

**SCHOOL LEADERSHIP PRACTICES AND CHALLENGES IN
IMPLEMENTING GENDER BASED AFFIRMATIVE ACTION IN
SECONDARY SCHOOLS OF DEKASUFTU WOREDA, LIBAN ZONE,
IN SOMALI REGIONAL STATE.**

MA THESIS

FAYSAL ABDULLE ABDULLAHI

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**School Leadership Practices and Challenges in Implementing Gender Based
Affirmative Action in Secondary Schools of Dekasuftu Woreda, Liban Zone.**

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MASTER OF ARTS IN SCHOOL LEADERSHIP**

Faysal Abdulle Abdullahi

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HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

As thesis research advisors, we hereby certify that we have read and evaluated this thesis prepared under our guidance by Faysal Abdulle Abdullahi entitled School Leadership Practices and Challenges in implementing Gender Based Affirmative Action in Secondary Schools of Dekasuftu Woreda in Liban Zone, Somali Regional State. We recommend that it be submitted as fulfilling the thesis requirement for the degree of Master of Arts in School Leadership.

Dr. Dawit Negasa (PhD)	_____	_____
Major Advisor	Signature	Date
Wakgari Tasisa (Ass. Prof.)	_____	_____
Co-Advisor	Signature	Date

As members of the Board of Examiners of the *M.A* thesis open defense examination, we certify that we have read and evaluated this thesis prepared by Faysal Abdulle Abdullahi and examined him. We recommend that the thesis be accepted as fulfilling its requirements for the degree of Master of *Arts* in School Leadership.

Dr. Sesay Augustine	_____	_____
Chairperson	Signature	Date
Dr. Million Kebede	_____	_____
Internal Examiner	Signature	Date
Dr. Teklebran Gebremeskel Beyene	_____	_____
External Examiner	Signature	Date

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DEDICATION

I dedicate this thesis manuscript to my beloved sister Bishara Abdulle Abdullahi for her endless encouragement and support she had given me.

STATEMENT OF THE AUTHOR

By my signature below, I declare that this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree at Haramaya University and is expected to serve at the University Library to be used under the rules of the Library.

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Name: Faysal Abdulle Abdullahi signature _____

Date: August 2022

Department: Educational Planning and Management, Haramaya University

BIOGRAPHICAL SKETCH

The author was born in Dollow Addo Woreda in January 1986 G.C. He attended his elementary school in Suftu Elementary School From 1996-2003 G.C. He attended his secondary school in Dollow Addo Secondary School From 2004-2005 G.C. He obtained his teaching diploma from Kotebe College of Teacher Education In 2008 G.C. He obtained his first degree in Educational Planning and Management at Haramaya University In 2013 G.C. He served as high school principal of Dekasuftu Woreda in Liban Zone, Somali Regional State for 13 years.

ACRONYMS AND ABBREVIATIONS

ABE	Alternative Basic Education
BOFED	Bureau of Finance and Economic Development
CEDAW	Convention on the Elimination of Discrimination against Women
CPRW	Convention on Political Rights of Women
E.C	Ethiopian Calendar
EFA	Education for All
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GBAA	Gender Based Affirmative Action
GEQIP	General Education Quality Improvement Program
GOE	Government of Ethiopia
GTP	Growth and Transformation Plan
MOE	Ministry of Education
NEAEA	National Educational Assessment and Examinations Agency
NPW	National Policy of Women
PTA	Parent Teacher Association
PTSA	Parent Teacher Student Association
REB	Regional Education Bureau
SAF	Self Format Assessment
SIP	School Improvement Program
SBM	School Based Management
WEO	Woreda Education Office

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SCHOOL LEADERSHIP PRACTICES AND CHALLENGES IN IMPLEMENTING GENDER BASED AFFIRMATIVE ACTION IN SECONDARY SCHOOLS OF DEKASUFTU WOREDA, LIBAN ZONE.

FAYSAL ABDULLE ABDULLAHI

ABSTRACT

The overall objective of the study was to examine the practice and challenges of school leadership in implementing Gender Based Affirmative Action in secondary schools of Dekasuftu Woreda of Liban zone, Somali Regional State. The study was a qualitative approach with descriptive case study design. Availability and purposive sampling were employed in the study. Data gathering instruments were interview guides and focus group discussion. The interview was conducted on 13 female students, 2 principals, 2 vice principals, 4 PTA members, 2 teachers, one supervisor and Woreda Education Office head. The two Focus Group Discussions consisted of ten members of gender club from both schools and their opinions were written down. The data obtained through interview and Focus Group Discussions were analyzed qualitatively. The results show that there was scarcity of resources, lack of facilities, breach of rules and regulations, poor academic performance of the female students and lack of quality education at the secondary and primary school levels. The study recommends additional gender based affirmative action measures, enough system support, and additional resources and strive for quality of education at the secondary schools. The overall recommendation of the study is to improve the school leadership practices of implementing gender based affirmative action in both secondary schools. It is also recommended that the principals should include gender issue in their annual plan and the number of female principals and teachers in secondary schools should be increased as much as possible. The system of awarding role model females in schools should be put in place and encouraged by the school stakeholders especially the school leaderships.

1. INTRODUCTION

This part of the study dealt with the background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, and scope of the study, the limitation of the study, the operational definition of key terms and organization of the study.

1.1. Background of the Study

Gender Based Affirmative Action much of its existence is related to the status which women on earth had and have now. From human beings behavior, men naturally react when there is challenge and finds way out in which he can cope up with. Women and Black were considered inferior to male and white respectively. So, a fierce battle either justice to win or the injustice to sustain happened in America. The Black later on won and women, men of color, the disabled, and the elders began to rip their success (Rubio, 2010). Leiter (2011) give hint of the fact that the gender based affirmative action struggle dates back to these days.

However, according to Kaimal (2013) the current globalization has made almost all countries subscribing to international law to be abided by gender equity and equality principles. Affirmative action is a proactive policy of making special efforts in employment, decision making, college entrance and other areas of public behavior as a way of past discrimination. In general, it is an attempt to level the playing field.

Sowell (2004) states throughout history women have been discriminated in various ways. For her, affirmative action in its true sense is not meant to permanent and once the injustice is cured it can be lifted off and it is not something considered as injustice added. There is a concern of whether gender based affirmative action in education can make female students more dependent or not and research is inquired on its practicality. The lower admission score at grade 10th and 12th and including University level for female students are not supported effectively with affirmative action programs so that the female students can succeed in their academic achievement (Mokonnen, 2010).

