

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT OF SOCIOLOGY

ASSESSING THE ROLE OF EDUCATIONAL AFFIRMATIVE ACTION FOR ACADEMIC ACHIEVEMENTS OF FEMALE STUDENTS IN GUBERE ABAFERENSWA PREPARATORY SCHOOL

A SENIOR ESSAY RESEARCH SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY FOR PARTIAL FULIFULIMENT OF THE REQUIREMENT FOR BACHLOR DEGREE (BA) IN SOCIOLOGY PREPARED BY

ID|NO

1. TAMRAT MENGSTU ……..… ID513/11

2. TEMESGENE BAYU…….....….....ID 523/11

3. FENTANSHI MEKURIAW. …….….....ID 215/11

ADVISOR: KASSAHUN DEJENE (MA)

AUG.2021

WOLKITE, ETHIOP

COLLEGE OF SOIAL SCINCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

An assessment of the role of educational affirmative action for academic achievement of female students in Gubre Abaferanswa preparatory school

Advisor	Signature	Date
Kassahun D. (MA)	.....	.....

Examiner	Signature	Date
Meteges E. (MA)	.....	.....

ACKNOWLEDGEMENT

We do not have enough word to expressing our sincere thanks to God, who help us on the right path support as in our entire in act the end of our research. We would like to express our heartfelt gratitude and sincere appreciation to our advisor Kassahun Dejene for his all assistance, constructive guidance, valuable comments and encouragement to complete this research work. We also thank the school director and teachers of Abafrenswa, who gave us valuable data for our research. Finally, we would like to express our heartfelt thanks to our parents who supported us by giving moral and financial support**.**

Acronym

APA…….American Psychology Association

USA….....United State of America

ETS…….. ..Educational Test Service

EEDA.....Equal Employment Opportunity Act

FDRE……Federal Democratic Republic of Ethiopia

CGCA.....Cumulative grade point average

NCTPE……National Committee for Traditional Practice Eradication

UNESCO……United Nation Education and Scientific

JICA……Japan international Cooperation Age

MDG…….millennium development goals

ABSTRACT

This study focus on describing the role of educational affirmative action to the academic achievement of female students in Abafrenswa preparatory School in Gubre town, Affirmative action is a policy or program that seeks to redress past discrimination through active measure to ensure equal opportunity, as in education and employment. In this study researchers used both quantitative and qualitative research methods. Questionnaire used as quantitative data gathering which include open and close ended questions, and qualitative data was collected through interview by preparing semi structure interview guide line. The quantitative data which obtained through was interpreted in questionnaire was shown by tables, percentages and frequency whereas the qualitative data in the thematic explanation form of the sampling technique that used in this study was both probability and non-probability. From probability sampling technique we used systematic random sampling whereas in non-probability sampling we used purposive sampling technique. By using systematic random sampling we selected 80 samples from the total population (412) whereas by using non probability sampling we selected 3 respondents of whom, 1 the school director and 2 were teachers in the school.. This study shows that the rational and purposeful implementation of affirmative action is very crucial to improve the academic achievement of female students. Researchers forwarded a recommendation as raising awareness plays a pivotal role in understanding the practice and policies of affirmative action. The affirmative action implementation taken by woreda and other lower institution women affairs office and other responsible offices should review the measurement taken by the lower responsible institution, to fill the implementation gap should be revisited by higher bodies at responsibility to the implement affirmative action program. The regional and federal gender office.

Key words: **Role, Educational affirmative action, academic achievement,**

Table of Contents

CHAPTER ONE 1

1. Introduction 1

1.1 Background of the research 1

1.2. Statement of the problem 3

1.3. Objectives of the study 4

1.4 Research question 5

1.5 Significance of the Study 5

1.6. SCOPE OF THE STUDY 5

1.7. Limitation of the Study 5

1.8. Definition of terms 6

CHAPTRE TWO 7

2. Review of Related Literature 7

2.1 Historical Background of Female Education 7

2.2 Gender and Education 8

2.3 Definition of Affirmative Action 9

2.4 Development of Affirmative Action 9

2.5. Affirmative Action in Ethiopia 11

2.6 Affirmative Action in Education 11

2.7 Types of Affirmative Action Programs 13

2.7.1 The quota system 13

2.7.2 The setting of goals 13

2.7.3 Other options 13
2.8 Coverage of the Program 14
2.9 Theoretical framework 14
2.9 .1 Arguments for and Against Affirmative Action 14
2.9.2 Argument for Affirmative Action 15
2.9.2.1 It is Compensatory Justice 15
2.9.2.2 It Creates Opportunities 15
2.9.2.3 It is Trans-formative 16
2.9.2 Arguments against Affirmative Action 17
2.9.2.1The Argument of Reverse Discrimination 17
2.9.2.2 The Problem of Dropping Self- esteem 18
2.9.2.3 The Problem of Favoring Unqualified Candidates 18
2.9.2.4 The Problem of Over Inclusiveness 19
2.10 CONCEPTUAL FRAMEWORK 20
CHAPTER THREE 21
3. Research Methodology 21
3.1 Description of Study area 21
3.2 Research approach 21
3.3 Research design 22
3.4 Target population 22
3.5. Source of Data Collection 22
3.5.1 Primary source of data collection 22

3.5, 2 Secondary source of Data collection 22
3.6 Data Collection Instruments 23
3.7 Sampling Techniques 23
3.8 Sample Size 23
3.9 Method of Data analysis 24
CHAPTER 4 25
4 Data Analysis and Interpretation 25
4.1 Introduction 25
4.2 Social-demographic structure of the respondents 25
4.3 The role of educational affirmative action for female student 27
4.3. Prospective of affirmative action 34
4.3.1 The Major Affirmative Action Types That the School is practicing 34
4.3.2. Advantage of Affirmative Action for Female Students 34
4.3.3. Reasons That the School give Affirmative action for female students 35
4.3.4. The effectiveness of affirmative action in the school 35
CHAPTER FIVE 36
5.Conclusion and recommendation 36
5.1conclusion 36
5.2 Recommendation 38
REFERENCES 40
APPENDEX 43

CHAPTER ONE

1. Introduction

1.1 Background of the research

Globally, affirmative action has no clear and universally applicable definition. In dictionary, Affirmative action is a policy or program that seeks to redress part discrimination through active measures to ensure equal opportunity, as in education and employment. It is a policy or a program designed to counter discrimination against minority groups and women in areas such as employment and education a. Affirmative action is a term that used to indicate the organizations are taking positive steps towards for women and others from underrepresented groups. The term also compasses a range voluntary and mandated policies and procedure intended to provide equal access to educational opportunities for members of exclude groups based sex. It facilitates and creates access colleges/universities admissions requirements for underrepresented applicants to remove institutional barriers created by past discrimination and prejudice. These notions of affirmative actions are linked with the provision of education that aims to access and equalize opportunities for all students (Rosado 2015). Affirmative action promotes protection of disadvantageous groups and individuals from barriers and appropriate and necessary to deal equal educational opportunities for female. the absence of unequal start, standards at the heart of the continuing educational discrimination that affirmative action seek to remedy, because it enables females and others to enjoy educational advantages . The goals of affirmative action in creating access for women and minorities to field of education were previously closed (Anderson 2018). In Ethiopia, patriarchy nature of the society makes Women's is inferior to men. Women activities are within the home and involve cooking, raising children and taking care of the household. These are laborious and routine, they are not as highly remunerative and prestigious aseans activities and they do not involve in major decision-making. A woman is supposed to be a counterpart to her husband or son, deriving satisfaction in directly from their development; she is expected to reach by proxy (Wendimagne 2012).

