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MA THESIS ON

**THE ROLE OF AFFIRMATIVE ACTIONS IN EMPOWRING FEMALE ACADEMIC
STAFF IN ETHIOPIA HIGHER INSTITUTIONS: THE CASE OF WOLLO
UNIVERSITY.**

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EXAMINERS' APPROVAL SHEET

We, the undersigned, members of the Board of Examiners of the final open defense by **EHITE HAILEMARIAM WOLLE** have read and evaluated her thesis entitled "**THE ROLE OF AFFIRMATIVE ACTIONS IN EMPOWRING FEMAL ACADEMIC STAFF IN ETHIOPIA HIGHER INSTITUTIONS: THE CASE OF WOLLO UNIVERSITY.**", and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree **Masters of Art in Governance and Development Study with Specialization in Governance and Development Studies.**

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DECLARATION

I hereby declare that this MA thesis entitled “Assessment on the role of affirmative action in empowering female academic staffs in Ethiopia higher institutions: the case of Wollo University.” is my original work and has not been presented for a degree in any other university, all source of materials used for the thesis proposal have been duly acknowledged.

Name: Ehite H/mariam

Signature: _____

Date: _____

LIST OF ABRAYATIONS AND ACCRONOMY

CENG	College of Engineering
CNS	College of Natural Sciences
CSA	Central Statistical agency
CSSH	College of Social Sciences and Humanity
EU	European Union
EPRDF	Ethiopian People Revolutionary Democratic Front
FBE	Faculty of Business and Economics
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
HEI	Higher Education Institution
KIOT	Kombolcha Institute of Technology
MOE	Ministry of Education
NGOs	Non-governmental Organizations
PDRE	Peoples Demotic Republic of Ethiopia
US	United State
USA	United State of America
WU	Wollo University.

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ABSTRACTS

The study was intended to assess the Role of affirmative action in empowering female academic staff in selected colleges of Wollo University. This study adapted descriptive research and employed both qualitative research methodologies. The research has been carried out in Wollo University, focusing on four colleges such as Social Science and Humanity, Business and Economics, Natural Science and Engineering Technology from each college four departments were selected randomly. Number of instructors from each selected department also selected randomly. Totally 80 female instructors were included in the study. Questionnaire, key informant interview, document review and focused group discussion (FGD) were used to gather data. Data analyzed was made by descriptive statistics, frequency and percentage. Those were analyzed by using SPSS Software Data regarding the necessity of affirmative action the findings revealed that almost all (100%) of respondents stated that affirmative action program is very vital for female. Data concerning on challenges that affect the implementation of affirmative action the finding shows that, 38% of respondents responded that lack of appropriate bodies or leaders is one of the challenges for ineffectiveness of affirmative action. In relation with the interest of female academic staffs to be a leader the great majority (97.5%) of respondents were not interested. The impact of lack of interests of female academic staff to come in leadership area affects the development of the society and the country at large in getting role model for the coming generation. It is recommended that concerned bodies give close attention, motivate and solve challenges that limit their participation in leadership area and those concerned bodies should work together in order to implement affirmative action effectively.

Key words: affirmative action, academic staff, ineffectiveness, leadership

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study.

Affirmative action is a widely challenged topic that gets frequently discussed in the absence of a nuanced understanding of its goals and policies (Fried, 2014). The policies as means of rectifying age old discriminatory practices have been controversial issues worldwide. Such controversies have existed in countries like the USA and India in which affirmative action is believed to have a long history. The phrase first appeared in 1961 in the United State of America, when President Johan,F Kenned crated the committee on equal employment opportunity. It is a set of policies that are planned to encourage inclusion of all individuals there by addressing concern about discrimination some form of present in the essence the late 1905. (Abrha, 2017).

It is a long term measure aimed at redressing imbalance among under-represented groups (such as Women, ethnic minorities and etc).The level of playing field, organizations and policy makers around the globe have implemented affirmative action programs designed to increase access to opportunist for women groups by providing them with technical support in education, health and business development to redress societal injustices. Even though affirmative action programs are playing a huge role in empowering and building capacity of women. Comprehensive women empowerment is still a major challenge.

The policy was developed as a way to enforce the civil rights act of 1964, which sought to eliminate discrimination and to provide underrepresented groups a more accurate representation within key roles in government, business and academic positions(Abrha,2017).

According to United States (US) Commission on Civil Rights, affirmative action "encompasses any review, beyond simple termination of a discriminatory practice, adapted to accurate or compensate for past or current bias or to prevent discrimination from recurring in the future (Ivana, 2003).

According to European Union (EU) the term affirmative action has viewed positive action as the process of providing information and increasing public awareness, diversifying the range of occupational options by means of adequate vocational training and stimulating measures aimed at a better distribution of tasks in occupations and in society at large. This indicates that the European Council's definition of positive action is broader than the US definition of affirmative action(Ivana, 2003).

Several government institutions have been implemented affirmative action policy since 1965 to redress disparities in education and employment. One of the common approaches is to narrow the existing gap in educational achievements between men and women. It is thus imperative to understand that affirmative action is not only an effort to “stable the scales” for previous disparity and unfairness's that ethnic minorities and women in this nation have confronted. Rather, affirmative action searches to deal with existing patterns of freedom and domination that even stay in our society today (Fried, 2014).

Gender equality is at the heart of democratic, equal and prosperous societies. It is expected that women and men should equally benefit from similar rights and chances.(Ministry of Foreign Affairs of Denmark, 2014).

Women are half part of the society. Women, on an equal basis as their male counterparts, are part of the essential human resource support of every state that takes part to its fight and continued development. In a country like Ethiopia, where male dominate and patriarchal societal exist as well as unequal treatments on the basis of sex has been a practice of the recent past. Therefore, the goal of producing highly qualified, motivated and innovative workforce with a view to change Ethiopia into a middle income nation by the year 2025 is impossible without engaging both women and men equally in higher education. To this end, ensuring equitable distribution and improving access to higher education for disadvantaged groups, including females, is underlined as a goal in Education Sector Development Program.

The concern for women’s empowerment has become key issue for the government of Ethiopia. Women empowerment has a great role for all over economic, social, political and cultural development of the country. For many years the government realized that women encountered many problems for their participation in various decision-making positions has

been the concern of many countries in the world; primarily their involvement in decision making structures is recognized as fundamental human rights and important principles of fair democratic system.

And Ethiopia, being one of the many countries to implement those conventions, has introduced positive discrimination policies in favor women. Article 25 and 35 of the Ethiopian Federal Democratic Republic (EFDR) constitutions issued in 1995 guarantee equal opportunities to all nations and also gives affirmative action for women as compensation for the past injuries(FDRE, 1995).

Affirmative action in Ethiopia is mostly practiced in the area of education, employment, and political representation. Education is important particular to acquire and develop the necessary skill and knowledge, to have awareness on family planning and to the overall health of the whole family. It is widely asserted that, “educating women is educating society.

Although women are believed to constitute half of the world’s population, they are, however, consistently deprived of access to and equal share of resources and opportunities. The causes for such inequalities are deeply-rooted in religions, cultures, legal systems, political institutions and social attitudes in different societies. Despite the fact that most legal barriers have been removed and non-discriminatory laws have become applicable worldwide since the mid-20th century, women still remain far-off from reaching equality to men. In fact, they continue to be among the most disadvantaged in all realms of life due to the legacies of the past(Rahman, 2013).

Likewise, women in Ethiopia faced different, economic, social and legal responsibilities. They are adversely affected by harmful traditional practices and domestic violence; they are denied of access to education, training, employment and political participation influenced by stereotypical attitudes. In Ethiopia some irregular and spontaneous steps were occasionally taken to improve the position of women during the consecutive regimes in the past (Imperial Era (1930-1974) and Military government (1974-1991)), it could be safe and sound that fully-fledged policy reforms headed for gender equality were formally enacted and took an institutional shape in the current federal system of government which has been in place since 1991(Yasin, 2013).

Ethiopia has introduced affirmative action programs as a prime policy in order to enhance access and equality, employment, economic, political and educational opportunities for disadvantaged groups of society. It has been widely introduced and practiced in preparatory and higher education institution specifically and in public sectors generally.(Tsigereda, 2010)

Ethiopia Higher Education Proclamation (FDRE, 2003).Includes the preferential treatment of the existing disadvantaged groups, including women, and states in its Article 33:1 states that,

“Entry assessment or admission procedure designed for any female, disabled student, a student who has completed high school education in a developing Region and who is native of the nationality from such Region or a student from the nationality whose participation in Higher Education is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the Ministry.”

After the policy has practiced after 1995, all government organization and higher educational institution have started to implement the policy and female were also start enjoying their right and the higher educational institutions were also enjoyed higher number of female students in the compound. Female were to get the opportunity to employed in higher education institute after completing their higher education. This implies after affirmative action policy is designed some changes come around women empowerment in different sectors. However still there is no equal representation of male and female in different issues especially in higher institution. Thus

The purpose of this study was the role of affirmative action empowering Female academic staffs in WolloUniversity and tray to assess all about the implementation, contribution, challenge and other related issues in general

1.2 Statement of the Problem

Ten years ago, affirmative action has been debatable issues of College admission in the United States. It was developed in 1960s to address racial inequality and exclusion in American society. In Ethiopia for a long period of time women did not get education at all levels in equal

terms as men. Despite the importance of women's participation in education, their educational achievement and access was constrained by factors such as economic, social, cultural, familial, personal and other institutional factors. And they were also deprived than their counterparts the common ground here is the male superiority complex which is fed by women taking the subordinate role.

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 did not seem to be equally involved in terms of number or academic positions in different higher learning institutions in various parts of the world.

In order to correct the previous gender gaps in different areas, the concern for women's empowerment has become key issue for the current government of Ethiopia. And recognized equality of men and women in the constitution. This is due to women empowerment has a great role for the over all aspects of the country developments.

The program of affirmative action is designed as a way of correcting the past patriarchal attitudes that was against women and empowers gender equality in all aspects. It is also practical especially in the area of education for female.

Therefore studying the role of affirmative action for the overall empowerment of female in general and in higher education institution in particular is an imperative. Numerous researchers have conducted studies on affirmative action and gender in Ethiopian higher learning institution. For example (Tsigereda, 2010, Yasin, 2013, Sinknesh, 2014 and Aynalem, 2011).

Yasin(2013) in his paper on Affirmative action for women in higher education and civil services: The case of Ethiopia in selected Universities, Ethiopian Civil Service University, Mekelle University and Addis Ababa university, the finding of his study shows that, in principle institutions has support affirmative action but little change has occurred at the employment sector and higher educational institutions over a ten-year period (2000-2010). In

his study the finding shows that the individual, institutional and societal capacity development programs could hardly allow affirmative action to be successfully applicable.