Mulu (2012) argues that the incoming students who are taught at secondary school level are not getting enough preparation. This is the point and it is the belief of the researcher that

students at Dekasuftu Woreda secondary schools mainly female students are not getting enough preparation for their success due to poor implementation of gender based affirmative action. There are no studies on the implementation of gender based affirmative action on secondary schools of the Somali Regional State as far as the researcher's investigation is concerned. There were studies done by scholars like Mokonnen (2010), Mulu (2012) and Tadesse (2009) at national level, but they are not holistically studied particularly with reference to secondary schools in Ethiopia and the issue of Gender based Affirmative Action.

This study aimed at exploring the practices and challenges of school leadership in implementing Gender Based Affirmative Action strategies in the secondary schools of Dekasuftu Woreda, Liban zone, Somali Regional State. It was on how female students in these schools are supported with the existing affirmative action programs globally as well as nationally for competent and effective implementation of the Gender Based Affirmative Action. The study came up with solutions and recommendations on how the gap can be narrowed.

1.2. Statement of the Problem

The issue of gender in education began to intrigue research and policy attention since the last four decades. Despite the advocacy and some promising scenario, gender disparity is still continuing in favor of male in many countries of the world. A comprehensive rather than a piece meal to institutional transformation is crucial in mentoring and supporting women and minorities at all stages of academic career (Tesfaye, n.d). Despite gender sensitive policy framework in Ethiopia there is high attrition rate in secondary level education institutes. This is shown in a study carried out in Debu University from 2000/01-2003/04 (Tesfaye, n .d). Though the reasons behind this high attrition should come under close scrutiny, the study argues policies adapted to bolster women via secondary level education do not seem to come in to full force.

Habtamu (2004) states the regions in peripheries and females need much better access to secondary education. And, the Ethiopian constitution and various policies address issue of affirmative action, but he argues they are not put into practice. Habtamu (2004) states that, there is lack of implementation of laws and policies regarding gender based affirmative action

which can be one of the main reasons for poor academic achievement of female students in Somali Regional State. Furthermore, the female students in the Secondary Schools at Dekasuftu Woreda are not much competent with their counterpart (boys) in terms of academic achievements. Therefore, compared to the male students, female students are not dealing well enough whereby they score lower admission grade points and usually these female students pass by low affirmative action points (lower admission points for female students to join universities and colleges given by the Federal government).

So in relation to this, the study assessed the extent to which female students in Dekasuftu Woreda Secondary Schools are competent enough, what the implementation looks like, and the challenges that hinder not to enjoy their constitutionally guaranteed rights. Thus, there is a gap in the practice in relation to gender based affirmative action and its implementation in the sampled secondary schools and the study was on how this gap could be narrowed. In light of the above pressing and sensitive issues, the researcher initiated the study to fill the gap by conducting in depth exploration of the problem with reference to the secondary schools in Dekasuftu Woreda, Liban Zone, Somali Regional State.

1.3. Research Questions

1. What is the current practice of Gender Based Affirmative Action in the sample schools?
2. What are the challenges for the implementation of gender based affirmative action in the Sample schools?
3. How can gender based affirmative action be made effective in the sample schools?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to examine the practices and challenges of school leadership in implementing Gender Based Affirmative Action in the Secondary schools of Dekasuftu Woreda in Somali Regional State.

1.4.2. Specific Objectives

The specific objectives of the study were to:

1. Asses the current practices of gender based Affirmative action in the sample schools.
2. Identify the challenges that hinder the implementation of gender based Affirmative action in the sample schools.
3. Forward the mechanisms through which gender based affirmative action can be implemented effectively in the sample schools.

1.5. Significance of the Study

The beneficiaries of the study include the Somali Regional State to get well talented female students because of the reason that increasing female's capacity could help the Somali Regional State to stand on its foot. The female students may also be benefited as a result of enjoying their constitutionally guaranteed rights like efficient education and for the change of their living standards. The society at large may be benefited at every aspect when the situation of their female children improves. Ultimately, the region at large may become out of problems of lack of skilled female employees. The study will also serve as a foundation for those who want to study more in this area.

1.6. Delimitation of the Study

The study was about the practice and challenges of school leadership in implementing Gender Based Affirmative Action in the Secondary schools of Dekasuftu Woreda. The study was delimited to the implementation of rights provided to the female students in the secondary schools of Dekasuftu Woreda and sees in closer lens how it can be improved. The study only addressed the secondary schools at Dekasuftu Woreda due to financial constraint, inability to collect genuine data, problem of infrastructure and the honest belief of the researcher that doing this case study in this woreda could safely come up with sufficient solution for study.

1.7. Limitations of the study

The first major limitation encountered during this study was the study being single case study done only in one Woreda of the Zone. Therefore, it could have been better if the study permits to all cases found in the Zone as a whole. The other problems were time constraint, lack of sufficient budget and infrastructure in communications and transportation. Likewise, there was

difficulty in getting the necessary information on time from all the stakeholders though at last the researcher got all the information through finding all the stakeholders.

1.8. Operational Definition of Key Terms

Affirmative action: refers to an attempt to reduce or eliminate prejudicial discrimination and historical injustice done on females including the present time

Challenges: in this study refers to the difficulties experienced in the implementation of gender based affirmative action in the sample schools

Gender: in this study refers to female students.

Implementation: ways of putting in place competence and effectiveness of gender based affirmative action in to practice

Leadership: is a process of influence leading to the achievement of desired purposes. It involves Inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values

Practices: in this study refers to the ways of implementing Gender based affirmative action in the sample schools

Secondary school: in this study refers to grade 9-12.

1.9. Organization of the Study

This study had been organized into five chapters, the first chapter deals with introductory elements including the background of the study, statement of the problem, objectives of the study, significances of the study, delimitation of the study, limitation of the study and definition of key terms used in the study. The second chapter covers Review of the Related Literature which discusses important topics related to the practice and challenges of implementing Gender Based Affirmative Action in secondary schools of Dekasuftu Woreda. The third chapter consists of research design and methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally the fifth and the last chapter presents summary of findings, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

This is the second part of the study and it consists of seven areas of discussion chosen after deep investigation of the available world literature on the issues of practice and challenges of school leadership in the implementation of Gender Based Affirmative Action strategies. They are (1) the concept of Gender Based Affirmative Action, (2) Gender theories and conceptual framework, (3) Laws and Policy aspects of Gender Based Affirmative Action in Ethiopia, (4) the implementation of Gender Based Affirmative Action in Ethiopia, (5) arguments in favor and against the implementation of Gender Based Affirmative Action (6) Challenges of Gender Based Affirmative Action (7) how to make comprehensive the Gender Based Affirmative Action right for female students of the selected schools so that they can exercise their constitutionally guaranteed right and get competence.