The socio economic status of the families is also the predictors of education success on children. For instance, students whose families are middle and upper social economic bracket are more likely to perform better in school and to complete more years of education then children lower socio-economic class families.(Baumert 2014). reported that students from higher socio economic back ground are more likely to in role in advanced mathematics course credit and graduate from high school town indicator of future educational and occupational success in addition compared to low income students, high income students are six times more likely to graduate with a bachelor's degree in five years (Baumert 2014). Educational inequality is common in developing country at all levels of education. Moreover, the severity increases as the level of education moves up and resulted in blatant inequality. The gap between male and female students becomes so vivid. The inequality of females' education is primarily characterized by low enrollment rate, high attrition, and poor academic performance and under representation in academic staff of women as compared to men (Byrne &Backes cited in Tolera, 2004). Much of the good causes of these disparities are the reflections of the fundamental problems and constraints prevalent at societal, institutional and class room levels. These may include such as harmful traditional practices, gender unfriendly behaviors at institutional and class room levels, inhospitable environment for learning and gender stereotyping in curriculum and text books. However, female students can be successful in contributing for the welfare of the society so long as they get an opportunity (Tariku 2011). Since 1992 the minister of education through providing female student with affirmative action in order to create a favorable or comfortable environment for their educational achievement in every school that found in Ethiopia. This action open the way how the women compete with men in knowledge, skill and other capability.in south nation nationalities and people of Ethiopia regional state there is an affirmative action which can support the educational achievement of women students. Therefore, the researcher will assess the role of educational affirmative action for the academic of female students in Gubre Abafrenswa secondary and preparatory school. For instance, how the school gives tutorial for the women who score lower grade in there achievement and supporting such types of material support for those who did not have enough economic capacity and how this and other issues are in consideration in order to help the women in their educational achievement. The study try to assess what types of role does this support create for them and what are the opportunity that they gain from this support will be asses in our study.

We delimited our topic in affirmative action as we understand from the definition it is about empowering the discriminated and minority group of the society. In our study area female students need more support and encouragement for their educational success or achievement because they have more load in household activities.

1.2. Statement of the problem

Ethiopia has always shrived to achieve gender equity and equality in all area specially, in education sector since the implementation of 1994 education and training policy (Education and Training Policy (1994). Over the years, in its continued commitment to removal of all forms of sex discrimination in all society, the government incorporated the issue of gender in several national and international gender declarations and conventions. Among those women policies were Millennium Development Goal (MDG), Education Sector Development program (ESDP I, II and III) and other country and institution based policies and strategies to improve and enhance education and lives of women. According to education statistics annual abstract of the Ministry of Education (1999) as (Almaz cited on Tariku, 2007) during the academic year 1996/97, among the students enrolled in higher education institutions for undergraduate degree programs, only13.2 % were female. In recognition of the various challenges female face to pursue their education, the MOE put the affirmative action policy, which allows girls to be admitted in higher education institutions with lower GPA (by 0.2) than male counterparts (MOE, 2009). Furthermore, to increase the opportunities of female students to join departments of their choice at undergraduate level 20% of the seats in all departments were allocated for female students (Almaz, cited in Tariku, 2012). Furthermore, female students share the remaining 80% seat with male students. Affirmative action is an extension of equality of opportunity and non-discrimination. Consideration of gender, race and ethnicity an admission and provision of financial and academic support has become common practice among institutions of higher education. The education of girls was also supported by number of government policies such as social policy, women and gender policy, education sector development program etc…. Due to the past and present discrimination on women the Federal Democratic Republic of Ethiopia (FDRE) as a commitment to gender equality and equity issued the national policy on women and also granted equal right for women in its constitution. While government give due recognition to

promote and practice in advance Affirmative action, some critics opposes affirmative action and challenges the practice of the program. The controversy over this policy has grown in recent years. Numerous studies have revealed that opposition to affirmative action increases with relative weight given by the plan to group membership rather than to individual merit.

For the most part, studies have shown that people react negatively toward recipients of preferential treatment in affirmative action programs found that when female participants had been chosen because of preferential treatment as compared to merit, they were viewed as less competent (Recendez, 2015). Currently, the practice of affirmative action program is encouraging in increasing enrolment rate, reducing attrition rate, improving performance of female students and in supporting the life of women. The previous study was conducted on the assessment of the practice, problems and prospects of affirmative action in enhancing girl's education, by Aynalem Mengistu in 2011.Our study tried to fill the gap in terms of methodology and thematic point of focus. The previous study only focused on the practice, problems and prospects of affirmative action in enhancing girl's education through qualitative approach. However our study focused on the role of educational affirmative action for the academic achievement of female students by using both qualitative and quantitative approach.

1.3. Objectives of the study

The study has both general and specific objectives.

1.3.1General objectives

The general objective of this study is to assess the role of educational affirmative action for academic achievement of female students in Abafrenswa preparatory School.

1.3.2. Specific objectives

- To identify the major affirmative action that the school is using to increase the educational achievement of female students.
- To examine the effectiveness of affirmative action towards improving the academic achievement of female students.

- To measure the satisfaction level of affirmative action for female students.

1.4 Research question

- ✓ What is the major affirmative action's that the school is using to increase the educational achievements of female students?
- ✓ What is the effectiveness of affirmative action towards improving the academic achievement of female students?
- ✓ What is the satisfaction level of affirmative action for female students?

1.5 Significance of the Study

The result of this study were the base line for other students or researchers who study in the same issues. The outcome of this study will be used to suggest possible recommendations about the problem of the provision of the affirmative action in female students' academic achievement in Abaferenswa preparatory school and it also provide information to individuals who interested to conduct further research in related topic.

1.6. SCOPE OF THE STUDY

Our research topic based on thematically and geographically demarcated. Thematically the research team was focus on the role of educational affirmative action for academic achievement of female students. Geographically, we went to employ in GubreAbaferenswa preparatory school.

1.7. Limitation of the Study

The researchers have faced various barriers in the process of conducting effective study. Some of these barriers were include lack of skill to conduct this study, lack of enough time and experience to prepare the study, unwillingness of the respondents to give appropriate responses as well as some of the respondents did not return the questionnaire. However, by using the time properly the researchers have provided effective research paper

1.8. Definition of terms

Affirmative action; refers to admission policy that prove equal access to education for those group was historical exclude or under represent such as women and minority. It is also intervention usually undergone to relieve the sustained gender educational inequity at high school level in form of compulsory, corrective and re-distributive strategies (Ager, E, 2002)

Affirmative action in education; refers to policies and programs design to advance to educational opportunity for individuals from groups that have suffered systematic discrimination. Most selective universities such as university of California at Davis were spared in 1975(kassa, 2006).

Academic achievement; refers to degree of attainment of the require grade school.

