society towards teaching is discouraging.
- There is women's lack of accessible information about staff hiring procedure at AAU.
- The vacancies for hiring academic staff were not correctly linked to the target group.
- There is wrong perception of females in the university community as well as the society about female's ability.
- The university agenda focuses mainly on academic excellence rather than gender representation in academic staff of AAU.
- The study also indicated that the academic staffs of AAU are not satisfied with the salary scale as well as the administration of the university.
- The other interesting finding of the research is that there are people who don't encouraging affirmative action in hiring stage.
- The impact of uneven representation of women in academic staff is seriously affecting the university community in getting role models for female students new generation.
- There is orientation and counseling program for fresh female students and there is award program for female students at the university.
- There is no encouragement for females to apply for vacancy in any of the vacancy announcements.

- There is scholarship grant program specifically for female students through the Gender office of the university, and this is commendable.

5.3. Recommendation

It is recommended that concerned bodies take effective actions to increase females' participation in academia and ensure gender equality. Since teaching is the mother of all professions, better female representation is expected from this profession. To achieve this point need to be considered.

- Females should boost their motivation to upgrade and update themselves in academia.
- AAU should identify gender disparity areas and take measure to ensure opportunities, and practical affirmative action by giving attention for gender agenda.
- Increase females' participation through any effective technology integration at AAU.
- Awareness creation education is needed for the community to build positive attitudes towards women's ability and the profession of teaching.
- Encouraging females to come the academic staff by applying different strategies such as building student's knowledge, skill, self-esteem, through training, guidance and counseling
- Concerned bodies, NGOs and GOS should give essential protection to females against gender underrepresentation in the academic staff.
- Affirmative action and gender mainstreaming should be incorporated in hiring procedures of AAU as much as possible.
- The Ministry of Women and Children's Affairs should monitor the situation through continuous assessment of gender auditing.
- MoE and MoWCYA should jointly work with HEI via concrete efforts.
- The MoE Gender office and Gender office of the university need to take part in hiring procedures of females in the academia at AAU.
- HEI should prepare clear and uniform policy that is applicable to efforts of hiring female academic staff members.
- MoE and or MoWCYA should provide incentive or recognition for universities with high number of female academic staff.

- Concerned bodies should Built Networks of women, and built networks of men favorable to the course of female academic equality, in order to eliminate gender gap in the academia.
- Policy makers must design policy and strategies which could help to uplift the current low representation and enforce the deployment of these policy and strategies in all higher educations.

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Appendix A

ADDIS ABABA UNIVERSITY

School of Graduate Studies
Institute of Educational Research and Development

A questionnaire to be answered by female students of AAU

Dear Student,

This questionnaire is prepared to gather information from students of Addis Ababa University for the purpose of research under the title “The representation of women academic staff in selected departments of Addis Ababa University”. The objective of the research is to assess the status of the representation of women by identifying factors which contribute to the current uneven representation of women in academic staff of Addis Ababa University. Your information will be used for the purpose of this research only. You are not required to write your name in this questionnaire. To promote and ensure gender equality at Addis Ababa University, your participation in the research by providing reliable answer in the questionnaire is crucial.

Thus, I would be grateful if you could take few minutes of your time to complete this questionnaire.

Gender Concerns Everyone!

Part One: Personal Information about yourself

1. Age: _____ Marital Status: _____

2. Department: _____

3. Year: _____

4. under graduate: _____ Post graduate: _____

Part Two: This section contains questions related to female participation in Addis Ababa University. Please respond to each of the questions accordingly.

1. Based on your experience, at Addis Ababa University Please tick your choice as appropriate.

| NO | Criteria | Men & Women Treated Equally | Women Less Favored | Women More Favored |
|------|--|-----------------------------|--------------------|--------------------|
| 1.1 | Department Preference | | | |
| 1.2 | Tutor and other Support | | | |
| 1.3 | In class room participation | | | |
| 1.4 | In getting dormitory | | | |
| 1.5 | Nominating for leadership (E.g. as a committee chair women, student representative...) | | | |
| 1.6 | Participation in Club or Association (E.g. Student Union, AIDS Club, Sport...) | | | |
| 1.7 | In using Library Service | | | |
| 1.8 | Participation in preparation for legislatives, directives or rules | | | |
| 1.9 | Opportunities for Scholarship | | | |
| 1.10 | Opportunity to change field of study | | | |