2.1. The Concept of Gender Based Affirmative Action

Affirmative Action – is positive action taken to create a situation which promotes and assists elements of equal opportunity. This can mean removing barriers to equal opportunity in the workplace, such as training women so that they are eligible for a promotion. Wasson (2004), for example 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. For Wangare (2009) as cited in Eva (2015), Affirmative Action is a policy or program for correcting the effects of discrimination. In general, the definitions given above by two scholars have some similarities. They give more attention to reduce disparities observed between women and men due to race, and gender.

Likewise Gwyneth putt defines Affirmative Action as a policies or program that are designed to eliminate in visible as well as visible discrimination and to encourage under present groups to reach activation and encourage to reach situation where they are more likely to be the best candidate for the past place. It is an action which is taken at education sector to increase the representation of women, especially in higher education institutions by lowering the admission point to female students and giving them additional supports during their stay in the university. Generally, Affirmative Action can be defined as a broad range of measures that take past disadvantage in to account and strive to correct these problems. The about working definition

does not have ever given usually Fledged understanding of what Affirmative Action in about discussing the types of measures to be taken in the degree of permissibility. The potential beneficiaries and its duration give high attention on understanding of affirmative action.

The term originated on March 6, 1961 with an executive order signed by President John F. Kennedy to ensure that applicants are treated equally without regard to race, color, religion, sex, or national origin and the term was intended to endorse non-discrimination in the United States (Gerber, 2015). Affirmative action on the wellbeing of women has been there for many centuries, with the first documented information going back to 2640 B.C.E. when the wife of the emperor of china pioneered the development of silk manufacture.

However, during the nineteenth century, Gender Based Affirmative Action was triggered by the publication of Mary Wollstonecraft (1759-1797) *A vindication of the Rights of women*, and Simone De Beauvoir's (1908 – 1986) *The second sex*. Wollstonecraft held that religious beliefs and different cultures are holding men as leaders, while subordinating women. Her publication reacted against what she saw around her, and what other philosophers of the time were putting forward. she reacted on the views put forward by philosophers; particularly Jean-Jack Rousseau, who advocated that women's education should be designed entirely to make them pleasing to men. “ To please, to be useful to us, to make us love and esteem them, to educate us when young and take care of us when growing up, to advise, to console us, to render our lives easy and agreeable – these are the duties of women at all times, and what they should be taught from their infancy” (Wollstonecraft, 2013).

Moore and Brooder (2007) also cited Wollstonecraft ideas in their work and argued against ideologies of Rousseau and his colleagues; that educating women to be ornaments to and play things of men would have bad consequences for a society. “How could silly, vain creatures ever expected to do an adequate job of raising a family?” She expressed that “they would become mere propagators or fools”. If women have no inner resources to fall back on, they will then “grow languid, or become a spring of bitterness,” and love will turn to jealousy or vanity. She suggested that women who have no other ambition than that to inflame passions will have no real strength of character, no true moral virtue, and no inner resources. It was

time, Wollstonecraft argued, to restore women to their lost dignity by encouraging better ideas of womanhood.

Moreover, Pojman (2006) held that women had their history of being treated unequally in various ways; in employment and higher education. As Beauchamp (1998) stressed that statistics constitute a *prima facie* evidence of discrimination in the society. For example, in patriarchal societies; there are data indicating that the males continue to receive the highest level salaries compared to women. He stressed that women with similar credentials and experience to those of men are commonly hired at lower positions and earn lower starting salaries than men, and promoted at one half the rate of their male counterparts. The consequence was that the gap between salaries and promotions rate was still growing at an increasing rate, hence a need to address the situation, even through legal means.

2.2. Gender Concepts, Theories and Conceptual Framework

Gender is a social construct. It defines and differentiates the roles, rights, responsibilities, and what is appropriate behavior and obligation for women and men. The innate biological differences between females and males are interpreted by society to create a set of social expectations that define the behaviors that are appropriate for women and men and that determine women's and men's differential access to rights, resources, and power in society.

Although the specific nature and degree of these differences vary from one society to the next, they typically favor men, creating an imbalance in power and a gender inequality that exists in most societies worldwide (Reeves and Baden 2000). These gender ideologies often reinforce male power and the idea of women's inferiority. Culture is sometimes interpreted narrowly as 'custom' or 'tradition', and assumed to be natural and unchangeable. Despite these assumptions, culture is fluid and enduring. The defense of 'culture' and 'tradition' is often used by men to justify practices that constrain women's life chances and outcomes. Gender discrimination is the systematic, unfavorable treatment of individuals on the basis of their gender, which denies their rights, opportunities or resources.

Across the world, women are treated unequally and less value is placed on their lives because of their gender. Women's differential access to power and control of resources is central to this

discrimination in all institutional spheres, i.e. the household, community, market, and state. Women's lack of representation and voice in decision making bodies in the community and the state perpetuates discrimination, in terms of access to public services, such as schooling and health care or discriminatory laws (Reeves and Baden 2000).

2.3. Laws and Policies of Gender Based Affirmative Action in Ethiopia

There are two conventions on the right of women (Became, 1999). These are Convention on Political right of Women (CPRW) ratified by Ethiopia in 21th June 1969 and Convention on the Elimination of Discrimination against Women (CEDAW) ratified by Ethiopia in 10th Dec 1981. CEDAW in Art: 103 states: States should take appropriate measures to eliminate discrimination against women in order to ensure equal right in the field of education and training art 103. Nevertheless, the Convention is commented as it is general and not specific for instance for African context (Beamchu and Romany, 2004). An introduction to the protocol of African charter on human and people's right is women's protocol in Africa. It extends more and it is more specific than CEDAW.