Sinknesh(2014) studied the representation of female academic staff in selected colleges of Addis Ababa University. The study focused on factors affecting women representation in academia, and the role of stockholders in maintains equal participation of females. The finding of her study shows that there is lack of females' motivation to upgrading their educational level; there are people who don't encouraging affirmative action. The University agenda focuses mainly on academic excellence rather than gender representation in academic staff of Addis Ababa University.

Tsigereda (2010) Studied on attitude and the practice of affirmative action for female students within MekelleUniversity.The result of the document analysis show that female students' enrollment is very low compared to their male counterparts in all the programs/regular, evening, Kermit and distance education/.Both at the national level and Mekelle University. At the national level, between 2003/04 and 2008/09, the proportion of female student's in government higher institution was below thirty percent. The increase in the enrollment rate during all that time is less than ten percent. The research has indicated that there are very few female instructors in Mekele University. Overall, taking in to account both Ethiopian and expatriate the proportion of female instructors in the university were nine percent in 2009/10.

And the majority of respondents as a whole have a positive attitude towards the need for affirmative action for female students. Still most of them believed that affirmative action is not the only mechanism to address fairness among gender in academic institutions. Some discussants referred that providing additional supports throughout females' education life is the better option than lowering the grade points to join higher educations.

Aynalem(2011) on Assessment of the practice, problem and prospect of affirmative action in enhancing girl's education: the case of DebreBrehan University. Regarding the challenges of implementing affirmative action, It is all known that attitude highly influence the motivation to take part in certain program, the challenges of affirmative action starts from the attitude of beneficiary and practitioner as the available literature also confirm this. The current results of the qualitative data shows that the subjects have favorable attitude toward affirmative action

and the practice of the program found encouraging. However, as the quantitative and open-ended data shows that in the DebreBrehan University challenges come from University leader, teachers, male students, staffs and female students themselves. Generally the above study tray to assess affirmative action practice and its role in different higher learning institutions especially for female academic staffs and students in different perspectives and the study indicated, affirmative action policies are practical in higher institution like other areas. And it has its roles for the empowerment of women in different areas.

This study identified sum gapes from the former studies and tray to fill that. Some of the gaps are identified as follow;

The former studies were not focused what challenges are affect those female academic staff lack interest to participate in leadership areas in addition to their academic responsibilities, what mechanisms used those stack holders in order to increase the numbers of female academic staff and also to come upor participate in leadership and other areas and no comprehensive and systematic study were done related with the issue in the study area is identified as the gaps for the researcher.

Thus this study focuses on the role of affirmative action empowering female academic staffs in Ethiopian higher education the case of Wollo University. And tray to fill the above gapes and address the following general and specific objectives.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to understanding the role of affirmative action policies in empowering women academic staffs the case of Wollo University.

1.3.2. Specific objective.

1. To examine staff members and management bodies understanding on affirmative action policies.
2. To analyze the implementation of affirmative action's program.
3. To investigate the contributions of affirmative action's in empowering women participation in over all issues.

4. To identify challenges that hinders effective implementation of Affirmative action.

1.4 Research Question

1. How Management bodies and Staff's members understand Affirmative action's policies?
2. How to Implement Affirmative action in the study area?
3. What is the Contribution of affirmative action in women participation in leadership and other areas?
4. What Challenges are hinder in implementing Affirmative action?

1.5 Significance of the Study

This study, upon completion, may have at least three significances. Firstly, the study may be enhance understanding about affirmative action and it's role for empowering women staffs in higher learning institution in general and in the study area in particular, secondly, the study can motivate responsible government bodies to give greater attention for gender mainstreaming in higher institution in general and in the study area in particular, thirdly, the finding and recommendations of the study will be also help other researchers to undertake further studies in the area of affirmative action's role to empower women's in higher learning institution.

1.6 Scope and limitation of the Study

Affirmative action can be practical generally for those historically disadvantageous groups due to different reasons. It can be applying the area of education, employment and others for females, minority groups, disable persons and the like. But the best for this study;

This study is not based on compressive study on the role of affirmative action in empowering women academic staffs staff in all Ethiopian higher learning institutions, and empowerments of other societies, in general and not including another person's whether females students and disable persons in the study area at large but the study was limited on the role of affirmative action's in empowering female academic staffs in Ethiopia higher education specifically the case of wollo university only. In this study the researcher would face many problems while conducting this paper. Some of the problems were:

- Data collation was very difficult because of COVID 19 due to that reason getting respondents easily was one of the major problems.
- Long-lasting appointments to return questionnaires or to conduct interview were also another problem. These factors caused data collection to take long time and cannot finish the paper on time. Despite this, the researcher overcome the problems by using varies mechanisms. For instance, the researcher made frequent mails and phone calls until those respondents were returned in their office.

1.7 Organization of the Paper

This study is going to have five chapters, preliminary sections. Some of the preliminary section elements were acknowledgements, approval sheet, , table of contents and abstract. Chapter one discuss about the introductory item, Background of the study, Statement of the problem, Objectives of the Study, Research questions and Scope of the study. Chapter two were present the review of related literature, including the conceptual overview and empirical sources of literature. Chapter three focuses about methodological issues study design, sampling procedure and data collection. Chapter four were present the findings and analysis; while the last Chapter that is chapter five, were devoted to the summary of major findings ultimately provides major recommendations for future.

1.8. Definition of Terms.

- **Affirmative action**—policies that support members of a disadvantaged group that previously suffered discrimination(Jero,2006)
- **Academic staff** - member of teaching staff(Sinknesh, 2014)
- **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(MD, 2013).
- **Women empowerment**- is the way or a social action in which women to elaborate and recreate what it is to be in a circumstance that they previously were denied(MD, 2013).

- **Implementation**- an act or the process of making something active or effective.
- **Institution**- an organization founded for a religious, educational, professional, or social purpose(Geoffrey, 2006).
- **Higher institution**- an educational institution of collegiate or more advanced grade(Sintayehu ,2017).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Concept of affirmative action.

Affirmative action refers to “voluntary and compulsory efforts undertaken by federal, state, and local governments; private employers; and schools to combat discrimination and to promote equal opportunity in education and employment for all(Lippert-Rasmussen, 2019).

The following discussion is devoted to exploring the definition and scope of affirmative action briefly. Different scholars define affirmative action in different perspective and the way want it either negatively or positively.

Bacchi describes affirmative action as a phrase that refers to various programs, which are designed to redress the inequality of ‘targeted groups’ of society(Bacchi, 1996).

Robert excluded Fullinwider (2014). Something is affirmative action if, and only if, it amounts to “positive steps taken to increase the representation of women and minorities in areas of employment, education, and culture from which they have been historically excluded.

Another scholar Mullen Tom.(1988). Define affirmative action as An attempt to make progress toward substantive, rather than merely formal, equality of opportunity for those groups, such as women or racial minorities, which are currently underrepresented in significant positions in society.

Wasson, (2004). Define affirmative action as a program that serves to rectify the effects of supposedly past societal discrimination by assigning works and chances to minorities and women.

2.2 Types of affirmative action

“Affirmative action is sometimes divided into two categories: “weak” or “soft” and “strong” or “hard(Yasin, 2013).

A ‘Weak or soft’ affirmative action category involves taking positive steps to enable members of disadvantaged groups acquainted (introduce) with positions and promote them to apply, but

later treats all the applications received entirely in an impartial way (Schuck, 2002). These reforms include “attempts to remove structural impediments (limit) which affect particular groups, and strategies, such as training schemes, to assist ‘disadvantaged’ groups to compete more effectively” (Bacchi 1996). In other words, members of disadvantaged groups are encouraged to compete for jobs in recruitment, appointment and promotion. For instance, institutions with a weak affirmative action policy would advertise a vacancy in a way to reach the disadvantaged groups either through the media or make funding to support applicants from such groups.”

On the other hand, ‘strong or hard’ affirmative action would include reforms which make membership of a designated group and qualification relevant criteria for access to education and employment This implies that preference will be given to candidates (competent) from disadvantaged groups when the applications are actually being evaluated. In other words, being a member of a disadvantaged group would be taken into account in evaluating candidates for admission and hiring. For example, an institution that has strong affirmative action reforms may reserve some places for members of disadvantaged groups and give preference when examining candidates for admission or promotion.

All in all, affirmative action programs ensure equal opportunity for members of disadvantaged groups by giving due consideration in the selection process. Generally A form of affirmative action is stronger than another if its adoption will result in a greater difference in terms of the candidates selected relative to the non-adoption of any affirmative action measure than is the case with the latter form of affirmative action. Such initiatives include announcements, counseling, mentoring, and training programs. Furthermore, it involves a wide variety of outreach programs aimed at members of disadvantaged groups such as job training for career development, raising awareness, enforcement of non-discrimination rules and introduction of empowerment programs cited by(Yasin, 2013).

2.3 Historical development of Affirmative action

All concept or idea has a historical background, and in order to acquire a full understanding of any topic, the history of the subject has a lot to contribute. Affirmative action emerged in the middle 1960’s to remedy the historic effect of discrimination against minorities and women. It

began as a government mandated strategy for providing preferential treatment to minorities and women in limited and proscribed circumstance, and with respect to those occupations, positions and opportunities from which they had been traditionally excluded. Thus, we oblige to go to U.S.A as it is the first country to introduce the concept and the practice of affirmative action.

The development and evolution of affirmative action as a mechanism for attaining social justice; and equity is a lesson in U.S. history, recent and remote. When the Civil Rights Act (1964) as cited in (Tomas, 2004), passed into law and desegregation became the legal order of the day, and changes were seen in terms of minority groups and women representation where it previously had been limited legally(Woodhouse, 2002).

Since in the beginning, affirmative action policies' objective has-been to provide opportunities for minorities to advance in society. And also it has been widely introduced and practiced in preparatory and higher education institution specifically and in public sectors generally. In addition , (FDRE, 2003)includes the preferential treatment of the existing disadvantageous groups, including women, and states in its Article 33:1 stated that,

Entry assessment or admission procedures designed for any female, disabled students, a student who has completed the high school education in developing region and is native of the nationality of such region or student from the nationality whose participation in higher education is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the ministry these policies, mostly race-sensitive, have since opened many doors for minorities especially in higher education(L.pierce, 2014).

2.4 Theoretical Review on Affirmative action.

There are many political theories regarding justice and equality. In the western world, the political theories of liberalism can be regarded as the most influential political concept over the last two hundred and fifty years. The early origin of liberalism can be found in the age of Enlightenment, the idea from which played a vital role in the American Revolution as well as in the French Revolution, and whose political concept is implemented in contemporary liberal democratic societies of the western world, like the United States, Canada and Australia.