CHAPTRE TWO

2. Review of Related Literature

2.1 Historical Background of Female Education

Ethiopia has a long history of education traditions. Indigenous education was offered by all ethnic and linguistic groups and remains an important transmitter of cultural identity from one generation to the next. It aims at instilling in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values. Many studies have shown that the cornerstone for the development of education is religious-worship (Pankhurst cited in Ager 2002). The church organizations taught their followers both males & females the basic education, particularly how to read and write the bible. Reading a bible, therefore, was one of the first schools for girls' education. The themes of their education were many and were related to their domestic role with an emphasis on housewives and other domestic subjects so that they would become good maids and mothers (Ibid). These imply that women were not involved in all types of educational program and course of study in the earliest period of times. Furthermore, females' education was influenced by macro and micro-level of determinants including societal and school characteristics as well as family's background (UNESCO 1970 cited in Ager 2012). Female education is hampered mainly by sexual division of labor, which confines girls to household activities; by early marriage, by the unfavorable societal attitude towards the education of girls; and by the restriction on their physical movements in relation to the distance of the school from their homes. Parents particularly the resource poor would rather invest in their sons, because boys are perceived as bread winners and support for old parents, while girls are preferably employed at the household (National Committee for Traditional Practices Eradication [NCTPE], cited in Japan International Cooperation Agency [JICA] 2006). Because of this, educational opportunities for girls remain distinctly below those

open to boys. Disparities in education between females and males have been prevalent in almost all societies and all times; disparities existed even in those societies that placed a high value on learning including Classical. However, after a long period of time, gender inequalities, particularly in the aspect of education, has been given serious attention in the world especially in developing countries.

For instance, in recent decades, (National Committee for Traditional Practices Eradication [NCTPE], cited in Japan International Cooperation Agency [JICA] 2006), the Middle East and North American countries have much progress in the area of female education.

2.2 Gender and Education

The term gender refers to identification of an individual as male or female in terms of their behavior depends on a complex process. Wendimagegn (2010) states gender as a socially determined difference between women and men as opposed to sex, which is biologically determined. Traditionally, society assumes that there are observable differences between the sexes but it knows that personality behavior and abilities are the result of differential socialization process (Wendimagegn 2012).

The learned behavior and attitudes, roles and activities of sexes through socialization processes make up gender identity and determine roles. Gender does not address people but issues on development concern which includes division of labor, inequity in access to resources in puts and benefits (Bogalech, leach &kevane, cited in Wendimagegn, 2012). Thus gender issue concerned with inequality between women and men and with the action to be taken to correct that imbalance.

As (Delamont cited in Fekadu 2009) mentioned during the growth in sociological study of education from 1994 onwards many studies were conducted on male- only' sample and the gender division of labor in industrialized societies was taken for granted, not treated as a topic for investigation. By this time, it was found that girls were falling behind boys on all three indicators of educational participation; access (numbers of enrolling), retention (length of time

spent in school), and achievement (Leach, 2004; Fingerling &Asha, 1989, cited in Wendimagegn, 2010).

2.3 Definition of Affirmative Action

Many scholars define affirmative action in different ways it has been given several meaning in different countries at various times. Affirmative action has no clear and universally applicable definitions. Many have attempted to define affirmative action from different perspectives and the way they want it, either negatively or positively. The American Psychological Association [APA] (1996) has provided the following definition of affirmative action. "Affirmative action occurs whenever organization energy to make sure there is no discrimination in employment or education and instead, equal opportunity exists. Affirmative action and equal opportunity differ from each other in terms of philosophies that underlie those (Clayton & Crosby 2001).

According to Coetzec affirmative action is defined as follows: "Affirmative action is a positive measure to increase representative of previously under- represented group" (Coetzec, cited in Clayton & Crosby 2001). Michael Rosenfeld, Quoting Green Walt, defines affirmative action as:" … a phrase that refers to attempts to bring members of underrepresented groups, usually groups that have suffered discrimination, into a higher degree of participation in same beneficial programs". (Bhikhu Parekh, 1992 cited in Mekonnen, 2010) who uses positive discrimination instead of affirmative action describes it as "A comprehensive and well-thought out program of action for disadvantaged group involving multiple strategies to tackle the diverse but, interrelated causes of their disadvantage". Some scholars were defining affirmative action as mechanism to eliminate discrimination. For example, Gyneth Pitt define affirmative action as a policies or programs that are designed to eliminate invisible as well as visible discrimination and to encourage underrepresented group to reach a situation where they are more likely to be the best candidate for the post or place (Pitt, cited in Mekonnen, 2010).

2.4 Development of Affirmative Action

Identify the exact time of the evolution of the concept of affirmative action difficult, though many (Rai&Critzer, 2000; Mickelson, 2002; Nelson et al, 1993; Finkelman, 2004; Leonard, 1986 cited in Fekadu, 2007; Wendimagegn, 2010) documented that the concept originated and developed in USA. According to the discussions of these scholars, affirmative action is policies used in the USA to increase opportunities for minorities by favoring them in hiring and promotion; college admission and the awarding of the government contracts.

Depending upon the situation; minorities might include any underrepresented group, especially one defined by race, ethnicity, or gender. Generally, affirmative action has been under taken by government, businesses or educational institutions to remedy the effects of past discrimination against a group, whether by a specific entity such as a corporation or by the society as a whole (Finkelman cited in Fekadu,2007). The civil right Act of 1964 which prohibited discrimination in public accommodation and employment was the first modern legislation to address these barriers. A section of the Act 25 known as title, which specifically banned discrimination in employment, laid the ground work for the subsequent development of affirmative action. According to literature, the term "affirmative action" was first was first used by President John F. Kennedy in 1961.Executive order designed to encourage contracts on projects financed with federal funds to racially integrated their work forces Kennedy's executive order declared that "Federal contractors should take affirmative action to ensure that applicants are employed and employees are treated during their employment without regard to race, creed, colour or national origin" (Executive order number 10925 on March, 1961) quoted by (Emezart cited on Fekadu, 2007). The Issuance of title VII as a part of the civil rights Act empowered the courts in the USA to authorize affirmative action remedies in the face of an international action of unlawful employment practice and to play a significant role in the development of the concept during the decades to follow (Emezart, cited in Fekadu, 2007). According to the same source the concepts spread and gained acceptance in other countries like Canada, Australia, India, and South Africa. These countries have incorporated affirmative action in their constitutions. However, in some countries like England its development was hindered by state policies that looked up affirmative action with disfavor.

2.5. Affirmative Action in Ethiopia

Affirmative action in Ethiopia is in a stage of infancy when it is compared to USA and India as well as many other African countries. It has been used for more than decade. As a result, there is shortage of literature on this issue in our country and research has not conducted on the issue. The issue of Affirmative practiced on the bases of regional disadvantaged group rather than gender based and not well organized before the policy of affirmative action is stated in the constitution. The affirmative action policy was clearly stated in Ethiopian Federal Democratic republic constitution on article 35:3FDRE (1995).

After the policy has practiced after 1995, all government organization and higher educational institution have started to implement the policy and female students were also start enjoying their right and the higher educational institutions were also enjoyed higher number of female students in the compound. Female were admitted to higher education institute after completing preparatory class by a 0.2 lower grade point in their EGSECE GPA than male students. For example, as stated by Selamawit (2007). In Ethiopia a large difference has been shown between women and men enrolment at all levels. In addition to this the majority of the women enrolled in social science fields of study. To compromise this situation, and increase the participation of women in deferent fields of study and allowed to enter with lower score than required for male students. Hence, 20% of the places at different departments have been reserved for female students (Bayou, 2005 cited by Selamawit, 2007).