The government of Ethiopia designed different national policies and institutions and also signed international conventions that are intended to narrow the gender gap. The constitution of the Federal Democratic Republic of Ethiopia sanctions equality of men and women in all aspects of social, economical, legal and political activities. The constitution has a clear provision that guarantees gender equality in all aspects of the country's development endeavors including employment. In accordance with the provision of Article 25 of the constitution all persons are equal before the law and discrimination on grounds of sex is prohibited. Similarly Article 35(8) stipulates men's and women's equality in employment, promotion, pay, transfer, and pension entitlement (1995 FDRE constitution).

Furthermore, Article 35(3) of the constitution identified itself with women's historical legacy of the past and clearly states the retroactive positional truth by way of prescribing an affirmative action as a remedy to the women's discrimination. Article 42 (1) (d) of the constitution stipulates women workers right to equal pay for equal work.(1995 FDRE constitution).

The National Policy on women is explicit recognition to gender issues in Ethiopia can be fairly linked to the Ethiopian Women's Policy issued in September 1993. The objectives of the national policy on women have multi- Sector development strategies, which aim to address the felt needs of women in a holistic approach. In addition the Labor law proclamation N0.377/2003 has clearly stipulated different provisions to safe guard women's right upon the formation of employment contract Ethiopian Women's Development and Change Package (2006), There are many laws and policies in Ethiopia which refer to the rights and entitlement of disadvantaged Groups in the emerging regions in Ethiopia: such as, the revised family code, labor law, GEQIP, ETP. Studies show, however that there is lack of effective implementation of these policies, programs and packages.

In Somali clan system not only provides collective and individual identity, but also serves as collective memory. Among the right granted to women by Islam are right to life, right to education/ the right to inherit, manage and maintain property. In Islam both women and men are entitled to equality before the law and court of law. Prophet Mohammed (peace be upon him) says education is not right but a duty of all males and females: Who ever has a daughter does not favor his son over his daughter will enter paradise. Indeed, education is mandatory in Islam. Research showed today there is blend of culture and religion in Islam where some consider this liberal attitude as anti Islam (Somali land academy for peace and development, 2012).

The evolution of secular education and development in Somali region education provision is extremely limited where education is today an alternative livelihood for Somalis other than pastoralist (Jackson, 2011). This part shows the fact that Ethiopia is equipped with a large amount of gender based affirmative action policies and laws. It is a good thing but need institutions and enacting laws to implement them.

2.4. Implementation of Gender based Affirmative Action in Ethiopia

It is worth noting subordination of discrimination of women is universal and that there is no society where they are treated equal with men (Kaimal al, 2013). According to Ogato (2013) following the Beijing conference of 1995 Ethiopia has identified seven priority areas that need to be tackled in order to insure gender equitable development. They are poverty, economic

empowerment of women and girls, health and HIV / AIDS, Human right and violence against women and girls, empowering women in decision making, women and the environment and institutional mechanisms for the advancement of women.

The Federal Democratic Republic of Ethiopia has declared the unequivocal commitment to the development of women with the announcement of the national policy of women in 1993 and the promulgation of the 1995 FDRE constitution. Tesfaye (n.d) in his study of three selected public universities in Ethiopia stated political, institutional, cultural, school and economic factors as being the major reasons for female student's unequal participation with males in schooling in Ethiopia. And, sources of gender disparity in higher education as he said are due to four major factors: vitiated family behavior, gender specific female students' problems, sexual harassment and affirmative action. However, he argues affirmative action for female students is a brilliant policy measure executed in world of education in Ethiopia. That is also the belief of the researcher.

In Ethiopia the role of women has been minimized based on a long tradition of their exclusion from education and development. Their participation in the economy, social, political and cultural sector of the country is seriously affected by cultural barriers and low expectation of females. The enrollment ratio in Ethiopia is three times less than some sub Saharan countries which show more to be done (Tesfaye, n .d). The high and still increasing number of school leaving students is creating unprecedented demand for higher education institutions in Ethiopia. At present the major demand of higher education institutions in Ethiopia is to ensure and maintain quality and efficiency under broadening access condition, but there is problem of efficacy of the incoming students from preparatory schools in the country (Mulu, 2012).

However, the government of Ethiopia's the fourth educational sector development goals states the following: increase enrollment, retention, and achievement of female from primary to school graduate, increase girls enrollment in science and nontraditional TVET programs, increase female adult literacy, increase number of female administrators / supervisors / directors / teachers at all levels, empower women to take leadership positions , develop and implement gender sensitive curriculum (MOE gender directorate, n.d). Biseswar (2011) also discloses Ethiopia's constitution and various policies address issue of affirmative action to

support the disadvantaged groups like female students, but the provisions are not put into practice, which is he argues are superior on paper.

A research made in Jima University showed gender related problems of female students in Jima University are harassment, lack of security, lack of facilities and assertiveness, work load and less academic performance. Awareness towards the existence of gender discrimination in campus diverges between male 30% and female 64 %. The solutions suggested then are focusing on awareness, guidance and counseling, academic support and improvement of facilities. However, as argued taking into account the weight FDRE gives to patriarchal tradition it will take time the gender based affirmative action to be put in to practice (Asrash et.al, n.d). The comment here is, Ethiopia needs not only beautiful policies with regard to Gender Based Affirmative Action but also like South Africa institutions and laws to monitor the practice and implementation of the gender based affirmative action.

2.5. Arguments in Favor and Against Gender Based Affirmative Action

As to Somali land academy of peace and development (2013) there are conservative elements which consider gender equality and the participation of women in economic activities. However, the revelation of Koran to Prophet Mohammed liberated women from unacceptable condition that prevailed in the tribal society of pre Islamic Arabia. Interpretation of the application of women's right under Islamic profoundly affected by social, economic, social practices, customary law, poverty, war, illiteracy and subvert the status of women. And in Somali society, women are excluded from formal clan conferences and deliberations of the Beal conference system. Ethiopian 1995 Constitution article 35 also has this meaning.

A comparison analysis of EU,US, Canada , South Africa explains the more restrictions and limitations on positive action is not based on preferences but purely on individual characteristic in the allocation of social good (EU Commission, 2009). Sowell (2004) also argues for some supporters of Affirmative Action it is just a matter of being in favor of helping the less fortunate with the details being left to for other to consider and work out. However, he says even in a broader brush look at what Affirmative Action programs have actually done in various countries reveals that a failure to achieve their goals is may be the least of the problems created by Affirmative Action.