The liberal way of thinking has its core the value of Freedom and equality. The main features of liberal political theories are individual Freedom and autonomy, equality before the law, and a desire for a minimum of government influence on people's lives. However liberal theorists do not agree on all features of liberalism. Over time various type of liberal theory have been developed of which classical liberalism, political liberalism, egalitarian liberalism and communitarian influence on liberalism are investigated in regards to their views on the Implementations and limit of affirmative action. But for the purpose of this study, the researcher focuses on political liberalism; egalitarian liberalism and communitarian liberalism because of those are seemed to be compatible with the use of affirmative action for different reasons.

A. Political liberalism and affirmative action

“The theory of political liberalism is found on the idea of Johan Rawls, who coined the concept and term in order to find a ‘solution to the problem of political stability in modern constitutional democracies. Political liberalism focuses on the creation of a ‘purely political concept of justice’, which is based on the idea that in ‘contemporary multi-cultural and morally pluralist societies’ a neutral political foundation for justice is desirable to suit the need of all. Political liberalism acknowledged that contemporary democratic societies consist not only of the ‘ pluralism of comprehensive religious’ philosophical and moral doctrines but a pluralism of incompatible yet reasonably comprehensive doctrines. It attempts to accommodate the vast diversity of ideas about the common good in a single political community.

According to these theories affirmative action would seem to be a legitimate option to remedy the injustices of past race and gender discrimination as well as its detrimental effects in the present. Political liberalism has the potential to support the implementation of affirmative action on grounds of remedying past discrimination and balancing the effects of such formed discriminatory behavior by helping the least advantaged of society. Affirmative action is a means to achieve a more just political community in the present and for the future(M.Lederer, 2013)

B. Egalitarian liberalism and Affirmative Action.

“Egalitarian focuses on the enhancement of equality within society by attempting to decrease social inequalities, as well as economic inequalities. Political theory of liberalism focuses on individual freedom and autonomy. Egalitarian liberalism is a political theory that attempts to merge the core values of egalitarianism and liberalism. Egalitarians criticize the unjust distribution of resources in contemporary societies. The egalitarian perception is based on the belief that the distribution of resources most societies does not match the claims and deserts of the recipients.

The egalitarian liberal view can be regarded as supportive of affirmative action as the egalitarian liberal idea of social justice embraces the redistribution of the balance of opportunities and life chances in favor of those lower down the scale. Affirmative action is an obvious legal response to inequality for egalitarian liberals. Furthermore, it is imperative to take positive measures and to ensure their success because of concern with equality outcomes(M.Lederer, 2013).

C. Communitarian liberalism and Affirmative Action

“The communitarian way of thinking of focuses on the relationship between the individual and the community as a whole, whilst, emphasizing the responsibilities of individuals towards their communities. Affirmative action takes a wider view of society which is consistent with communitarian ideas. Instead of only focusing on individual’s situations, the welfare of whole groups in society is taken in to account(M.Lederer,2013).

2.5.Constitutional Recognition of Affirmative Action and Women Issue in Ethiopia.

The1931constitution is the first written constitution in Ethiopian history. It seems, rather than creating a limited monarchy; the constitution gave all sovereign power to the emperor and considered ‘citizens’ mere ‘subjects’. Therefore, the constitution had no equal protection clause or right against discrimination. However, the 1995- revised constitution incorporates two important elements, which provide the right to equality and right against discrimination.

Article 25: All persons shall be equal before the law and shall be entitled to equal protection of the law without any discrimination whatsoever. All persons shall be³⁶ entitled to equal and adequate guarantees without distinction of any kind such as race, nation, nationality, color, sex, language, religion, political or social origin, property, birth or other status.

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

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

Article 35(1): Women shall have equal rights with men in the enjoyment of the rights and protections guaranteed by this Constitution to all Ethiopians. (3) Considering that women have traditionally been viewed with inferiority and are discriminated against, they have the right to the benefit of affirmative action undertaken for the purpose of introducing corrective changes to such heritage. The aim of such measures is to ensure that special attention is given to enabling women to participate and compete equally with men in the political, economic and social fields both within public and private organizations.(8) Women shall have the right of access to education and information on family planning and the capability to benefit thereby so as to protect their good health and prevent health hazards resulting from child birth.

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

providing a home for political unrest. The Ethiopian federal constitution has also provided article which support and concern education. Article 90 (1) stated that,

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

2.6 Policy development and legal reform of 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. The issue of Affirmative action was 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. And a large difference has been shown between women and men enrollment at all levels. The affirmative action policy was clearly stated in Ethiopian Federal Democratic republic constitution on article 35:3FDRE (1995).

In Ethiopia equity that manly revolves around gender served or marginalized regions looms large as issues seriously confronting higher education development. While the concept of affirmative action or equity act for women was started 1960s. It is still at an infancy stage in different public sectors of country.

In 1991 Marxist Leninist oriented regimes of Military government was replaced by EPRDF the new government due to its socio economic ideology takes different measures to reform the prevailing system. Education was one of the areas found to be transformed. For this purpose a new educational and training policy was drafted by the transitional government of Ethiopia and was ratified by the office of the prime minister in August 1993; its final draft published in April 1994. However education and training policy does not deal the idea of affirmative action in detail, it is only limited to women teacher trainee. The new constitution of Federal democratic republic of Ethiopia which was written in 1995, has given due to attention towards it. (Art 35; 3). Since then affirmative action has been widely introduced and practiced in preparatory and in public sectors generally. In addition (FDRE, 2003), includes the preferential treatment of the existing disadvantageous groups, including women.

Affirmative action policy refers that positive (affirmative) steps should be taken to ensure equal employment and educational opportunities for traditionally disadvantaged groups. Ensuring equal opportunity(M.Lederer, 2013).

Several measures were taken to strengthen the legal and policy framework for the implementation of women's rights including the adoption of the Constitution. The government had also adopted the Women's Policy and formulated a National Action Plan on Women and Women Development Change Package, which provided guidance on strategies and interventions for the empowerment of women(Yasin, 2013).

2.6.1 Legal reforms

In order to deal with such past discriminatory laws and practices, measures have been taken in changing the legal system, amongst which the adoption of the 1995 FDRE Constitution which protects women's rights in a more comprehensive manner can be cited. The FDRE Constitution emphasized the respect of human rights and freedoms and affirmed the equality of all persons in general and women in particular in marital, personal, and family matters. More specifically, the Constitution recognizes the rights of women which, among others, include the right to maternity leave, affirmative action, participation in policy matters, exercising property rights, pension entitlements, access to family planning and protection from harmful traditional practices (1995: Article 35).

Further, in the field of employment, women workers right to equal pay for equal work is recognized under the constitution. Most importantly, significant steps have been taken to bring legislation in line with gender equality and social change, above all, with the Federal democratic republic of Ethiopian (FDRE) Constitution. In addition, the 2003 Labor Proclamation and the 2002 Civil Service Proclamations have recognized the equal rights of women with men in the workplace and ensure the right to equal pay and equal benefits for equal work.

2.6.2 Affirmative action under the national legal systems

This section examines the constitutional dimension of affirmative action in the framework of the various constitutions adopted by the consecutive regimes in relation to the principles and objectives of affirmative action; namely the 1931, 1955 (amended) (Imperial), 1987 (Military)

and 1995 (Federal) constitutions. Under the present system, both the federal and regional governments have also adopted subsequent legislation to give effect to the affirmative action policy in the education and employment sectors for women.

2.6.3 The Imperial Era (1930-1974).

Even if the 1930 Constitution, that is considered the first written Constitution of Ethiopia, does not contain a provision regarding equality or the right to non-discrimination. On the other said 1955 revised version had recognized the right to equality. In particular, it is stated that “No one shall be denied the equal protection of the laws” and further it is declared that “the equal enjoyment of all civil rights and, there shall be no discrimination amongst Ethiopian citizens” (1955: Articles 37 and 38 respectively). However, this revised version does not provide any special measures for disadvantaged groups of society including women, the disabled, neglected ethnic groups and other identities. Instead it recognizes formal equality in which the law applies equally to all the people (Yasin, 2013).

2.6.4 The Military Regime (1974-1991)

After the demise of the imperial regime in 1974, the military government that took control of the state enacted a new Constitution of the People’s Democratic Republic of Ethiopian (PDRE) in 1987. Article 35 of the PDRE constitution provides the Equal Protection Clause which states that “Ethiopians are equal before the law, irrespective of nationality, sex, religion, occupation, social or other status and it further indicates that equality shall be ensured through equal participation of citizens in political, economic, social and cultural affairs of the country. The PDRE constitution further declares the equal rights of women and men. Emphasizing on gender equality, it also provides affirmative action measures for women. Accordingly, Article 36 (2) states that:

The state shall provide women with special support, particularly in education, training and employment so that they may participate in political, economic, social and cultural affairs on an equal basis with men (PDRE, 1988).

This implies that the people democratic republic of Ethiopian (PDRE) constitution is the first in the history of Ethiopia to recognize the need for special measures for women in the areas of education, training and employment. Despite the PDRE constitution does not employ the term

‘affirmative action’, in effect, preferential measures are impliedly envisaged for women in education, training and employment to enable them to participate on an equal basis with men. However, the aforementioned provision limits the scope of special measures only to education, training and employment sectors.

However, limiting the scope of application of affirmative only the three sectors mentioned above is not sufficient taking the overall status of women in Ethiopia. Women’s access for political participation and active involvement in decision making processes including policy formulation are vital to ensure women’s equal access and full participation on the affairs of their country. Generally during the military regime, the position of women has been lifted up to a certain extent benefit from education in general and literacy program in particular (Yasin, 2013).

2.6.5 The Transitional Period (1991-1994)

Following downfall of the military regime in 1991, the EPRDF-led transitional government has enacted the Transitional Period Charter of Ethiopia that (apart from declaring transition to democracy and free market economy) have mainly focused on freedom, equal rights and self-determination of peoples. In addition to introducing a multi-party system for the first time in the political history of Ethiopia, various policies were started during the transitional period. Among those the Women’s policy, the Education and Training policy, the Social policy, the Population policy etc. which were enacted during the transitional period, gave due attention to gender related issues in order to raise the participation of women in education, and to ensure the full enjoyment of economic and social rights by women (Yasin, 2013).

2.6.6 The Federal Government (Since 1995).

Soon after, the four-year tenure of the Transitional Government of Ethiopia was concluded in accordance with the charter of the transition program, and hence the Council of Representatives of the Transitional Government has transferred power to the elected Council of Peoples’ Representatives on 18th of August 1995.