2.6 Affirmative Action in Education

According to the definitions of affirmative action given in this section earlier, affirmative action in education refers to policies and program designed to advance equality of educational opportunity for individuals from groups that are suffered systematic historical discrimination. (Mickelson, cited in Wendimagegn, 2010) mentions that affirmative action practices employed by educational institutions includes (1) those that seek out candidates from underrepresented groups and recruited them to apply for admission, for faculty positions and for scholarship, (2) those that, given a pool of candidates with comparable credentials, hire, admit; or award scholarships to individuals from underrepresented groups; and (3) those that utilizing separate performance standards or criteria, hire, admit and award scholarship from inadequately represented groups. These clearly reveals that educational institutions take (admit, hire, award scholarships) candidates or individuals from underrepresented groups using their own policies and programs. Individuals who may receive affirmative action benefits including members of certain ethnic, racial, and gender groups, social classes and people with physically disabilities (Mickelson, 2002, cited in Fekadu, 2007).

In tertiary education although a number of universities have sought diverse student's bodies (typically on geographic and religious dimensions) through some form of preferential admission for very long time (Brown & Bok, 1998; Rubenstein, 1996; Meckel son, et al 2002; cited in Fekadu, 2007). What is commonly understood as affirmative action in higher education is rooted in the 1964 civil Right Act that bars discrimination based on race. In 1965 president Lyndon Johnson specifically outlined the rationale underlying racial preferences in education during a speech at Howard University (Meckel son, 2002; Rai&Critzer, 2000; Finkelman, 2004 cited in Wendimagegn, 2010). According to the same sources, in the decades following President Johnson's initiatives many public and private universities developed affirmative action plan eventually expanding them to faculty recruitment as well. Over all these initiative were responses to the changing social climate, the political pressure forming the Civil Right and students Movement, and legitimatize action and judicial rulings requiring diversification of student's bodies and faculties. As a result of these efforts the enrolment of students from 28 increased so to the faculty members (Meckel son, 2002; Rai&Critzer, 2000; Leonard, 1986 cited in Fekadu, 2007).

2.7 Types of Affirmative Action Programs

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

2.7.1 The quota system

It is a system of allotting a number of positions for members of the minority groups and doesn't permit the majority to compete the place. It is said to be most controversial of all types.

This is because it excludes members of the majority from the participation in some segment of an educational institution's admission program (polyvious, cited in Tariku, 2007).

2.7.2 The setting of goals

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

2.7.3 Other options

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

measures such as workplace notices and other documentation provided in languages other than the dominant language is helpful to create an opportunity for disadvantaged (Faundez, 1994, cited in Tariku, 2007)

2.8 Coverage of the Program

The issue of coverage is as to which sector of the economy is covered by such a program, that is, public or private. Most countries implement affirmative action in the public sector and some implement such programs both in public and the private sector (Faundez, 1994, cited by Tariku, 2007). For example, in India and Malaysia employment preference are almost exclusively on the public sector.

However, in some states of India, the government tries to persuade private employer's voluntarily to grant preferential treatment to certain groups similarly in Malaysia, the government uses regulatory powers indirectly to increase employment opportunities in the private sectors (Faundez, 1994 cited by Tariku, 2007).

In other countries like USA, Canada and Australia the programs cover both sectors. Thus, through the socio-political nature of the country determines the coverage, the program is not solely limited to public sector; it also extends to private sector. In Ethiopia affirmative action is implemented over several years in various sectors including education. Moreover, it has been providing indescribable result in remedying past error plus bringing equity in all sectors. The program covers both private and public sector like other countries.

2.9 Theoretical framework

2.9 .1 Arguments for and Against Affirmative Action

In recent year affirmative action has been debated more intensely than any other time. There are different opinions regarding the program, many were support and many oppose affirmative action. Currently the issue is becoming more hot and debating. Many proponents view

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

2.9.1Theoretical frame work

2.9.2 Argument for Affirmative Action

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

2.9.2.1 It is Compensatory Justice

A compensatory justice focuses on victim who has been injured and assumes the injuries some form of redress. According to the supporters of the idea, the individuals or groups who committed and / or contributed to the injury must pay compensation (Faundez, 1994, cited in Tariku, 2007).

The argument goes on; affirmative action measure is taken as a form of reparation to benefit members of the group who have been discriminated on account of their race, gender, ethnic group, etc. the differential treatment is not based on irrelevant characteristics however, on the fact that member of the group was treated unfairly because of their race, sex, colour, etc.

The scholars who argue for affirmative action view the program as a necessary legal and moral remedy for past discrimination. It claimed that discrimination at some level in society is the principle causes of under representation for members of disadvantaged group. So, the advocates call for the compensation of benefits and resources to members of such as group for the harms suffered by them in the past (Mickelson, 2002, cited in Fekadu, 2007). 31

2.9.2.2 It Creates Opportunities

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

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

2.9.2.3 It is Trans-formative

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

Yu, (2005) argued that by increasing the number of Blacks on campus, affirmative action enriches the educational opportunities of other students, including Whites. A diversified learning environment will better prepare all students to function in a pluralistic society. Even though the policy may seem to be unfair to certain applicants in the short run, it increases the general interests of society in the long run.

2.9.2 Arguments against Affirmative Action

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

2.9.2.1The Argument of Reverse Discrimination

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

The proponent of argument suggests if everyone is to be treated equally, the argument goes, and the individuals or groups should be given special treatment. On country, proponent's affirmative action argues that most effective way to cure society of exclusionary practice is to make special efforts at inclusion, which is exactly what affirmative action does. Opponents to affirmative action believe that the process leads to reverse discrimination, and that it leads to hiring people based on race, gender, etc., rather than merit. They argue that affirmative action actually makes people more biased against each other, as it increases the sense of "us versus them" (Melissa, 1998).

Affirmative action itself violates the principle of equal opportunity; thus the use of racial discrimination to fight racial discrimination seems to be illogical and beyond reason. Because affirmative action is perceived to be reverse discrimination, it is clear that the solution is no better than the problem it is trying to overcome. The critics are saying that has the same elements

of prejudice and stereotyping as racial discrimination, except that the majority, and 'superior' race or group, is now the victim (Ayob).

2.9.2.2 The Problem of Dropping Self- esteem

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

2.9.2.3 The Problem of Favoring Unqualified Candidates

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

2.9.2.4 The Problem of Over Inclusiveness

Opponents of affirmative action argue that some have either not suffered or have overcome relevant discrimination. However, they claim in the name of groups under the umbrella of ethnic origin, colour, sex, etc. to deserve preferential treatment (polyvious, 1980, cited by Tariku, 2007).

Therefore, they suggest individuals economic on social status should have an upper hand rather than serving the enabled ones at the cost of the disadvantaged group. Generally, the solution to the affirmative action debate or debacle is to base the program, not on group conditions but on individual need. Just because one is Black, female or of Latino heritage does not automatically mean that one is at a disadvantage. Many an African American person, or Asian-American, or Latino is doing quite well in this country, and should not be judged as disadvantaged and automatically deserving of affirmative action programs, simply because of their colour, race, national origin or gender (Rosado, 2003).