2. If there are any other **Criteria** where you feel women are not favored, please write below:

3. Do you believe, there is enough number of female students in your class?

Yes No

4. If your response for question number 3 is No, in your opinion what might be the reason?

5. Have you been discriminated in your class because you are a female

Yes No

6. What kind of unfairness have you exposed in your class room

7. If your response for question number 6 is yes, what action did you take?

8. Do you have an interest to be a member of academic staff in Addis Ababa University? Yes No

9. If your response for question number 8 is No, Please write the reasons.

10. If your response for question number 9 is Yes, Please write the reasons.

11. Do you have the information how to get employed as an academic staff of University?

Yes No

12. If your response for question number 11 is No, Please write below your reasons?

13. During the course of your study how frequently have you been taught by a female instructor?

14. If the number of female instructors is not enough, in your opinion what will be the reason?

15. Because you have been taught by female instructor, what difference did you observe?

16. What do you suggest to increase women academic staff representation in Addis Ababa University?

17. If you have additional issues on female participation, please comment below

18. What factors influence the female participation in academic staff of Addis Ababa University?

19. What possible solutions do you recommend to solve these problems?

20. What is your role to improve the representation of female in academic staff of University

Thank You for Your Participation!

Appendix B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUTE STUDIES

INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT

The interview with female academic staff of AAU

Dear Instructor,

This interview is prepared to gather information from female academic staff of Addis Ababa University for the purpose of research under the title “The representation of female academic staff in selected departments of Addis Ababa University”. The objective of the research is to find out possible solutions to increase the representation of female by identifying the challenges which caused the current uneven representation of female in academic staff of Addis Ababa University. Your information will be used for the purpose of this research only. Thus, I would be grateful if you could take few minutes of your time to answer this interview.

Gender Concerns Everyone!

Part One: Personal Information

1. Age: _____ 2. Marital Status: _____ 3.college: _____
4. Educational status: _____ 5. Year of Service at AAU: _____

-
1. How do you express the representation of women academic staff in your department?
 2. If your answer to question number 2 is low representation, in your opinion, what might be some of the reasons?
 3. To what extent is the hiring procedure of females in academic staff of AAU transparent?
 4. How do you express the interest of other non-academic females in being an academic staff member?
 5. What do you advise women who would like to be members of the academic staff?
 6. To what extent does the University encourage to increase the number of female academics?

7. What are the main difficulties for women to involve as an academic staff?
8. How much accessible do the job posts and related recruitment information for female applicant?
9. What opportunities are available to encourage women employment as an academic staff?
10. What are some of the psychological factors that discourage women to become academic staff?
11. What are some of the social factors that discourage women to become academic staff?
12. What policy implementation problems have you ever observed with respect to application of female equality in the academic staff?
13. What are the roles of existing female academic staff members in creating conducive environment for potential female academia to join their department?
14. What is the impact of uneven gender participation in academic staff of the University?
15. What do you suggest for improving the involvement of female in academic staff?
16. What is the role of stakeholders to improve the representation of female in academics?
17. What possible solution could be taken to overcome the challenges of low representation of female academics?

Thank You for Your cooperation.

Appendix C

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUTE STUDIES

INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT

Interview question to be answered by leaders and stakeholders

This interview is prepared to capture information from leaders and stakeholders for the purpose of research under the title “The representation of female academic staff in selected departments of Addis Ababa University”. The purpose of the interview is to gather relevant data concerning the representation of female academia at Addis Ababa University. Your information will be used for the purpose of this research only.

Thank you for your cooperation.

Interview date _____ time _____ place _____

1. Age: _____ 2. Marital Status: _____ 3. college: _____

4. Educational status: _____

1. How do you describe the representation level of female academics at AAU, since it said that there are 13.5% female and 86.5% male instructors at the University?

2. If there is uneven representation of females in the academia at AAU, what are the major factors contributing to this fact?

3. What is the impact of the uneven representation of female academics at AAU?

4. What solutions were made to minimize the under representation of female academia at AAU?

5. What is the role of stakeholder to improve the number of female academics at AAU?