2.6.6.1 The right to equality under the FDRE Constitution.

The Federal Democratic republic of Ethiopian constitution (FDRE) Constitution that was enacted in 1995 guarantees freedoms and human rights for all citizens irrespective of sex, age,

religion and ethnic origin. In light of the history of the practice of discrimination against women in Ethiopia, the importance of the principle of equality is reflected in the very first section of its Constitution. Consequently, to ensure people's fundamental rights, the Constitution has reaffirmed the pivotal importance of the principle of equality and non-discrimination in various provisions. Article 25 is the most relevant provision which embodies the fundamental rights to equality before the law and the equal protection of the laws which are available to all. It reads as:

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status(FDRE, 1995).

2.7 Affirmative action under the FDRE Constitution.

The new Ethiopian Constitution provides extensive protection for democracy, individual rights and freedoms. The Constitution having recognized the past inequalities and discriminations suffered by women, has observe to incorporate remedial measures that could enable women to compete and participate on the basis of equality with men in political, economic and social life in both public and private institutions (Twibell, 1999).

The official usage of the term 'affirmative measure' in federal of democratic republic Ethiopia constitution has first appeared under Article 35(3). It states that;

The historical legacy of inequality 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 shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions(FDRE, 1995).

From these we can understand that, the Constitution intends to approve the legacy of historical discrimination against women in order to encourage them to participate on an equal basis with men in various activities of societies.

2.8 Legislation on education.

All human being, woman, man, youth and the child have the right to education. The right to education has been universally recognized under the various international conventions and national Constitutions.

Because education is a basic instrument for the economic and social development of society in general and women in particular. Women's education plays a significant role in improving their livings and empowers them to participate in economic, social and political life. Ensuring equality of access at all levels of education and improving women's participation in higher education were considered to be of paramount importance.

2.8.1 Affirmative action in higher education.

Affirmative action issues in higher education today are far more contentious than affirmative action issues in employment. Affirmative action in Higher Education predated the affirmative action provisions of the FDRE Constitution. The Ethiopian Ministry of Education (MOE) has started implementing affirmative action programs for women in the year 1991/92.

According to Federal democratic republic of Ethiopia (FDRE) Higher Education Proclamation No. 351/2003 provides for affirmative action for women. Article 33 (1) states that

Entry assessment or admission procedure designed for any female, disabled student, a student who has completed high school education in a developing Region and who is native of the nationality from such Region or a student from the nationality whose participation in Higher Education is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the Ministry(Yasin, 2013).

Similarly, the new Ethiopian Federal Higher Education Proclamation No. 650/2009, which replaced the 2003 higher education proclamation, also provides for special support for disadvantaged groups.

Although the proclamation does not define disadvantaged citizens, women could easily be categorized as the prominent group on the basis of the Constitution. As part of the

government's commitment to increase the number of women in the civil service, special attention is given to women candidates in the recruitment process (Dawnso, 2002).

2.9 Affirmative action for women participation in leadership positions.

Affirmative action is a reward or remedy for past discrimination against women and minorities. It also contributes for the socio-economic development and to expand the potential of women participating on governmental and non-governmental sectors. Affirmative action describes many policy aimed at historically, socio, politically non dominant groups of minority men and women of all racial groups intended to promote its access to education and employment. The motivation or purpose behind affirmative action is to redress the negative effects of actual or perceived pose of current discrimination that is regarded as unfair by relevant legislative bodies. The practice of affirmative action equalizes local socio economics. When affirmative action is practiced in work place it creates more equality within the community (Abrha, 2017).

2.10 Concept of Empowerment.

Empowerment is a term widely used by academics, policy makers and development workers, which has made the term vague and contested in conceptualization and methodology. Despite its multiple, and partially complex interpretations and call a “fluidity in meaning”, the link of empowerment to other concepts relevant to gender and development studies. The definitions of empowerment vary from narrow and simple, to broad and complex: they can be placed on a continuum of instrumentalist development project targets and wider structural and social change envisioned by feminist political ecologists(Leder, 2001).

Empowerment is a process of awareness and capacity building leading to greater participation, to greater decision-making power and control, and to transformative action. In addition, empowerment is a process that is both individual and collective. Sometimes it involves people as groups that most often begin to develop their awareness and the ability to organize to take action and bring about change(Rahman, 2013).

2.11 Concept of Women's Empowerment

Women's empowerment has been a feature of development assistance since the1990s
Women's empowerment is a process of personal and social change through which they gain

power, meaningful choices and control over their lives. Women's empowerment is very important tool for development process in any country. The multilateral and bilateral aid organization, as well as NGOs has emphasized the importance of women empowerment in development process. For the government to achieve sustainable development requires ensuring that women are involved in development leadership position(Leder, 2001).

2.12 Higher institution/University.

It can be defined as an institution that is source of universal knowledge and highly skilled human power for the professions. Other higher education institutions are also engaged in the training of middle class technical and vocational professional personnel. It brings men and women to a high level of intellectual development in the arts and science, and in the traditional professional disciplines, and promotes high-level research. It also signifies a community of persons engaged in study and research(Sintayehu, 2017).

2.13 Debates on 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). However, there are global debates regarding affirmative action. Affirmative action is a policy in which historically disadvantaged segments of societies especially women's are encouraged to participate in different opportunities of development in a country. Opponents and proponents have different ideas about affirmative action.

The practice of Affirmative action has undergone a lot of debate. One side argues that Affirmative Action is the idea that "to treat some persons equally, we must treat them differently." This seemingly contradictory position is meant to ensure that persons of different races, genders, and religious backgrounds receive fair and equitable treatment (US Supreme Court Justice Harry Blackman stated in 1978 as cited in IJJ Affirmative Action Report, 2006). For instance, as indicated by Equal Employment Opportunity Act in Australia (1986), women remain to be insignificant participants in nontraditional areas of employment, in middle and senior management positions, on corporation boards and government policy advisory committees. Rather, they are mostly predominant over low-paid, low-skilled, and unstable

areas of employment; thus, it is essential that the Affirmative Action Act be maintained and strengthened in the public interest.

Moreover, Thomas, et al, (2004) identifies the pros of affirmative action policy as follows:

- To fight poverty; the greatest rationale for Affirmative Action is the need to help women out of poverty.
- To foster diversity; Affirmative Action can bring about racial, ethnic and gender diversity that, in turn, will foster creativity and innovation.

In general, as Maddox,(1986) , affirmative action makes women engage in predominantly male dominated education institutions and workplaces that brings about change in the their culture. The present numerical focus could be taken to imply a conviction that equality is furthered by the simple fact of women's presence, seeing Male and female employees and students as basically interchangeable.

And also,affirmative action, as in education can be very useful, especially in countries such as Ethiopia where women cannot easy 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 matter. Thus affirmative action is away out for women if they are not treated like slaves or subordinates in a society.

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. (Aynalem, 2011).

2.14 Conceptual framework

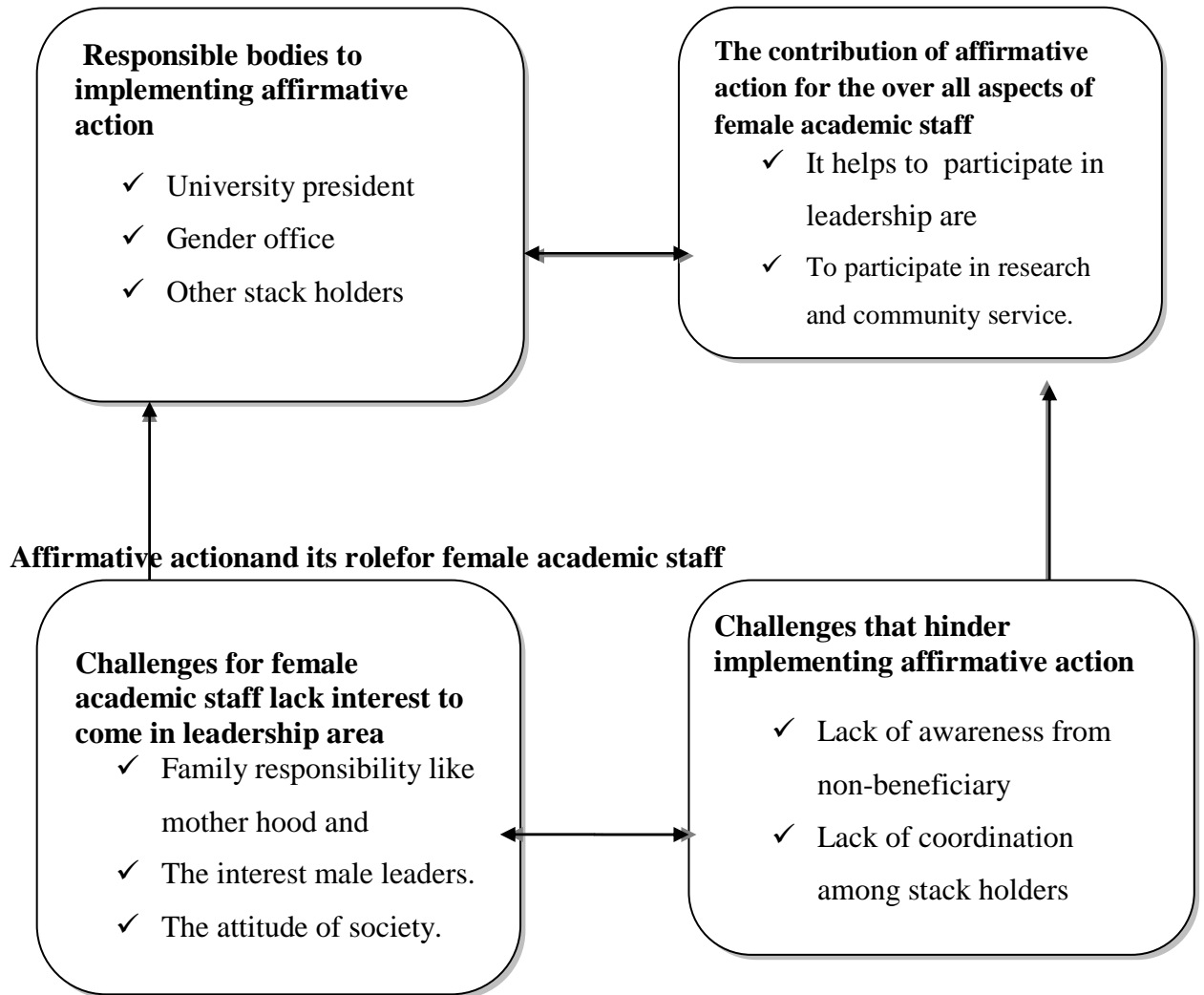


Figure 1: *Conceptual frame work.*

2.15 Summary of Literature Review.

There is no universal definition of affirmative action. Whilst the concept of affirmative action exists since the late 1900s, the use of the term affirmative action was first introduced by the executive order 10925 of USA president Johan F. Kennedy in 1961. The definition and implementation of affirmative action differs due to the different cultural and political backgrounds of countries using it. In most countries, it has been intended as a corrective for the historic, social and political injustices against certain groups due to prejudice on the basis of race, caste, ethnicity, region or gender.