The Arguments given can be generalized by one of the American scholar Claud Anderson suggestions in his book entitled Black Labour, White Wealth, “The only way America will ever be colour-blind is if everyone literally lost their sight”. As long as racism continues to be a structural reality of American society, all talk of affirmative action as reverse discrimination is an “in-your-face” form of hypocrisy, since racism is nothing less than preferential treatment based on affirmative action for Whites.

First get rid of racism then come and talk about removing affirmative action and creating a colour-blind society. Racism is so much a part of the social fabric of American society that, as (Claud, 1994:55, cited in Rosado, 2003).

2.10 CONCEPTUAL FRAMEWORK

The conceptual frame work for this study is the relationship between the dependent and independent variables. It shows by the following figure.

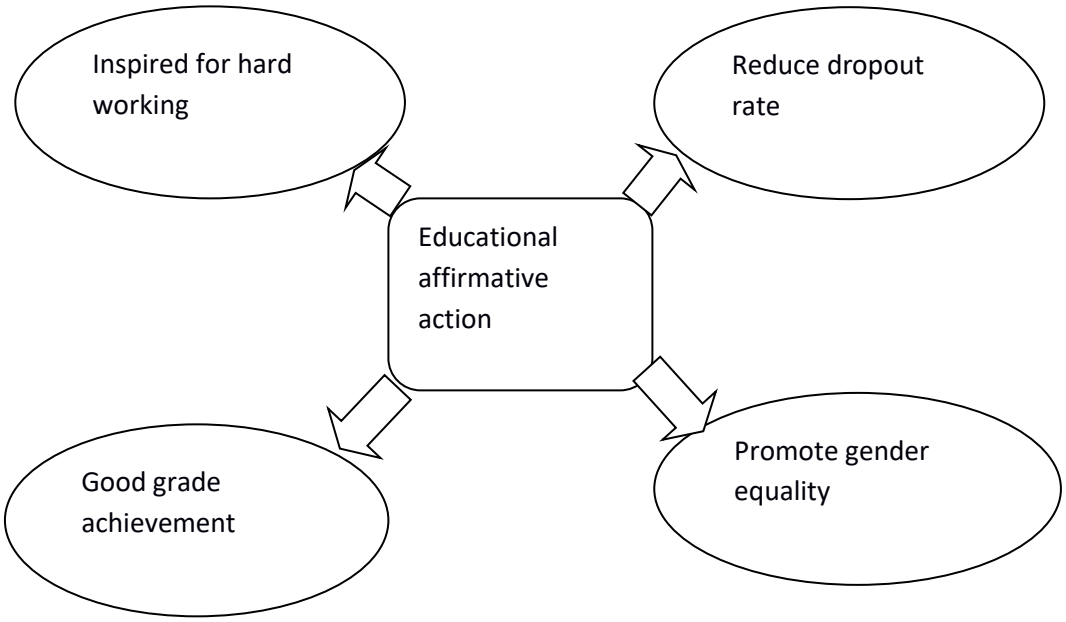


Fig: - 1 conceptual frame work (own 2021)

The above figure show that the conceptual frame works which comparing different variables. At the center of the diagram we find that the independent variables which are influenced by dependent variables that connected by arrows to the center such as well grade achievement, promote gender equality, reduce dropout rate and inspired for hard working.

CHAPTER THREE

3. Research Methodology

3.1 Description of Study area

The study was conducted on assessing the role of educational affirmative action for academic achievement of female students in GubreAbaferenswa preparatory school. Wolkite is the capital city of Garage zone which located at a distance of 160 km far from the capital city of Ethiopia (Addis Ababa). Gubre is a town found in Garage zone at a distance of 12 km from Wolkite town. Gubre Abafrenswa preparatory school established in 1994 E.C. This school was founded by Abafrenswa Markos. Abafrenswa Markos was well known catholic pope in Garage zone. Garage people assign schools by their name for their great contribution to the establishment of the school at the time.

3.2 Research approach

In this study researchers was employed mixed research approach. Because when we use one of the two approaches, drawbacks will be occurring. Therefore, mixed research approach helps us to reduce the degree of flaws or uncertainty. Mixing data sets can give a better understanding of the problem and yield more complete evidence the investigator gains both depth and breadth data, Mixed approach has get feasible and adaptable to many study design convitional study and randomize trials, to elucidate more information than can be obtained in only qualitative approach.

In addition to this mixed method helps to researchers to fulfill complement; results from one method are used to enhance, elaborate or clarify results from another method. Initiation; where new insights are obtained which will stimulate new research questions. Development; results from one method shape another method. Expansion; mixed research method expanding the breadth and the range of the research by using different methods for different lines of enquiry. In order to collect more accurate and enough data using both quantitative and qualitative approaches are very essentials (Creswell, 2015).

3.3 Research design

In this study we applied a cross sectional research design because the study was conducted with in short period of time.

3.4 Target population

The target population for this study was Abafrenswa preparatory school female students more specifically grade 11 and 12. We choose only grade 11 and 12.

3.5. Source of Data Collection

Both primary and secondary sources of data were used.

3.5.1 Primary source of data collection

The primary source of data was collected directly from our respondents by using interview and questionnaire from aba franswa students.

3.5, 2 Secondary source of Data collection

The secondary source of data was collected from written documents or sources action such as magazine, journals, published and unpublished books.

3.6 Data Collection Instruments

3.6.1. Questionnaire

We used the questionnaire to get the information on affirmative action.. The target population for this questionnaire is Gubre Abaferenswa preparatory female students particularly grade 11 and 12. We selected 80 students from the total of 412 populations by using systematic random sampling technique.

3.6.2. Interview

The researchers used interview to obtain the relevant information from the respondents about the issue of which we decided to investigate or study. We selected 3 respondents purposive of whom 1 school director and 2 were teachers. Semi structured interview was used to get the required data from the respondents.

3.7 Sampling Techniques

The researchers were employed probability and non-probability. Under probability, sampling technique the researchers used systematic sampling because there is no difficult to get sampling frame in study area. We selected 80 respondents by this technique. While under non probability sampling technique the researchers used purposive, because this technique is used to get full information from a person who have deep knowledge toward the issue. The researchers selected 1 school directors and 2 teachers. Sample frame means total number of population.

3.8 Sample Size

From the total 412 populations 80 students were selected by using systematic random sampling technique to collect quantitative data by distributing questionnaire and 3 key informants were selected to collect qualitative data through interview, they were the school director and two teachers. We use Yamane formula (1967) The following Show systematic sampling Technique step by step. $n=N/1+N (e)^2$ e=sample error

n=sample size

N =Total population

n=412/1+412(0.01)

n=412/1+4.12

n=412/5.12

n=80

Thus, the total sample of the study is 80, which means questionnaires would distribute to 80 respondents and 3 respondents were also used to the key informant

3.9 Method of Data analysis

The researchers analyzed the data that obtain from respondents through qualitative and quantitative methods. The qualitative data that obtained through interview method was interpreted in the form of thematic explanation. But the quantitative data that obtained through questioner method was interpreted by descriptive statistics. and shown by tables, percentage and frequency..

3.10. Ethical consideration

The researchers were received request from the department of sociology. All participants in this study were deciding their participation and the researcher has made them to know the purpose of the study and gave them all necessary information regarding the research. This study was conducted in manner that is consistent with ethical issue that to be considered conducting a research.