Mokonnen (2010) puts some criticisms by others neutral despite any personal (history) differences, treating some wrongly and individualistic premises with gender blind and race blind. He continues by forwarding argument against Affirmative Action reverse discrimination, counterproductive argument: it is based on the belief that Affirmative Action program creates a condition of uncertainty on the recipients as they will be unsure of their success whether it is due to the personal effort or is a result of external support, the innocent victim and personal responsibility argument. Some of the above critiques he argues against affirmative actions are said to be weak because their justification do not depend on social reality as such they are based on abstract logic than conclusion from real premise. Arguments in favor he says are remedial nature, diversity and social unity, equality and justice. This is also the belief of the researcher.

2.6. Challenges of Gender Based Affirmative Action

Major challenges to gender equality in education according to MoE are the following: community attitude, despite the policy to attract 50% females into teaching the gap still being wide, females being under represented in educational leadership and in teaching particularly in secondary, pedagogy still reinforcing gender stereotypes, gender main streaming during planning, implementation, monitoring and evaluation being remaining low, lack of segregated toilet and lastly, violence. The wellbeing of Family characteristics such as socio-economic status of parents, level of education and occupation are highly influential in female students' academic achievement.

Students' characteristics such as the wellbeing of the student in the school, participation in scholastic and co-curricular activities and perception of students in school rules and regulation and perception about familial involvement and support could affect the achievement of female students. School characteristics such as the effect of school quality and supportive mechanism as well as teachers' commitment to help female by providing tutorial program could also affect their achievement (Tadesse, 2009).

By continuing, major challenges to gender equality in education are community attitude , females are grossly underrepresented in educational leadership, pedagogy still reinforce gender stereotypes, gender mainstreaming during planning , implementation and evaluation is still low

, lack of segregated toilets and gender based violence remain problem in secondary schools and higher learning institutions. Compared to male women in Ethiopia are in disadvantageous position in all aspects including education where statistics show 51% to 66%. The study showed the fact that women are more illiterate than male in Ethiopia is due to Socio-eco, political and cultural reasons:-the research shows there are efforts made by the GOE like, adopting relevant international instruments like CEDAW, designing national instruments like the constitution, designing various policies and the national machinery addressing gender issue (Emebet, n.d).

According to Jackson Eleanor (2011) barriers to improving education in Somali Region are the following: demand for education, shortage of teachers, lack of teaching equipment, no option for continuing in education. The other challenges identified by the author are: lack of confidence among girls, boys having access to education than girls, more dropouts in girls than boys, shortage of female teachers as role models, burdened by house hold work, female to TVETS & Colleges and boys to University. Indeed, all these challenges and others are found in the schools under the study.

2.7. How to make Comprehensive Gender Based Affirmative Action

According to Somali Land Academy for Peace and Development (2013) those aspects of customary laws that seriously restrict or discriminate against women need to be reviewed and updated so as to make them compatible with today's modern life. According to Sutherland (2008) secondary education is beginning to come after decades of concentration on primary education because gender disparity at secondary level is a problem of primary education. Gender disparities are higher in Benin, Cote-Devoir, Ethiopia, Guinea, Mali and Togo with fewer than 60 girls per 100 boys. And a level of secondary enrolment is associated with not only national wealth but family wealth.

Positive strategies for overcoming problems in education related to female students are: improving the quality of learning environment, improving relationship between school and home, making learning friendly for both, providing model female teachers, training teachers in

gender responsive, lobbying for legal change which keeps girls in school after pregnancy, teaching methodology and child centered learning team work.

Mokonnen (2010) argues that constitutional guarantee alone is not enough to solve the existing socio-eco and political disadvantaged women. Rather, further legislative enactment and strong regulatory frameworks to monitor and follow up the proper implementation of the constitutionally endorsed right is needed. Although Ethiopia is a head in the constitutional protection of gender equality through affirmative action, in practice the difference is it significant compared to South Africa with similar history? Ethiopia is in significant delay in comparison to South Africa with respect to guaranteeing substantive equality to women through affirmative action. The absence of clear and comprehensive laws that deal with education equality affects gender equality in education due to lack of implementations of laws and policies, lack of responsibility of the executive, lack of participation and awareness of the public at large and Lack of confidence of some women.

The National Policy of Women (NPW) is a remarkable development for Ethiopian women by promising Affirmative Action to women. In Ethiopia one practical measure of affirmative action is the lower point passing mark for female students at grade 10th, 12th and at university level which is mandatory by the higher education proclamation number 351/2003 .The MOE has also preferential treatment for women in the placement of university and choice of stream 25% of the total number of students set aside for female students in the department choice. One of the aims of education is strengthening the individual societal problem solving capacity: ability and culture starting from basic education at all level (ETP, 1994).

The MOE (2013) identified three key factors for quality of education these are: - choice and competition between schools, autonomy and accountability. Also, increased school resource and local school management induce statistically significant improvement in learning. The SAF identifies four domains as the most significant in need of school improvement: learning and teaching, Students environment, Leadership and management and Community involvement. Also to rate themselves and include all stakeholders can increase the success of school (MOE, 2013). Tadesse (2009) concludes that family characteristics, student's characteristics and school characteristics affect school quality. Support mechanism as well as

teachers commitment help Female students by providing tutorial program which could affect their achievement. The MOE (2013) identified key factors shaping a child's vulnerability to dropout, repeating, never going to school: they are (1) poverty and food in security (2) gender (3) rural- urban and (4) regional disparity. GOE recognized four emerging regions namely Somali, Afar, Gambela and Benishangol as having difficulty of quality of education.

The MOE (2013) explains equality gap narrowing but in both secondary education cycles the enrollment counts remain higher for boys than girls. Exam results of 2013 for both grades 10 and 12 students who did not sat for the exam female exceeds. Male percentage trends of students achieving > 2:00 score for grade 10 for the last 5 years female is less than male. This is also the same to grade 12th. For undergraduate enrollment also female is found more in non-government institutions. The MOE (2011-2012) EGSECE grade 10 exam results by region gender and score female is less than male. MOE (2009 – 2010) percentage of students who achieved passing scores in the grade10 exam over the past 5 years still female is less than male. In national learning assessment of grade 10th and12th percentage grade 10th pupils with scores of 50 and above in each subject biology is highest while physics is lowest while the phenomena of physics is common even in the other world : the same to grade 12th that shows problem of joining engineering for example in 70/30 GOE's strategy.