In today world the recourse to affirmative action in higher education is supposed to achieve diversity on campus. Diversity in the era of globalization and hyper-mobility is considered a value in itself as it can pave the way for a more integrated society. There are different Policy Development, Legal reforms and Legislative Framework on affirmative action implementation in Ethiopia in general and in higher institution in particular. Different theories investigated their own views on the Implementations and limit of affirmative action. As listed before this paper also consider some theories because of that are interrelated or supports the policy of affirmative action' because when issues or ideas are supported by theories that is more valuable. For instance the paper explores theories that are political liberalism; egalitarian liberalism and communitarian liberalism because of those are seemed to be compatible with the use of affirmative action for different reasons.

According to political liberalism affirmative action would seem to be a legitimate option to remedy the injustices of past race and gender discrimination as well as its detrimental effects in the present. Political liberalism has the potential to support the implementation of affirmative action on grounds of remedying past discrimination and balancing the effects of such formed discriminatory behavior by helping the least advantaged of society. Affirmative action is a means to achieve a more just political community in the present and for the future". The remaining theories are also giving their concerns on the equality and freedom of those societies and individuals in general.

CHAPTER THREE

3. STUDY AREA (INSTITUTION) AND METHODS

3.1. Description of the Study Area

Wollo University is located in small city of Dessie in Amhara region of South Wollo Zone. Dessie is far from 401 kilometers From Addis Ababa which is the Capital City of Ethiopia. Its astronomical location is 11; 08' North latitude and 39; 38' East longitude. Based on 2007 National Census conducted by the Central statistical agency Ethiopia (CSA), Dessie, has a total population of 151,171 of whom 72,929 are men and 78,242 are women. The area is characterized by archaeological, anthropological and historical achievements and diverse ethnic and religious groups known for their harmonious co-existence and also featured rich cultural and literary traditions and accomplishments as, for instance, four of the country's musical notes found their origin such as Ambassel, Bati, Anichehoya and Tizeta, there in and many name worthy people of letters, the performing arts and philosophy emerged.

Wollo University is one of the Federal Universities built among a group of 2nd generation public higher education institutions in Ethiopia, established in 2007. The University is designed to be a center of learning and research in a wide range of fields to meet the growing demand of trained manpower of the country and also currently, it is one of the fastest growing second generation universities in Ethiopia. As a 21st Higher Education Institution (HEI), the tripartite mission of Wollo University is to pursue teaching, research and community services. It has two campuses consist of one at Dessie that is main campus. And the other in the City of Kombolcha that is far from 380 km North of Addis Ababa and 26 kilometers South East of the Dessie Campus (Main Campus).

Since 2011, the Kombolcha Campus has developed its own uniqueness, complexity and potential beginning to play its strategic role in the evolving industrialization of the city and of the area. Owing to this standing, the Ministry of Education designated it as the Kombolcha Institute of Technology. As this niche increasingly became a source of strength, an increasing number of students began to enroll in the institute posing increasing demands for changes in leadership, managerial attention and structure.

Wollo University encompasses seven colleges, two schools and one institute: the College of Agriculture; the College of Business and Economics; the College of Engineering; the College of Informatics; the College of Medicine and Health Sciences; the College of Natural Science; College of Social Science and Humanities; the School of Law; the School of Veterinary; and the Institute of Teacher Education and Behavioral Sciences. There are around one thousand nine hundred ninety-three academic staffs. From that four hundred three were female. The majority of female instructors were having second degree and the remaining was assistance lecturer, and also there are few numbers of PhD holders.

There are 15,928 regular students (40.3% are female) enrolled of whom 826 are regular postgraduates (17.43% are female). The University anticipates an undergraduate regular enrollment of 17,000 by 2020. WolloUniversity's Director for Continuing and Distance Education is one of the largest providers of continuing education in the North Central part of the Amhara Regional State of Ethiopia. It trains more than 12,237 undergraduate and graduate students in summer, extension and distance programs, from certificates and diplomas to master's degrees. In general, there are more than 28,165 students from the nine Regional State and Two City administration of Ethiopia at WU. Though a small bodies of the total population, 36 students are citizens of foreign countries, including 88.9% of undergraduates and 11.1% of graduates. Besides, it already achieved the 70:30 training direction by the MOSHE of Ethiopia, 76% being in the areas of Sciences and Technology; and the remaining 24% are studying social science disciplines.

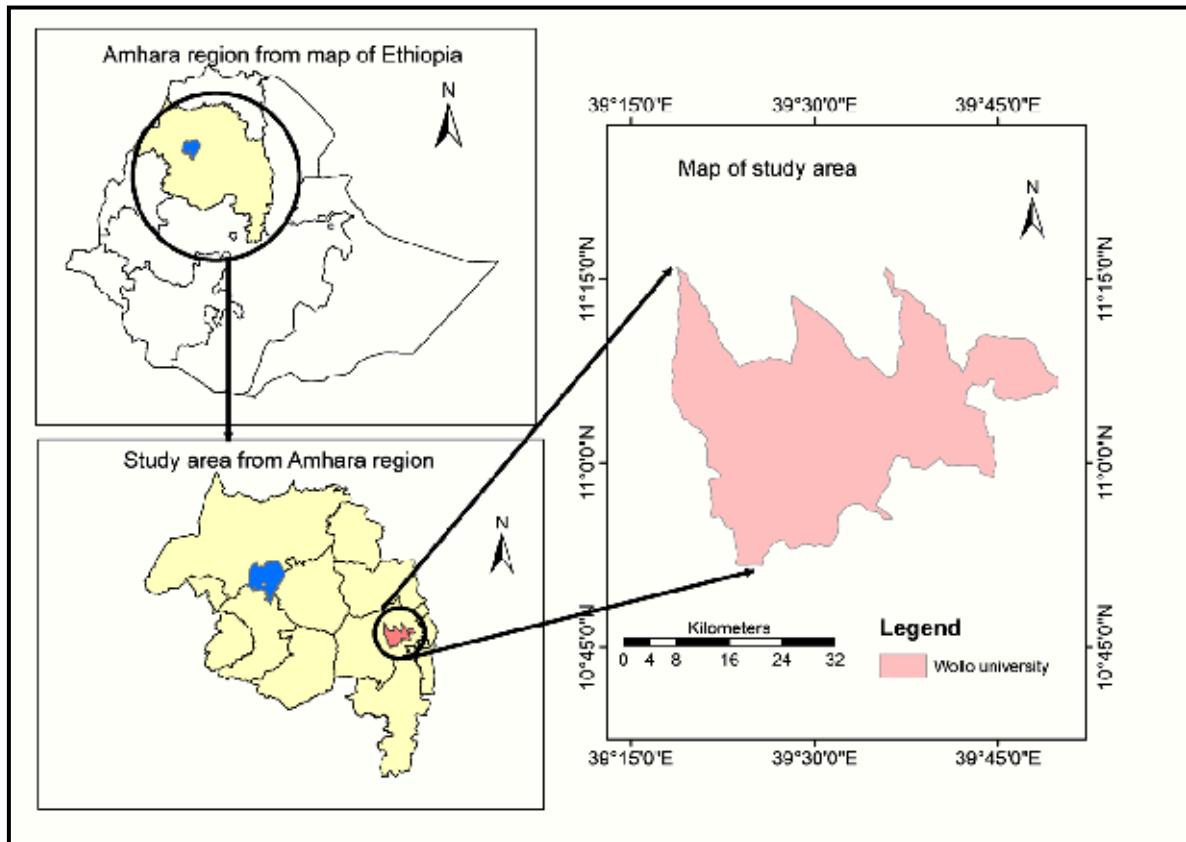


Figure 2: Geographical location map of study area

3.3 Research Design.

Research methodology relies in this research was qualitative research. Qualitative research helps to undertake in-depth study through exploring attitude, behaviors and experience by using such methods or data collection instruments as key informant, and focus group discussion. On the other hand, quantitative research generates statistics and produce on numerical data which is collected through questionnaire. Therefore, this study was used qualitative research. The qualitative data were collects after Survey. That was provided more explanations on the quantitative data. That was choosing due to subjective nature of data which helps to gather respondent's opinion and experience through focus group discussion and interview. Indeed, qualitative method is hailed by scholars for making use of subjective

information and participant observation to describe the context or natural setting of the variables under study, as well as variables in the context.

Research design used in this research was descriptive research attempts to describe issues, problem and phenomena. Based on the above theoretical arguments the main purpose of this study focuses on assessing the role of affirmative action in empowering female academic staffs the case of Wollo University. Collecting data related to people's opinion about the concept, contribution and implementation about affirmative action, descriptive method was appropriate.

3.4 Data type and source.

The study used both primary and secondary data. The primary data was collected by using closed ended questionnaire, in-depth interview, key informant's interview and Focus Group Discussion (FGD). On the other hand, secondary data was obtained by reviewing relevant documents and journal article.

3.5 Sampling Techniques, sample size and target populations.

The Combination of Probability and non Probability sampling techniques were used to draw samples. Accordingly, purposive sampling is used to select the study area. From 45 public Universities in Ethiopia, for this study Wollo University is selected purposively because the area is more convenient for the researcher and no research was conducted relating to the subject in the study area.

On the other hand random sampling was used to select Colleges and Departments by using lottery method. Out of Seven Colleges of Wollo University the researcher were selected four Colleges such as, College of Business and Economics, College of Social Science and Humanity, College of Engineering and College of Natural & computational Science were selected randomly.

Target populations of the study were Female instructors because female academic staffs are the beneficiary of the program thus we can get relevant information's about the issue from those. The total number of Female teacher from each selected Colleges/Departments/are 100.