CHAPTER 4

4 Data Analysis and Interpretation

4.1 Introduction

This part of study deals with analysis and interpretation of the data gathered from Abafrenswa preparatory school. The analysis starts from describing and analyzing quantitative data and ending with summarizing the qualitative data. Those include the distribution of age group, educational level residential area and the place in which they lived. The outcomes were also used to understand the experience of the respondent that used to confirm the validity and depth of the information obtained at the field work. In this chapter then describes the role of educational affirmative action for female students at Abafrenswa preparatory school.

4.2 Social-demographic structure of the respondents

Table 1**Age, Educational level, Place of birth and place of residence distribution of the respondents**

Age	Frequency	Percentage
18-20	36	45%
20-22	24	30%
22-24	11	14%
24-26	9	11%
Total	80	100
Education level	Frequency	Percentage
Eleven	35	44%
Twelve	45	56%
Total	80	100%
Place of resident	Frequency	Percentage
In the town	40	50%
Near the town	25	31%
Rural	15	19%

Total	80	100%
Place of birth	Frequency	Percentage
Urban	35	44%
Rural	17	21%
Total	80	100%

Source: survey 2021

The above table show that 36(45%) respondents were found between 18-20 age group, 24(30%) respondents were also found between 20-22 and 11(14%) respondents were found between 22-28 age group whereas 9(11%) respondents were also found between 24-26 age groups. So from the above table the majority age groups are found between 18-22 age groups. According the above table, 45(56%) of the respondents were grade twelve and 35(44%) respondents were grade eleven students. Therefore, the educational levels of majority of respondents were grade twelve. According to the above table 40(50%) respondents came from within the town, 25(31%) of respondents were also come from near to the town and 15(19%) of respondents were came from the rural area. So the majority of the respondents were come from the tow. On the above table 35(44%) respondents live in the urban area. where as 17(21%) respondents were live in the rural area. Therefore, the majority of the respondents were live in urban area.It is possible to say that students found the age between 18-24 are the beneficiary of affirmative action.

4.3 The role of educational affirmative action for female student

Table 2 **Assessment on female student's achievement in relation to male**

Item	Option	Frequency	Percentage
	Yes	24	30%
Does female student's academic achievement lower than male student in the school	No	56	70%
Total		80	100%

Source; survey 2021

According to the above table 56(70%) of respondents were not accepting the disparity between *male and female academic achievement because they believe females students are equal and can* do any things more than boys and their confidence is very high, however 24(30%) of the respondents were accept the disparity between the two, because as they think female students are lower than male students and they think we can't do anything with alone. Generally, the majority of female students were not lower than male students because they can d o anything equally with male students.The researchers have try to study some disparate between men and female in order to avoid their disparate important to improve the interest of female student.

As we observe a mark list of the student the academic achievement of female students not lower than male students.

Table 3 ***Reason for disparity in academic achievement between male and female***

Item	Option	Frequency	Percentage
What is the reason for disparity in academic achievement?	Lack of commitment by the school to improve students achievement	36	45%
	Lack of effective action measure	13	16%
	Students lack of interest	18	23%
	Students lack of knowledge	13	16%
	Total	80	100%

Source survey 2021

According to the above table 36(45%) respondents are given answer lack of commitment by the school to improve its student achievement 18(23%)the respondents are student lack of interest ,13(16%) of students answer was lack of effective action and also 13(16%) respondents are student lack of knowledge, so on this discretion the answer of majority respondents are there is lack of commitment by the school to improve its female student academic achievement so as we know female students are not support by their family so female students are not effective on their education as we have got some information from our respondents the family of our respondents are not interested when they are go to their schools so because of those and other reasons females educational achievement is lower than male students.

Table 4 ***Giving affirmative action for female students***

Item	Option	frequency	Percentage
Do you measure affirmative action with gender school provide female?	Yes	80	100%
	No	-	
	Total	80	100%

Source survey 2021

According to the above table 80(100%) of the respondents are agreed by giving affirmative action measure for female student because they are getting material supports, awareness about education and they have good communication with their administration of the school. All of our respondents are agreed by giving affirmative action, because to gain new knowledge, to gain essential marks affirmative action important for female students.Based on the above table the researchers conclude that there is full provision of educational affirmative action.

Table 5 ***types of affirmative action measure for female students***

Item	Option	Frequency	Percentage
What types of affirmative action measure are taken by the school?	Tutorial class	47	59%
	Lowering pass mark	14	17%
	Material support	19	24%
	Total	80	100%

Source; survey2021

On the above table47(59%) respondents were support by tutorial class those students are tutorial class like math's, English, physics 19(24%) respondents were getting material support as those females said that we are gating many material like educational material, pen, pencil, reference book and also 14(17%) respondents were gating lowering pass mark. Generally, the majority of the respondents are agreed by getting tutorial class. Because tutorial class are important for female students to gain knowledge, equal awareness of educational level for both female and male. All respondents argued that, because of affirmative action is the policy of giving preferential treatment to minorities and women other underrepresented group. It is also used in an attempt not to eliminate discrimination totally, but to set right effects of the discrimination in the past and to reduce gender disparity.

The researchers found the result of this question and answer, so most female students are gate and happy by gating of tutorial class, fulfilling of school needs and some advancement from their teachers.

Table 6 ***satisfaction level of affirmative action measure for female students***

Item	Item	Frequency	Percentage
What is the satisfaction level of affirmative action measure?	High	43	54%
	Medium	26	32%
	Low	11	14%
	Total	80	100%

Source; survey ,2021

According to the above table 43(54%) respondents were high satisfied by tutorial class of every subject and lowering pass mark like English and math's; the satisfaction level of 26(32%) respondents were medium by material support like, pen, paper and reference books whereas the satisfaction level of 11(14%) respondents were low.

Generally, the majority of respondents were satisfied by tutorial class of every subject.According to this study the provision of affirmative action is more important to encouraging females educational achievement.

Table 7 ***the negative influence of affirmative action on the real performance female students.***

Item	Option	Frequency	Percentage
Do you think that affirmative action measure have negative influence on your real performance?	Yes	23	29%
	No	57	71 %
	Total	80	100%

Source; survey 2021

According to the above table when we asked this question, 57(71 %) respondents responded that, affirmative action has not negative influence, because it is important to get full confidence and 23(29%) respondents responded that, affirmative action has negative influence on female student's academic achievement, because males are not expected good performance and female considering themselves as lazy and female cannot study hard like male. So the majority students argued that, affirmative action are having not negative influence on female students because affirmative action is important for females to get full confidence, they can have expanded their knowledge, good performance and they can communicate freely with teacher together.

*Table 8**Affirmative action that provided by the school helps female students to sustain their education***

Item	Option	Frequency	Percentage
Do you think that affirmative action that is provided by the school helps to female students sustain in their education?	Yes	65	81%
	No	15	19%
	Total	80	100%

Source; survey 2021

As indicated in the above table 65(81%) respondents are agreed by affirmative action is helpful to sustain for their education, because it reduce dropout rate and gender disparity. whereas 15(19%) of the respondents are disagreed by affirmative action is helpful for female students to sustain their education, since they assumed that expecting affirmative action sometimes create a feeling of inferiority. So the majority of the respondents argued that affirmative action is important for female students to sustain their education.