There are ample policies supporting equitable inclusion in quality education in the developing Regions and for disadvantaged groups like women. National strategy for alternative basic education 2006 date issued, Guide for implementing ABE in pastoral and agro pastoral areas 2006, National special needs education program strategy 2006, National adult education strategy 2008, guide line in mobile education 2008, National girls education and training strategy(MOE, 2013). Nevertheless, there is concern of their implementation. Mobilizing the people resources and close monitoring of the implementation of the policies are needed so that constitutionally guaranteed rights are got.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was conducted in the secondary schools of Dekasuftu Woreda which is located in Liban Zone. Liban Zone is one of the eleven zones of Somali Regional State. Dekasuftu woreda is also one of the 93 Woredas in the Region. There are seven Woredas in Liban zone and it is located at the Southern part of Somali Regional State. Liban Zone is bordered with North East of Kenya, North of Afdher zone of Somali Regional State and South East of Guji zone of Oromiya Regional State. The people of Dekasuftu Woreda their livelihood is based on rearing animals, farming small piece of land and engaging in selling and buying animals for business. This day, however, the youth is engaged in learning where the nomadic society tested what learning means after all and getting salary.

There are two secondary schools in Dekasuftu Woreda. These two schools are located in two different towns. Haysuftu Secondary School is located in Haysuftu town while Deka Secondary School is located in Deka town. Both of the schools have different arrangements like committees, clubs, and departments. There are language, Mathematics, Natural Science, Social Science, Economics and IT, H.P.E and Technical Drawing departments. All the department heads are elected by their department members. There are also record officers, unit leaders, and exam coordinator and book store. The compounds of the schools are about 200m by 100m. There are 10 classrooms and one office in each sampled school. The number of students in both Secondary Schools is about 800.

3.2. Research Design

Qualitative approach with descriptive case-study design was used to study the case at hand and to deeply investigate the phenomena. The study attempted to obtain information to examine and describe the challenges of implementing gender based affirmative action. Hence it was a descriptive case-study design with the belief that this design is suitable to obtain sufficient information on the issue under study. Descriptive case study was chosen mainly for describing the factors that hinder the implementation of gender based affirmative action and their practice in the sample schools and the beneficiaries of the study to apply the gains in the sample schools.

3.3. Sources of Data

The researcher consulted primary sources of data in this study.

3.3.1. Primary Sources of Data

The primary data sources were the stakeholders like students, parents (PTA), the leadership of the school and Woreda education office head, teachers of the schools and the supervisor of the schools through interview.

3.4. Population, Sample Size and Sampling Techniques

There are two Secondary schools in Dekasuftu Woreda. These are Haysuftu and Deka secondary schools. Therefore, both secondary schools were included in the study through availability sampling technique. The sample size for this study were 4 PTA members, 2 vice principals, 2 principals (one from each school), 13 female students who passed by gender based affirmative action passing point for University entrance, 1 WEO Head, 2 teachers (one from each school) and one (1) supervisor for both schools. Thus, the total numbers of sample for the study were 25 individuals and they were interviewed respectively.

Mainly, purposive sampling technique was used for the parents (PTA) and teachers. The rationale behind this is that, in case of parents (PTA) the researcher saw how they were closely related to the schools so that they would participate in the research. And in the case of teachers, the researcher selected well experienced and long service teachers since they are familiar with the school environments due to long years of service. For the WEO head, vice principals and the supervisor availability sampling was used because they were the population pertaining to the required features with small number of easily accessible. For instance, both Secondary Schools had one supervisor and he is available. Likewise, the principals and vice principals were four in number two from each of the school and both were taken, because they were the only available principals and vice principals.

Table 1 **Population and Sample size of Respondents**

No	Stakeholders	Population	Sample	Sampling technique
1	Parents (PTA members)	12	4	Purposive
2	Female students who joined University by gender based affirmative action points in (2009-2010 E.C)	40	13	Purposive
3	Principals	2	2	Availability
4	Woreda education office head	1	1	Availability
5	Teachers	30	2	Purposive
6	Supervisors	1	1	Availability
7	Vice Principals	2	2	Availability
	Total	82	25	

3.5. Data Collection Instruments

The data collection instruments used was interview, Focus Group Discussion (FGD). They were arranged for triangulation to get good information.

3.5.1. Interview

For this study, semi-structured interview questions were prepared for schools Principals, vice principals, supervisor, Woreda Education Office head, teachers, parents (PTA members) and female students to gather more information. The reason for using semi-structured interview is its advantage of flexibility in which new questions may be forwarded during the interview based on the responses of the interviewee.

The interview questions were discussed with the interviewees in Somali Language to reduce communication barriers and to get more information. The purpose of the interview was to get evidences and to gather more information. The interview was conducted for about 30 minutes and tape recorded within the compounds of the schools under study. The researcher has also taken field notes and wrote down main points of the interview to supplement the tape-recorded data. The interviews were handled at the time most appropriate to the interviewees as the researcher always fixes appointments with them and questions were asked in the

sequence/format developed. Therefore, the key informants (interviewees) selected for the study were 4 PTA, 2 vice principals, 2 principals, 13 female students, 2 teachers, 1 supervisor and WEO head (1). In total, 25 individuals were interviewed.

The main themes of the interview questions discussed were the practice and status of gender based affirmative action, challenges of GBAA, implementation of GBAA, measures for supporting female students in the schools and how can be comprehensively overall Gender based Affirmative Action and high female students' academic achievement can be attained?

3.5.2. Focus Group Discussions (FGD)

Two Focus Group Discussions were held with the schools gender club students. The purpose was to solicit information on how Gender Based Affirmative Action is practiced and the challenges for the implementation of Gender Based Affirmative Action within these schools. The FGD consisted of two groups of ten female students who were members of gender clubs from both schools.

3.6. Data Collection Procedures

After the items of the instruments were checked by the advisors, the researcher had taken time and met the respondents one by one briefing the purpose of the study. And, require time to be given to the research underlining the status of the study and its merit also. They were given informed consent to show their willingness to participate in the study and they responded in Somali language which was easier for them.

The researcher used a series of data gathering procedures. The type of data that the researcher collected was the qualitative data and the data were gathered by using interview guides and FGD participants. The researcher first collected data from the interviewees (participants) and Secondly data were collected from the FGD members from the gender clubs of the secondary schools.