Sample from each department was selected based on the sample proportion. Let N_i is the number of instructors from 1st department, N is the total number of instructors from selected departments and n is sample size then the number of individuals to be selected from each department (n_i) is calculated by using such formula: - and simply we can get sample size of population from each departments. $n_i = \frac{n(N_i)}{N}$

Table 1 Sampling Techniques for survey data

College	Department	No of Female academic staff	Sample
Social Science and Humanity.	Civic & Ethical Studies	10	8
	English & Literature	12	10
	Geography	5	4
	Social Anthropology	4	3
Business & economics	Management.	8	7
	Cooperative	5	4
	Accounting	6	5
	Marketing	4	3
Natural & Computational	Biology	6	5
	Chemistry	4	3
	Mathematics	3	2
	Sport	2	1
Engineering	1.Pre-Engineering	9	8
	2. Chemical Engineering	10	8
	3.Mechanical Engineering	4	3
	4.Civil Engineering	8	6
	Total	100	80

Source: survey result 2020.

3.6 Sample Size Determination

The target Population for the data collection for this study was female academic staffs. There for the total numbers of female instructors from each randomly selected college and departments are 100. The sample size was determined using Yamane formula (1967). Thus, this study employed the following formula to calculate sample size:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n=sample size

N=total numbers of Female academic in selected departments.

e= expected error= 5 %

$$\text{Therefore } n = \frac{100}{1 + 100 \times 0.0025} = 80$$

Based on the above formula the sample is 80

3.7 Data Collection tools

To gather the required information for these study Questionnaires, Focused group discussions (FGD), Key informant interview and Document review were used.

i. Survey Questionnaire.

For this study both open-ended and close ended, questionnaire was mainly used to get numerical data about the issue from the respondent in the study area. The attitude scale items in the questionnaires were developed in the form of "YES" or "NO" and in some cases other alternative questions based on that questions the respondent select their answers. Questionnaires were prepared by English in order to get appropriate and clear response from the respondents.

ii. Focused Group Discussion.

Focuses group discussions (FGDs) were held in this study especially female academic staffs those who are beneficiaries from the program and their idea on the role of affirmative action

program in the study area. In addition, FGD guidelines were prepared before the discussion was held as a reminder of the main points that addressed the research problems. That was contains '6' open-ended questions and two focused group discussions that contain 7 participants for each group.

iii. Interview

Interviewing offers researchers access to people's idea, thought and practices(Reinharz 1992). Therefore, for this study, interview was used as a part of the research process.

iv. Key Informants' In-depth Interview.

Key informants in-depth interview conducted regarding on the Role of affirmative action for empowering female academic staffs in the study area. The practice and contributions of affirmative action were the main part of the interview. The main key interviewees of the study were purposively selected and an attempt was made with well-informed respondents from various offices those were supposed to give answers on the role of affirmative action in empowering female academic staffs in their institutions. Accordingly, university president, gender office, & department heads were selected purposively.

V.Document review

The document was review from different sources such as, journals, internet sources and other related documents.

3.8 Methods of Data Analysis.

After the data collection was completed, the raw data were refined, coded and entered into SPSS and analyze by using simple descriptive statistics. Thus, frequency and percentages, was used to analyze the data. The qualitative data that was collected through key person's interview and focus group discussion was analyzed by the use of content summary method to generate an in-depth views and perceptions of the respondents.

3.9. Ethical Clearance.

Ethical practice is moral stance that involves conducting research to achieve not just high professional standards of technical procedures, but also respect and protection for the people actively consenting to be studied(Payne 2004).

As a result, the researcher took the following ethics during the study.

- ✓ Informed participants that all information would be used for research purposes only.
- ✓ Get the permission of the participants before recording their voice.
- ✓ Informed the respondents that their names would be confidential and checked their willingness to offer information.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation of the data gathered through questionnaire, Focused Group Discussion (FGD), interview and document review that were prepared to answer the basic questions of the study, followed by the discussion of their implications. The presentation of survey and qualitative findings and findings from document review were presented in detail in this chapter. And also this chapter has two parts. The first part presents general background information's about the respondents and the second part deals with analysis and discussion of specific issues about the study.

4.1 Descriptions of respondents.

4.2 Demographic profile of survey respondents

The table below presents about descriptive analysis of demographic and social characteristics of survey respondents. Table 4.1 presents the basic demographic information like age, and sex of respondents. As the table shows 27 (33%) of the respondents were found in the age group of 25- 30, whereas 23% of the respondents were found in the age group of 31-35, on the other hand 21.3% were in the age of 36-41 and also the remaining 12.3% of the respondents were found in the age group of above 40.

Regarding family size (numbers of children) of respondents half (50%) of respondents have 1- 5 children's, 47% of respondents were having 4-5 children's, and the rest 2% were have above 5 children's.

Table 4.2. 1. Age, Sex, and Family size of respondents

Age groups	n	%
25-30	27	33
31-35	19	23
36-41	17	21
Above 41	17	21
Total	80	100
Sex of respondents		
Female	80	100
Male	-	-
Total	80	100
Numbers of Children		
1-3	40	50
4-5	38	47.5
Above 5	2	2.5
Total	80	100

Source: survey result 2020.

4.3 Socio-economic profile of respondents

This part includes the socio- economic variables about respondents such as; Marital status, Level of Education, College, Department and Work experience of respondents.

4.3.1 Marital status, Education level and work experience of respondents

With regards to marital status the majority (75%) of respondents reported they weremarried 15% of respondents where single and the remaining 10% of respondents were divorced. This may suggests that most of respondents have family responsibilities.

Regarding educational levels of respondents the majority (75%) of respondents has 2nd degree, 20% of respondents has 1st degree and the remaining 5% (4) of respondents were PhD holders. This indicates that PhD holder female instructors were small in number relatively with others.

In terms of work experience, 43.8 % of respondents has 5-6 year experience, 31.3% of respondents were 3-4 years experience, whereas 12.5% of respondents has 1-2 years and similarly, 12.5% of respondents have also 1-2 years experience.

Table 4.3.1. Marital status, Education level and Work experience of respondents

Marital status of respondent.	n	%
Single	12	15
Married	60	5
Widowed	-	-
Divorced	8	10
Total	80	100
Educational level of respondents		
1 st degree	16	20
2 ⁿ degree	60	75
PhD	4	5
Work experience of respondents.		
1-2 years	10	12.
3-4 years	25	31.3
5-6 years	35	43
Above 6 years	10	12
Total	80	100

Source: survey result, 2020.

4.3.2 College and Department of respondents

The table below presents about College and Department of respondents. Regarding on College of respondents, 31.3% of respondents were from College of Social science and humanity, 23.8% were from College of Business and Economics, 13.8% of respondents were from Collage of Natural science, the remaining 31.8% of respondents were from College of Engineering.

Table 4.3.2College of respondents

College of respondents	n	%
CSSH	25	31.3
CBE	19	23.8
CNS	11	13.8
CENG	25	31.8
Total	80	100

Source: survey result, 2020.

Concerning on department of respondents, 10% of respondents were from Civics and ethical study, Pre-engineering and Chemical engineering department respectively. On the other hand, department of Marketing, Mechanical Engineering, Social anthropology and department of chemistry were 3% respectively. 8% of respondents were from Management department. 6% of respondents were from Accounting and Biology department respectively. 5% of respondents was from Geography and Cooperative department. And 7% of respondents were from Civil Engineering, 12% of respondents were from English department. 2% of respondents were from Mathematics department, and the last 1% of respondent was from sport science department

Table 4.3.3. Department of respondents

Department of respondents	n	%
Civic & Ethical Studies	8	10
English & Literature	10	12
Geography	4	5
Social Anthropology	3	3
Management	7	8
Cooperative	4	5
Accounting	5	6
Marketing	3	3
Biology	5	6
Chemistry	3	3
Mathematics	2	2
Sport	1	1
Pre-Engineering	8	10
Chemical Engineering	8	10
Mechanical Engineering	3	3
Civil Engineering	6	7
Total	80	100

Source: survey result, 2020.

4.4 Data analysis and presentation about specific issues of the study

4.4.1 Concept and role of affirmative action

The survey respondents were asked about the concept, and the role of affirmative action. As indicated on Table 4.3 majority 93.8% of respondents indicated that affirmative action is a support or help, whereas the remaining 6.3% of respondents understood the concept as a gift. Regarding the necessity of affirmative action, a great majority (97.5%) of respondents stated that affirmative action is necessary for Ethiopian women's. As they reported in the questionnaire, because historically Ethiopian women's were excluded from in the area of political, social, economic, and cultural for a long period of time and they were not equally

participated with male thus the program is essential. The other 2.5% of respondents were not support the issue. There reason regarding this as they stated in the questioner it creates low self esteem.

Table 4.4.1The concept and necessary of affirmative action

Affirmative action	n	(%)
Right	-	-
Support or help	75	93.8
Gift	5	6.3
Total	80	100
The necessary of affirmative action for Ethiopian women		
Yes	78	97.5
No	2	2.5
Total	80	100
Affirmative action regarding strength women academic staffs participations in leadership area		
Yes	75	93.8
No	5	6.3
Total	80	100

Source; survey result 2020.

The role of affirmative action regarding women academic staffs participate in leadership areas grate majority (93.8 %) of respondents gave a positive response that affirmative action program has agreat role or advantage for female academic staffs to participate in different leadership areas. On the other said the remaining 6.3% of respondents were not support the issue.

The qualitative findings from Focus Group Discussion (FGD) participants also supported the survey that, affirmative action is necessary for women's not only because of the past history but also now females are still challenged by certain responsibilities. Thus female needs affirmative action.

Data from Key informant interviewees also reported that, affirmative action program is very vital for women's especially for our country Ethiopia in general and higher institution in particular. As they stated during the past period women's hasn't equal right in different aspects with those male and still there is a low representation of women's in different areas especially in leadership position.

During their interview they also bring an example that the representation of female instructor's in higher institutions the ratio of male and female instructors are vast difference. So the policy of affirmative action should be strengthening and continues until the ratio of women's and mans are equal in number in different areas. And also stated their institution is practiced affirmative action for females and motivate those benefiteres in order to participate in different areas in addition to their academic responsibilities. The qualitative data regarding the representation of female academic staff in leadership area shows that currently females are found in leadership area starting from department head up to university president. Currently even the president of Wollo University is female. This shows that the university motivates and appreciate female to come in leadership area.

4.4.2. Respondents' response towards the contribution of Affirmative action

Table 4.4 presents survey findings about the role of affirmative action. Concerning on increasing the numbers of female academic staffs, grate majority(93.8%)of respondents reported that affirmative action program is important in order to increase the numbers of female academic staffs in their colleges and departments. Only 6.3% of respondents reported they were not support the issue.

About 97.5% or great majority of respondents supported the view that additional supports are important to improving their academic position and solve different challenges.

Issues regarding the role of affirmative action program encourage equal competition among female academic staffs with male academic staffs in different issues, the majority (87.5%) of respondents reported that the program encourages females academic staff compute equally with male in different areas. On the other hand 12.5% of respondents were not support the idea or issue.