Table 9 ***The importance of affirmative action to improve the academic performance of female students***

Item	Option	frequency	Percentage
Do you think affirmative action that is provided by the school is helping female students to improve their academic performance?	Yes	60	75%
	No	20	25%
	Total	80	100%

Source; survey, 2021

The above table shows that 60(75%) of the respondents responded as providing affirmative action help us to improve our educational/ academic performance, because it helps to enhance their grade levels by preparing a tutorial program for female students with low grade. 20(25%) of the respondents gave their reason as no, because of the reason that providing affirmative action for female student by itself is a means to increase the inferiority of female students and it also degraded their morality. So the majority of the respondents were support the provision of affirmative action.

The majority of the respondents said yes, due to the provision of affirmative action it is possible to minimize school dropout, gender disparity and to reduce the prevalence of female inferiority. This helps to provide a positive compensation for that of historically discriminated groups in the past. Therefore, it is very crucial to appreciate the role of affirmative action for female students.

According to the response of the key informants, affirmative action for female students is important to empowering female students in overall tasks female students are assertively participate in academic tasks, class room problem solving, discussing about the teaching learning process equally with male. Affirmative action is very important for female students to improve their quality education, to reduce their degree of school dropout, to reduce their feeling of inferiority in the school and to express their feeling with full confidence.

4.3. Prospective of affirmative action

This prospective affirmative action include of Major Affirmative Action Types That the School is practicing, Advantage of Affirmative Action for Female Students, Reasons That the School give Affirmative action for female students and The effectiveness of affirmative action in the school.

4.3.1 The Major Affirmative Action Types That the School is practicing

Abafrenswa preparatory school practiced different type of affirmative action for female students to improve their academic performance. The major affirmative action that the school is practiced mainly based on female student is that giving reward for them, classroom level rank (1-3) and from the whole school compound academic achievement. As the school teacher responded the school gives tutorial class, moral support, material support like pen, paper exercise book and appreciation.

4.3.2. Advantage of Affirmative Action for Female Students

The advantage of affirmative action for female students is that empowering female students in overall tasks female students are assertively participate in academic tasks, class room problem solving, discussing about the teaching learning process equally with male.

Affirmative action is very important for female students to improve their quality education, to reduce their degree of school dropout, to reduce their feeling of inferiority in the school and to express their feeling with full confidence.

4.3.3. Reasons That the School give Affirmative action for female students

The school give affirmative action because of various reason such as they are historically discriminated and minority group to create equality between the two groups (reduce gender disparity), to create opportunity equally with male, to change the attitude towards them in the society towards educating female children, by considering their heavy load at home.

4.3.4. The effectiveness of affirmative action in the school

The effectiveness of affirmative action is depending on the success and continuity of students in the school. Affirmative action is aimed to ensure the involvement and participation of the minority groups. In our study area there is effective provision of affirmative action and also empowering female students is one of the primary goals

CHAPTER FIVE

5.Conclusion and recommendation

5.1conclusion

Based on the finding from the analyzing and interpreting data the researcher developed conclusion. Affirmative action is given in Abafrenswa preparatory school to improve the academic achievement of female students. According to the finding of this study the majority of the respondents were found the age group between 18-22. The majority of the respondents were grade twelve students while the minority was grade eleven. Therefore, the educational levels of majority of respondents were grade twelve.

From our study the academic achievement of women is lower than man, 56(70%) respondents were not accepting because they believe females students are equal and can do any things more than boys and their confidence is very high, but 24(30%) of the respondents were accept the idea that female students are lower than male. So based on our finding the academic achievement of female students is not lower than males. Based on our study with respect to the reason for disparity in academic achievement the answer of majority respondents are there is lack of commitment by the school to improve its female student academic achievement so as we know female students are not support by their family so female students are not effective on their education as we have got some information from our respondents the family of our respondents are not interested when they are go to their schools so because of those and other reasons females educational achievement is lower than male students. , the majority of the respondents are agreed by getting tutorial class. Since tutorial class are important for female students to gain knowledge, equal awareness of educational level for both female and male.

All respondents argued that, because of affirmative action is the policy of giving preferential treatment to minorities and women other underrepresented group. It is also used in an attempt not to eliminate discrimination totally, but to set right effects of the discrimination in the past and to reduce gender disparity.

Based on our finding (79%) respondents were satisfied by affirmative action for female students, because of to getting advice, to getting passing mark and material support for female and the remained (21%)respondents were unsatisfied by affirmative action for female student, because it cannot give equal chance of presentation and there are lack of interest from teacher. Generally, the majority of respondents were satisfied by tutorial class of every subject. The majority students argued that, affirmative action has not negative influence on female students because affirmative action is important for females to get full confidence, they can have expanded their knowledge, good performance and they can communicate freely with teacher together. Table all respondents answered as affirmative action has no negative influence on the real performance of female students. Because female students have equal knowledge and equal confidence with male students and female students learning the same time by the same teachers and given equal participation from their teacher.

With respect to the importance of affirmative action (81%) respondents are agreed by affirmative action is helpful to sustain for their education, because it reduce dropout rate and gender disparity whereas (19%) of the respondents are disagreed by affirmative action is helpful for female students to sustain their education, since they assumed that expecting affirmative action sometimes create a feeling of inferiority. So the majority of the respondents argued that affirmative action is important for female students to sustain their education.

The majority of respondents were agreed by giving affirmative action, because to gain new knowledge, to gain essential class mark affirmative action is important for female students.

From the total respondents the majority of them were responded that providing affirmative action for female student is rational, since it is aimed to encourage the participation of female students. They also said' that women were historically discriminated group that means they did not equal education access with male due to this reason female educational affirmative action is rational. However, the minority of the respondents were responded that providing affirmative action is not rational, because it can create a sense of inferiority for females and it also increase the degree of uncertainty. the researchers concluded most of the respondents supported the provision of affirmative action for female students. This study shows that (81%) of the respondents responded as providing affirmative action help us to improve our educational/ academic performance,

because it helps to enhance their grade levels by preparing a tutorial program for female students with low grade while (19%) of the respondents gave their reason as no, because of the reason that providing affirmative action for female student by itself is a means to increase the inferiority of female students and it also degraded their morality. So the majority of the respondents were support the provision of affirmative action.

5.2 Recommendation

Based on the conclusion the researchers developed the following recommendation in order to implement affirmative action in desired and full level.

Knowledge of principles and practices of affirmative action is an essential element for a successful implementation. It follows that an effective affirmative action program depends on commitment from all stakeholders. This is only possible if students, employees and institutions have recognized the need for affirmative action and accept its goals. In this regard, information and communication is an important tool for ensuring support and acceptance of affirmative action in the schools.