3.7. Methods of Data Analysis

The data collected from the semi-structured interview were analyzed qualitatively. The written notes of interview were transcribed, categorized and compiled together into common themes

and translated into English. The Analysis and interpretations were made on the basis of the interview guides and FGD participants.

3.8. Ethical Considerations

Having a letter of permission from Haramaya University and Woreda Education Office for ethical approval, the researcher went to both Haysuftu and Deka Secondary Schools and introduced his objectives to all participants in the study. The participants were told unequivocally that the response they give will only be used for academic purpose and kept confidential. They were told the fact that their names are not required and will not appear in the study. They were convinced about the importance of the research and their contribution for the wellbeing of the schools. The researcher had lastly taken every possible means to acknowledge the references used in the study.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter deals with presentation, analysis and interpretation of the data gathered through interview guides and FGD participant's information from the two selected secondary schools in Dekasuftu Woreda of Liban Zone, Somali Regional State. The participants were introduced and given pseudonyms for the purpose of confidentiality. The pseudonyms are: FS1—FS13 for female students, FP1—FP2 for female parents, MP1—MP2 for male parents, P1—P2 for principals, VP1—VP2 for vice principals, SP for supervisor, T1—T2 for teachers, WEO head for Woreda Education Office head, FGD1—FGD2 for Focus Group Discussion.

4.1. Background Characteristics of the Respondents

The background characteristics of the respondents in the study of the selected secondary schools were presented based on the table below.

Table 2 Background Characteristics of the Respondents in the study

S/N	Variables	Characteristics	No
1.	Sex	Male	10
		Female	15
		Total	25
2.	Age	20-30	13
		31-40	3
		41-50	5
		>50	4
		Total	25
3.	Educational Status	Degree	7
		Master	1
		Diploma	1
		12th grade complete	13
		Illiterate	3
		Total	25
4.	Experience	1-10 years	15
		11-20 years	8
		21-30 years	2
		Total	25

From the characteristics of the respondents mentioned in the above table most of them were female participants, 2 female parents and 13 female students. Therefore, the total female participants for the study were 15 in number. The female students who participated in the interview questions were young and they were continuing their education. They are well experienced for the situations of the both secondary schools in hand and know the practice and challenges of the school leadership in implementing Gender Based Affirmative Action in the secondary schools.

The parents who participated in the study were 4 PTA members (2 male and 2 female parents) who were mostly familiar with the both secondary schools under study. These parents have been the members of the both secondary schools PTA members for many years. They have been well experienced of the merits and demerits for the need of full implementation of Gender Based Affirmative Action in these schools.

Therefore, among the members of the both school's PTA members, one is educated and he is a diploma holder, whereas the rest of PTA members were illiterate regarding to their educational status. The teachers selected for the interview questions were those who were well experienced and had long years of service. Whereby, one is a master's degree holder and the other one is first degree holder. Both of the teachers selected for the interview questions were male and they were the oldest in age compared to the other respondents.

On the other hand, the 2 Principals, 2 Vice Principals, Woreda Education Office head and the Supervisor were all degree holders according to their educational status. They had experience of many years ranging in between 11- 20 years of service though they were different in age and service years of working. Therefore, they were all familiar with the situations of the secondary schools of Dekasuftu Woreda in general.

4.2. Practices of Gender Based Affirmative Action in the Study Area

The first research question was concerning about the practices of school leadership in implementing gender based affirmative action in the selected Secondary Schools of Dekasuftu Woreda.

The interview questions were asked to different respondents including 4 PTA members, 2 vice principals, 2 principals, 13 female students, 2 teachers, 1 supervisor and WEO head (1). In total, 25 individuals were interviewed. The analysis was made based on the categories of the research questions. The research questions discussed were the current practices of the school leadership in implementing Gender Based Affirmative Action, the challenges for the implementation of Gender Based Affirmative Action and how can Gender Based Affirmative Action be made effective in the selected sampled schools.

The views of respondents about practice of gender based affirmative action in the selected schools.

The practice and status of Gender Based Affirmative Action has been actually discussed and the respondents views and opinions were steadily noted, regarding with the practice and status of Gender Based Affirmative Action, the following issues were discussed, whether The Female students are well prepared both for university entrance exam and school exams. For the incoming students how the schools provides orientation, tutorial and other services, if the female students are aware of their Gender based Affirmative Action rights, if the female students were organized in a way that they could keep their interest, if there is full system support for the realization of Gender based Affirmative Action dream both at the secondary and primary level. There have been skillful staff and leadership that have been preparing well the female students, if there is good conducive school environment for the female students, the rules and regulations that support female student's academic learning are in place and how Civics and Ethical Education have well shaped the behavior of the female students.

The first issue of discussion was whether the female students in the secondary schools were well prepared both for University and school exams. Most of them believed the female students of the schools were not well prepared both for the school as well as for the national exam. The center of the study was the girls and women needed exclusive and exhaustive assistance for their success in their academic achievement both for the school exam as well as national exam success.

In relation to this, Mulu (2012) states in her study that the incoming students are not well prepared at preparatory level so that attrition at higher education is very high. Specially, for the Somali Regional State the attrition rate of students from higher education is the headache of the federal and the regional governments. This is, because the study showed the Region is one of the top Regions that send many students to higher education and at the same time it is one of the top with high students' attrition. According to the MOE (2013), at all levels with regard to exam results boys exceed girls. This shows that females are more vulnerable to poor performance than their counterpart and shows the importance of the study and effective affirmative action.

The other issues under discussion were tutorial, orientation, whether the female students were aware of their gender based affirmative action and whether they were organized and chosen as major points for discussion. In relation to this, FS1 responded: Slightly, there were loop holes that needed more effort to be exerted, especially there is no tutorial classes given as a support for the female students, so that improving these would tent amount to the special support that the constitution guaranteed and the schools are badly in need.

In addition to this, this is consistent with the findings of the study by Habtamu (2004) states that Ethiopian constitution and various policies address issue of affirmative action but they are not exhaustively put in to practice. Biseswar (2011) also argues Ethiopian constitution and various policies address the issue of affirmative action but they are superior on paper.

The Article 35 of the FDRE Constitution also puts competence and efficiency for the realization of gender based affirmative action. This shows that constitutional guarantee alone is not enough to solve the existing socio-economic and politically disadvantaged women rather farther legislative enactment and strong regulatory framework to monitor and follow up the proper implementation of the constitutionally endorsed right is needed (Mokonnen, 2010).