Affirmative action regarding on increasing the numbers of female academic staffs, qualitative data from those key informant's interviews reported that, the program has a great role for increasing the numbers of female academic staffs in different colleges and departments. As they stated one of the mechanisms of increasing the numbers of female academic staff is by giving priority for those during job vacancy and employing those graduated female's students yearly from each departments those are achieving a good point they can increase the numbers of female instructor's yearly. Data from focused group discussion participants also indicated that, in their college and department concerning on increasing the numbers of female instructor's, affirmative action has a vital role. As they stated during their discussion there is some changes after the program is pertain and gradually the numbers of female instructor's are increase relatively with before the program was practical. They also affirmed that the program is essential for their overall situations.

Key informants also stated that, affirmative action helps or encourage female academic staffs to participate equally with male in different leadership areas. As they said, that is improved through crating opportunities and motivating them to participate in different leadership areas and decision making processes.

Table 4.4.2. The contribution of affirmative action for female academic staff

Affirmative action regarding increasing the numbers of female academic staffs	n	%
Yes	75	93.8
No	5	6.2
Total	80	100
Additional supports for female academic staffs		
Yes	78	97.5
No	2	2.5
Total	80	100
Affirmative action regarding equal participation among female & male academic staff		
Yes	70	87.5
No	10	12.5
Total	80	100

Source: survey result 2020

Regarding the role of affirmative action in relation with the overall situation of female academic staffs, all (100%) of respondents agree on the idea or issue that affirmative action is important for females over all situations.

Table 4.5. The role of affirmative action for the over all aspects of female

Affirmative action for the overall aspects	n	%
Yes	80	100
No	-	-
Total	80	100

Source: survey result 2020.

The qualitative data from focused group discussion participants also revealed that affirmative action has a great role for the over all aspects of female. As they stated during their discussion affirmative action helps for them for participating in the area of political, social and other academic activities equally with their counterparts.

4.6 Trends of female academic staff since 1999-2012 in Wollo University.

The need to see the enrollment trend of female academic staff has been necessitated to see if there has been a significant increment in the number of female academic staff ' participation in public higher education and simply it helps to know the ratio in each year.

Regarding the number of female academic staff since 1999-2012, the table below shows that the number of female academic staff varies year to year or increased. Since 1999-2003 the increment of female academic staff was 25% relative to the current. In the year 2003-2008 they were 45%. On the other hand 2009-2012 the number of female academic staff is 100%. This indicates there is a great change regarding increasing the number of female academic staffs. And the data also shows that, the number of female academic staff currently increased by 75% relative from the beginning.

Table 4.6 Trends of female academic staff since 1999-2012 in Wollo University.

Year	n	%
1999-2003	100	25
2004-2008	180	45
2009-2012	400	100

Source: WU human resource office.

4.7. The implementation of affirmative action and its effectiveness.

The above table presents about the implementation of affirmative action in different collages and departments. Accordingly, above half(60 %) of respondents where support that affirmative action program is implemented effectively in their colleagues and departments. While only 40 % of respondents were not support the issue.Regarding institutional commitments of affirmative action the majority (75%) of respondents reported that there is a good institutional commitment in their institutions on the other hand the remaining 25% of respondents were not support the issue.

Table 4.7The Implementation of affirmative action

Implementation of affirmative action and effectiveness	n	%
Yes	48	60
No	32	40
Total	80	100
Institutional commitment Regarding implementing affirmative action effectively		
Yes	60	75
No	20	25
Total	80	100

Source: survey result 2020.

Qualitative Data from key informant interview regarding implementation of affirmative action indicated that, some positive developments have been achieved in terms of employment opportunities and educational opportunities. However, various challenges and constraints were identified to the effective implementation of affirmative action programs. Among others, attitudinal, structural and institutional difficulties hinder the effective implementation of affirmative action programs.

The study shows that the implementation of affirmative action has clearly lacked well-thought organizational and institutional arrangements which are pivotal tools for the programs to be realized. In this regard, the study emphasizes that voluntary effort per se to increase women's representation is insufficient and remains more of a matter of discretion for authorities than a policy. This study maintains that while institutions have in principle indicated their support for affirmative action, the data obtained from these institutions, questionnaires and interviews manifest little change has occurred in their institutions. But there were also some problems in some colleague and departments.

Similarly, data obtained from those key informant interviews found that non-beneficiaries of the program has misunderstandings of affirmative action program. As a result, the notion of affirmative action continues to be viewed as a gift from government to women rather than a right for redressing past discrimination. This misunderstanding may have also contributed to the consequences for lack of commitment, effectiveness and slowing the pace of achieving equality.

In relation with the above issue Data from Focus Group discussion (FGD) Participants also revealed that, in some colleges and departments there is the problem of commitment or lack of interest for implementing affirmative action among leaders.

4.8 The Role of Management bodies and male academic staffs on affirmative action

The table below presents about the roles of management bodies and male academic staffs on the implementation of affirmative action.

Concerning on Male academic staff role on the implementation of affirmative action as Table 4.4.1 shows, the majority (87.5%) of respondents were agree on the idea that male academic

staffs has a great roles on the implementation of affirmative action programs in their departments. On similar issues, 12.5 % of respondents did not support the issue. As they stated in the questioner still some male academic staffs were notice affirmative action negatively and oppose the program and also they consider it as biased.

Issue related with Male academic staff's role to motivated female academic staffs to participate in different issue, above half 60% of the respondents where reported that, male academic staffs motivate them to participate in different issues in their colleges and departments. Similarly regarding this issue relatively 25% of respondents were not supported the issue.

Qualitative data from those focused group discussion participants also reported that, in some College and Departments Male academic staffs support and motivate those female to participate in different issues equally with them such as in community service and like other related issues. In relation with management body's role to motivated female academic staffs to be beneficiary from the program of affirmative action, as the table shows, the majority (85.%) of respondents reported that, management bodies help or motivate those female academic staffs to be beneficiary from the program. On similar issues the remaining 12% of respondents were not agree.

Table 4.8. The role of Management bodies and male academic staff on affirmative action

Male academic staff for affirmative action		
	n	%
Yes	70	87.5
No	10	12.5
Total	80	100
Male academic staff role regarding Motivation of females academic staff		
Yes	60	75.0
No	20	25.5
Total	80	100
Management bodies regarding motivating Female academic staffs.		
Yes	68	85
No	12	15
Total	80	100

Source: survey result 2020.

4.9 Responsible bodies to monitor and evaluate affirmative action

Data concerning on responsible body to monitor and evaluate affirmative action program , the majority (75%) of respondents stated that university president is more responsible to monitor and evaluate affirmative action program. On the other hand, 25% of respondents stated that the responsible body is Women's affairs office.

Table 4.9. Responsible bodies to monitor and evaluate affirmative action.

The responsible body to monitor and evaluate affirmative action program	n	%
University presidents	60	75
Women's affairs office	20	25
Human resource office	-	-
Total	80	100

Source: survey results, 2020.

In relation with responsible bodies to evaluate and monitor qualitative data from focused group discussion participants revealed that, university president is more responsible or grate role on the issue as the stated, because as the top manager he must observe whether the program is effectively implemented or not in different collages and departments in the institution and solve implementation problems.

4.10. Challenges that hinders implementing affirmative action.

Data regarding on challenges that hinder implementing affirmative action programs 48% of respondents agree that the main challenge for the ineffectiveness affirmative action is lack of appropriate bodies/leaders, on the other hand less than half (37.5%) of respondents stated that the main challenges for the issue is the problem of coordination, that means working together. As they stated when stack holders were not do cooperatively the program is not effective or it has not valuable. The remaining (13%) of respondents agree the idea that Lack of acceptances /commitment is the main problem or challenge to implement affirmative action program.

Table 4.10. Challenges that hinders implementing affirmative action.

Challenges to implement affirmative action program	n	%
Lack of coordination	30	37.
Lack of acceptances/commitment	11	13
Lack of appropriate bodies/leaders	39	48.
Total	80	100

Source: survey results, 2020.

Regarding the above issues qualitative data from focused group discussion participants revealed that, the challenge for effective implementation of affirmative action is Lack of commitment from university leader is the one and lack of female role model is the other challenges. On the other hand Data from key informant interviewer regarding challenges that hinder implementation of affirmative action, one of key informant interviewer, supposed that;

“There is a program of affirmative action in our institution. But Non beneficiary Male leaders in some Collages and Department have no good attitude towards affirmative action this creates problem of working together and one of the challenges of effective implementation of affirmative action. ”

4.11 Female academic staffs feeling and their interest to participate in leadership area

Question related with grievance procedures that female academics staffs are dissatisfied on the implementation of affirmative action grate majority (93.8) of respondents where agree on the idea that there is grievance procedures that those are dissatisfied on the implementation of affirmative action in there institution. On similar issues the remaining 6.3% of the respondents support the issue that there is no any grievance procedures those are dissatisfied. As they stated on questioner, some respondents stated that there are problems regarding on the implementation of the program in their colleagues/ department due to that they were dissatisfied.

Concerning on the feeling of female academic staffs when they are beneficiary from affirmative action the majority (81.3) of respondents reported that they feeling positive self

esteems. 13.8 % of respondents haven't any feeling when they became beneficiary from the program. The remaining 5% of respondents feel low self esteem.

In relation with the above issues qualitative data from those focused group discussion participants affirmed that, all most all of participants have positive feelings when they became beneficiary from the program of affirmative action. As they stated during their discussion the majority of respondents agree that,

“Becoming the beneficiary of affirmative action crates positive feeling for them this is not given because of we are inferior tomale. But this is due to we (females) are influenced by historical barriers and also still most of family responsibilities are lay for our so we have positive feelings.

Table 4.11Female academic staffs feeling and their interest

Female academic staff's interest to come in leadership area		n%
Yes	2	2.5
No	78	97.5
Total	80	100
Female academic staffs feelings on affirmative action		
Low self stem	4	5
positive self esteem	65	81.3
Noting	11	13.8
Total	80	100

Source: survey result 2020.