- It is essential that the rationale and purpose of affirmative action programs would fully be communicated, understood and accepted throughout the institutions. By way of communication of information, all stakeholders are able to see the relevance and importance of affirmative action to ensure gender equality. Women can see themselves as active participants in the learning process. They can for instance, respond positively to opportunities for education, training, development and career enhancement. Similarly, men need to understand the concern and values of women and demonstrate their support through their attitudes to achieve the aim and objective of the program. The key to developing a sense of ownership is the active participation of students and employees.
- Awareness-raising plays a pivotal role in understanding the principles underlying affirmative action policies and practices. Awareness could be achieved through formal education in school especially giving tutorial and other programs and informal training. It involves a range of practical implementation tools and guidelines such as training, workshops, conferences, seminars and publications. These campaigns need to focus specifically on eliminating

harmful traditional practices against women, bringing about changes in attitudes and stereotypes and overcome the misconceptions and misunderstandings by familiarizing people with the goals, objectives and principles of affirmative action. In short, raising awareness and information around the promotion of women rights is indispensable for the effective implementation of affirmative action programs. Unless these issues receive careful consideration, affirmative action efforts will continue to be weak, allowing merely cosmetic changes. It is, therefore, inevitable that such strategies must be carefully planned and monitored to ensure the success of achieving the stated aims.

- In order to eliminate the concept of women inferiority and men superiority, raising self confidence in each and every level woman should be attended through brilliant and attractive method. If women have awarded at home and scored the self-help condition for themselves, the elimination, women inferior can reduce simply.
- The affirmative action implementation taken by woreda and other lower institution women affairs office and other responsible offices should review the measurement taken by the lower responsible institution, to fill the implementation gap should be revisited by higher bodies at responsibility to the implement affirmative action program. The regional and federal gender office.

REFERENCES

Eshetu, A (2012). Factors Affecting Participation of Females in Secondary Schools in Gambella Region.Unpublished MA Thesis, Addis Ababa University, Ethiopia.

Anderson, ML (2018), Thinking about women sociological perspectives of sex and gender (7th education) US.

AYOB A. M.. Malaysia Best, J., & Khan, V. (1989).Research in Education. (6th ed), New Jersey: Prentice-Hall

Baumert, M. (2006). Gender-Related Difference in Exposure to and use of computers: A result of a survey of secondary school students. European Journal of psychology of education, 11(3), 269-207.

Clayton, S, & Crosby, F. (2001). Affirmative Action: Psychological Contribution Policy Analyses of Social Issues and Public Policy. University California, Santa Cruz. College of Wooster.

Creswell, J. (2015). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. New York: Pearson

Deshpande, A. (2006). Affirmative Action in India and the United States.Equity & Development World Development.Background Papers. Press FDRE. (1995). The Constitution of the Federal Democratic Republic of Ethiopia. NegaritGazexa, Brehan and Selam Printing

FDRE. (1995). The Constitution of the Federal Democratic Republic of Ethiopia. Nayarit Gazexa, Brehan and Selam Printing

FekaduMakira (2009). The Practice of Female Affirmative Action Program to Promote Equity in Teacher Education College of Oromia Regional State. Unpublished master thesis, Addis Ababa University, Ethiopia

Holzer, H., & Newark, D. (1999).Assessing Affirmative Action.NBER Working Paper No. 7323.Retrieved from http://www.nber.org/papers/w7323, National Bureau of Economic Research. Cambridge,

JICA (2006). ETHIOPIA: Country Gender Profile. WABEKBON Development Consultant PLC

KassieShurke (2006). Factors Affecting Females' Participation in Education: The Case of TochaWoreda in SNNPR. Unpublished master thesis, Addis Ababa University, Ethiopia

MekonnenFisseha (2010). Revisiting Affirmative Action in Ethiopia: Toward Gender Equality and the Anti-Discrimination Approach: The South African Experience. Central European University, Retrieved from, http//www.osung/www.ceu.etd.Collection/

Resendez, M. (2002). The Stigmatizing Effects of Affirmative Action: An Examination of Moderating Variables. Journal of Applied Social/ Psychology, 2002, 32, Claremont Graduate University, V. H. Winston & Son, Inc.

Rosado C. (2018). Affirmative Action: A Time for Change? Workforce Diversity. Latinos Studies Journal, Vol. 8, No. 3, 1997, Revised October 2003, Hyderabad, India: ICAFAI University, Retrieved from http//www. Osun.org/rosado.net.

Sowell, Th. (2004). Affirmative Action Around the World. An Empirical Stud. Yale University press new Haven & London

. osung.org/ database.

Suter, W.N. (2006). Introduction to Educational Research.A Critical Thinking Approach.Sage publication Thousand Oaks. London. New Delhi

Tariku Sime (2011). The Study of female affirmative Action Program at jimma University Education Faculty. Unpublished Master Thesis, Addis Ababa University, Addis Ababa, Ethiopia

TeshomeYizengaw (2005). Current Status of Higher Education in Ethiopia. Paper presented at the International Expert Meeting. Formulas that work: Making Higher Education Support More effective; The Hague, The Netherland.

TGE (Transitional Government of Ethiopia). 1994. Education and Training Policy. Ministry of Education, Addis Ababa, Ethiopia.

ToleraNegasa (2004). Gender Gap on Self Concept, Study Habit and Academic Achievement (GPA) of Female Students the Case of Jimma and Adama Teacher Training College.Jimma Teacher Training College, Jimma, Ethiopia.

Wendimagegn Demise (2012). The practice of female affirmative action program to promote educational equity in Jimma University.Unpublished Master Thesis, Addis Ababa University, Addis Ababa, Ethiopia.

APPENDEX

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

Dear respondents, the objective of this questionnaire is prepared to collect necessary information for a research being conducted for the partial fulfillment of bachelor art (BA) degree in sociology. The main purpose of the study is to assess the role of educational affirmative action for academic achievement of female students in Gubre town the case of Abaferenswa secondary and preparatory school.

General direction

√You are kindly requested to complete questionnaire honestly.

√All information you provide will keep with strict confidentiality and will not be used for other purpose except for intended research purpose.

√Please make tike write sing answer as you want.

√do not write your name.

PART ONE; personal information

1. Age

A. 18-20 C. 22-24

B. 20-22 D.24-26

2.What is your educational back ground or grade level?

A. grade eleven B .grade twelve

3. Where do you come from?

A. urban area C. rural area

B. semi-urban area

4. Where do you live?

A. in the town C. far from in the town

B. near in the town D. both in the town and side the town

PART TWO; The role of affirmative action

5. Dose female student's academic achievement is lower than male students in the school?

A. yes B .no

6. If your answer question number one is "yes" what do you think about the reasons for disparity in academic achievement?

A. lack of commitment by the school to improve its student achievement

B. lack of effective action measure

C. students lack of interest

D. students lack of knowledge

E. if any other please specify

7 do your school provide female with gender affirmative action measure?

A. yes B .no

8. If your answer for the above question is “yes” what type of measure are?

A. material support C. lowering pass mark

B. tutorial class

A. yes B .no

9 Are you satisfied by affirmative action that is given by the school?

10.What is the satisfaction level of affirmative action measure?

11. Do you think that affirmative action measure have negative influence on the real performance female students?

A yes B no

12. Do you think that affirmative action that are provided by the school helps to female students sustain in their education?

A yes B no

13. Do you think affirmative action that are provided by the school is helping female students to improve their academic performance?

A yes B no

Part Ⅲ Interview for key informants

Dear informants, the purpose of this interview guide is to collect data on the affirmative action of female student.

1 .What are the major affirmative action in the school ?

_____

_____

_____

2 What is the advantage of affirmative action for female students?_____

_____

_____

3 Why the schools give affirmative action for female students in your school?

_____

_____

_____

4. What is the effectiveness of affirmative action in the school?

_____

_____

_____