Qualitative data concerning on the interest of female academic staffs participating in leadership area FocusedGroup Discussion participant's (FGD) reported that they haven't interest to be a leader. As they stated during their discussion, this isnot because of lack of ability or capacity but they are challenged by different home responsibilities in addition to

their academic responsibilities. Due to this reason they haven't interest to be a leader. But On the othersaid Qualitative data concerning this issues data from case study shows that,

I was made case study with one female instructor.mrs M. she is found in a leadership area. The case was focused on how she is a leader and what information's has for other female instructors as role model, so she tells her life histories started from when she was a student as follows, "I was graduate in wollo university my first degree. I was hard worker in my study years. And I complete my study successfully. I was a wish to be instructor after graduation. After graduation there was employment opportunity for female graduated students having good GPA pointes from each department. I was one of a student from those having good pointes in their years of study and compute with other students and take exam and I pass the exam so I success my wish and employed in wollo university. After I teach two years I started my second degree in other university and also complete my second degree and go back my institution. After two years later, the university managements and others ask me to be a leader in one area that was quality assurance and I was interested. I perform my responsibility effectively. As a role model for other female instructors I advise other as follows. Being successful is not easy it requires working hard and computablewith others. There may be different challenges or influenced by social, and other historical barriers. But they should be resist and pass those problems and also improve their academic positions and also must have a confidence in order to compute in leadership areas. And develop the principle of "I can."Through this and other efforts they can perform their interests equally those male staffs in every aspects.

CHAPTER FIVE

5.Summary of Major Findings, Conclusion and Recommendations

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

5.1 Summary of major findings.

The major purpose of this study was to assess the Role of Affirmative action in Empowering Female academic staffs in Wollo University.

The respondents had brought their own responses question that was raised in questionnaires and interviews. Thus major findings of such analysis were briefly summarized as flow;

- In relation with the concept of affirmative action the majority (93.8%) of respondents indicated that affirmative action is a support or help,
- Concerning on its necessary of affirmative action the finding of the study shows that ,around (97.5%) of respondents stated that affirmative action is necessary for Ethiopia women because historically Ethiopian women's were excluded from different aspects like political, social, economic, and cultural aspects they were not equally participated with male.
- Regarding on the implementation of affirmative action the finding shows that, 60% of respondents were agree on the idea that affirmative action is implemented effectively in their institution.Implementation of the program in some collage and departments. Females needs such kinds of support by others in different areas such us in education, politics and other areas.Regarding this issues the finding of the study shows that,about 25%of respondents reported that male academic staffs were not motivate or encourage to participate those in different issues in there Colleges and Departments. This indicates that there is the problem of awareness towards affirmative action from those non-beneficiary male academic staff.

- Data regarding on the trend of female academic staff in the study area the finding shows that, currently the number of female academic staff are increased by 75% relative from the beginning.
- Regarding female academic staffs interests to be a leader in their institution in different areas qualitative data from those focused group discussion (FGD) discussion participant's reported that, they have not interests even affirmative action is implemented in the area but still there are a number of problems those are; Past history –still it is not totally avoided, Back ward attitude of society, most appointments for a leader is male oriented or customary, and also females are influenced by family responsibility in addition to their academic duties such as, wifely hood, motherhood, and other related responsibilities so, family responsibilities affect women and men differently, and are a critical concern for female academic staff. The family responsibilities and demands affect women in a number of ways. Women often have fewer hours available to work in the office, and in particular can face challenges to work in evening hours. Working at home in the evenings is also often challenging for women, as it coincides with their household responsibilities and care for children. On the other hand interest of male leaders is the other challenges that female lack interest to participate in different issues. In some college and department, leaders considered the program of affirmative action as biased rather than compensation for the past history. Due to that wrong attitude they are not motivate those female to participate in leadership area and other academic issues.

5.2 CONCLUSIONS

Women's were excluded from different areas for a long period of time. Due to the above challenges the current (FDRE) government of Ethiopia affirmed equality of males and females in the constitution. And give special treatment for female and design affirmative action program for the purpose of motivating or encouraging those minorities and also females to participate equally with males in different areas or to use as the mechanisms of compensating the past injuries. From the overall of the findings of this study, it can be conclude that affirmative action has a great role for the overall women empowerment in general and academic areas in particular..

Although the current trend demonstrates increasingly growing percentage of female academic staff. And it also strengthens their participation in different issues in addition to their academic responsibilities in the study area.

The study was tray to assed the role of affirmative action in empowering female academic staffs. As the data stated in chapter four in relation with affirmative action program role or its advantage for female academics staffs for the overall situation all (100%) of respondents support the idea or issue that affirmative action needs for the overall situations of female academic situations. As the respondents said in addition to its academic advantages affirmative action program is its own role on political, social, economic and other aspects for females. When affirmative action is effectively implemented in different areas females are motivated and strengthen on over all situations. Because ‘empowering female is empowering society’ in general.

From the finding of the study we can get some changes regarding the representation of female academic staffs in the study area in different issues and also the increasing rate of the numbers of female academic staff in different years. And also currently females are found in different leadership areas starting from the higher position. However some problems are not yet solved even if affirmative action is existed. Such as attitudinal problem among non beneficiary academic staff, the attitude of society and like other problems is existing.

5.3 Recommendations

Based on the above finding and conclusion the researcher recommended the following pointes that help as input forthose stack holders in the institution / Wollo University.

- ✓ Wollo University should identify gender disparity areas and take measure to ensure opportunities, and practice affirmative action effectively by giving attention for gender agenda.
- ✓ Encouraging female’s academic staffs to participate research,community service and other leadershipareas in addition to their academic responsibilities.
- ✓ Monitor and evaluate gender and affirmative action policies, targets and strategies.

- ✓ Provide child-care and primary educational facilities to children of academic staff, so that both male and female staff is supported in balancing work-family responsibilities.
- ✓ Create awareness for those non-beneficiaries in order to build positive attitude towards the program.
- ✓ Balance the number of Female and Male instructors that creates equality among male and female. So like other colleges and departments those have a good performance the remaining take experience and exercise that.
- ✓ Female academic staff themselves also should adapt different challenges and to be competent in their staffs and other different areas by using their capacity in addition to the help of affirmative action.

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Hawassa University

Appendix A English questioners

School of governance & development Studies

Post Graduate Program

Dear respondent

The main purpose of this questionnaire is to collect data on the role of Affirmative action's in empowering female academic staffs in Wollo University. The data is going to be used as an input for the research to conduct in the aim of fulfilling the requirement of MA degree in Governance and Development studies. With your active participation, the outcome of this research would lead to sound recommendation. The research hereby assures you that the information you provided is going to be reported and communication in the aggregate and utmost care and be taken for its confidentiality.

Thank you very much for your cooperation

Ehite H/mariam

February; 2020

General instruction

- No need of writing your name
- Your urgent reply is appreciated
- Please marks "X" brief answers in accordance with the question.

Thank you in advance for your cooperation.

3. It is a gift

4. Other specify _____

8. Do you believe that affirmative action for women is necessary in Ethiopia?

1. YES.

2. NO

9. If your answer in question number “8” is yes why? If NO Why NO?

10. Do you think that the rationale behind affirmative action for women reflect the present social realities? If No, Why not?

1. YES.

2. NO.

11. Is Affirmative action help to strengthen women academic staffs to participate in leadership position in your institution?

1. YES.

2. NO

12. If your answer is NO on the above question please justify it

13. Is Affirmative action program effectively implemented in your college/ department for female academic staff?

1. YES.

2. NO.

14. If your answer in question number 12 please write the reason

15. is Affirmative action program increase the number of female academic staffs in your institution?

1. YES.

2. NO

16. Do you believe that additional supports that are prepared for females academic staffs in your institution are important for improving their academic position?

1. YES.

2. NO

17. What do you feel on becoming beneficiaries of affirmative action programs?

1. Low-self esteem.

2. Being stigmatized.

3. Positive self-image.

4. Nothing.

18. Is Affirmative action program encourages equal competitions among females and males in your university?

1. YES.

2. NO

19. Do you think affirmative action program important for female academic's staffs overall situation?

1. YES.

2. No.

20. If your answer on the above question is YES or NO please write your reasons?

Part III Question related with Staff members and management bodies levels of understanding on affirmative action policies.

21. Is there is good institutional commitment to implement affirmative action in your institution?

1. YES.

2. NO

22. If your answer is No in the above issue please list those problems regarding the implementation of affirmative action?

23. Does Management bodies strongly encourage female academic staffs to be beneficiary from affirmative action program in your institution?

1. YES.

2. NO

24. If your answer is YES please list mechanism they encourage female academic staffs

25. Is Male academic staff's positive attitude towards affirmative action program in your institution.

1. YES.

2. NO

26. If your answer is NO what is their attitude towards affirmative action?

27. Does your Male academic staffs motivate female's academic staffs to participate in different issues in your department/ college?

1. YES.

2. NO.

28. If your answer is NO why?

29. What do you think that the responsible body to monitor and evaluate affirmative action program implementation in your institution?

- 1. Human resource office.
- 2. Women's affairs office.
- 3. University president.
- 4. Other specifies. -----.

PART THREE: Question related with challenges that hinders implementing affirmative action program

30. Are there any grievance procedures for those female academics staffs were dissatisfied with the implementation of affirmative action in your institution?

- 1. YES.
- 2. NO

31. If your answer is YES please list those grievance procedures?

32. What do you think is the main challenge for implementing affirmative action programs in your institution?

1. Lack of enabling laws.
2. Lack of coordination.
3. Lack of acceptance/commitment
4. Lack of resources.
5. Lack of appropriate bodies/leadership.

Other specifies.

33. Have you interest to be a leader

1. Yes
2. No

34. If your answer is NO please justify it?

Appendix B

Questions for Focused group discussion participants

Hawassa University

School of governance & development Studies

Post Graduate Programussion (FGD) participants.

1. Department/College
2. As an academic staffs what is your attitude towards affirmative action policy? How do you see its necessity for female?
3. Do you think non-beneficiary male academic staffs have positive attitude to words affirmative action.
4. What kind of oppportunities given to female academic staffs in your institution?
5. From your observation or experience, what kind of challenges faced female academic staffs to participate in different leadership areas in your institution?

Appendix C

Key informant interview questions

Hawassa University

School of governance & development Studies

Post Graduate Program

Interview questions for key informant interviewers and other stakeholders

This interview is prepared to capture information from leaders and stake holders for the Purpose of research under the title “the role of affirmative action’s in empowering female academic staffs in Ethiopia higher institutions: the case of wollo university”. The purpose of the interview is to

Gather relevant data concerning the role of affirmative action’s in empowering female academic staffs in Ethiopia higher institutions: the case of Wollo University. Your information 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: _____

5. Position _____

1. How do you describe the practice of affirmative action in your institution?

2. How do you describe the representations of female academic staffs in your institution?

3. What different practices done in your institution to increase the numbers of female academic staffs?

4. What are the benefits obtained
5. What opportunities are available to encourage female academic staffs to participate in different leadership areas?
6. What challenges hinder during implementing affirmative action.
7. Have you faced problems when trying to implement additional support for those beneficiaries?