The next issue of discussion was about whether the female students of the schools joined to the University they were assigned. With reference to this issue, FGD2 participants said: Female students in the secondary schools were not joining to the university that they were assigned by

the government. This issue is a burden to the society so long as they are incurring additional costs in private institutions and waiting long time in distance education until the student graduate.

On the other hand, also the respondents were concerned about the above issues. Regarding this, FS2 said: I thought avoiding irregularities in the whole system of the Secondary schools was needed. Additional resources, initiation of all stakeholders, ownership, and accountability and hard work were needed if female student's academic performance was to increase in these schools. As the researcher also observed, there was need of initiating all the stakeholders, ownership and accountability of stakeholders and so female student's academic performance would increase in these selected schools. In relation to this, FS3 respondent also said: One amazing thing that I saw in this place is there is no affirmative action for female. Since the region is one of the developing regions in the nation, females are more victimized and needs more help from the society, there is school management and teachers but nothing is done.

In relation to this, FS4 stated: There is no rule and regulation in the school that give important support for the female students. In this point, the researcher also proposes that there are no rules and regulations in these schools. To this point, FS5 also added by saying: Our school's rules and regulation are not effective.

As the researcher noted and observed, the common themes of the female students' interviewed showed that there was a gap with regard to Gender Based Affirmative Action and its practices. Both at the primary level and secondary level English language was not well grasped by the students in general and the female students in particular. There was serious workload on the female students that was challenging for the female students not to continue their education. There was attitudinal problem in the community in which the female students were found. There were no functional tutorial, make up and orientation given to the female students. There were no 1-5 policy arrangements in the school in general and for female students in particular. There was poor academic performance of the female students of the selected Secondary Schools.

Besides these, there were lack of essential materials and facilities in schools for the students in general and for the female students in particular. The stakeholders in general and the staff and

the students in particular were not exploiting well their potential for the schools to succeed. However, few genders based affirmative action like the lower grade for University Entrance Exam, encouragements through words, enrollment and not often Hygiene kit existed. But, these were not satisfactory and almost the practice of affirmative action was minimal. As mentioned above, FS1 said that: There is no special support for the female students in the schools except lower grade point for university entrance of female students and encouragement through words by officials.

As the researcher noted, the four members of the PTSA, Two females, one male PTSA and one Kebele vice chairman pinpointed that few Gender Based Affirmative Actions were practiced in the Secondary schools but as to them it was not perfect and complete. In relation to this, MP1 said: I'm one of the parents among the PTA members and I'm also the Kebele vice chairman. Therefore, in my opinion the community is not at equal position in living standard. There is a need to help the more vulnerable ones. The evidence for this was that there are students in these schools who could not afford to buy pen and exercise book.

FP1 also said: Affirmative action for female students is a bit available in permissions like during menstruation; lower grade points for grade 10th and 12th national exam pass mark and seldom provision of Hygiene kits. Here, the researcher adds that the female students are not helped well as noticed from other interviewees. In addition to this, FP2 added that: The society has understood today that female students are recognized well than male in supporting their family and family is being encouraged.

Therefore, FS7 and the WEO head also added that: There were 5 students who were orphans plus who failed at university entrance exam supported by NGO now continuing in St.Mary University. There were also students who joined the nearby university like Medawalabo University to learn science subjects in vacations.

The evidence presented during interview showed that there was no good conducive school environment for the female students in the Secondary Schools. In relation to this, FS1 said: In my primary school I had difficulty in learning. There were times that I failed due to workload at home, being busy at Mederessa (learning Quran), psychological pressure, and time

constraint, most of the time washing clothes, cooking food and entrapped between home and the school.

FS2 added: My parents are illiterate they know nothing in any help in my study other than sending me to school. The school from {9th-12th) was not able for me and to prepare me for University. I got passing mark for public University but since I could not withstand I resorted to St. Marry University hoping the latter is easy one. Here, the researcher witnesses that most of the female students join private Universities and parents pay the fees for their own.

Here, the researcher adds that the female students as seen from their interview lacked effective and competent affirmative action that could have helped them for school success. They wanted to change their life by learning but many obstacles entrapped them. Some of the challenges were poverty, back wardens of the society, the regions execution capacity as developing region, lack of finance, the regions stability before and attitudinal problems. Mobilization of the nation, high income generation mechanisms and allocating huge budget for the secondary schools and controlling its utilization and at the same time implementing affirmative action policies are very essential today for the sustenance of full and effective constitutional rights of female students of the sampled schools.

Mulu (2012) who conducted research in Addis Ababa University, Mekele University and Jijiga University states in her study that the incoming students for Universities are not prepared well. The MOE (2013) annual abstract states that the academic achievement of the female was lower than male. The FDRE constitution article 35 obliges gender based affirmative action to bring full and effective equality in practice but still there is a gap.

So, the study taking into account to the responses, views and opinions presented revealed that in both secondary and schools, there was no complete and comprehensive gender based affirmative Action and the country's various instruments and policies were not satisfactorily implemented. The gender gap still prevails at all levels of the system especially as one goes higher the ladder (Prime Minister Office Women Affairs Sub Sector, 2004). Affirmative Action consists of proportionate measure undertaken with the purpose of achieving full and effective equality in practice, but none. Thus, the findings of the study had come with the way it could be done. Thematically, the semi structured interview revealed more loopholes for

improvement in the selected schools. This showed that in the Secondary schools special attention was needed.

4.3. Challenges of Gender Based Affirmative Action in the Selected Schools

The second research question of the study is concerned about the challenges of Gender Based Affirmative Action in the secondary schools under study. So the stakeholders of the study were asked to discuss and share their views and concerns with the researcher. In particular the respondents were asked issues based on whether; there were barriers related to medium of instruction of the incoming female students, if there were sufficient female teachers to boost the interest of the female students, whether stakeholders have good outlook for the incoming female students, if there is sufficient system support for female students, the school staff's satisfaction, the skills of leadership and staffs for the realization of the dream of the female students in the schools, whether school rules and regulations are in place and effective. And also they were asked about the academic achievement of the female students and lastly if there was continuous professional development in the schools.

With regard to female student's academic achievement, one of the members in FGD1 reported that: The female student's academic performance is low. This is due to lack of educational awareness, cultural influence, early marriage and overload house hold services and lack of awareness of the importance of educating female students. Similarly, the researcher also adds to this point that, there is poor female student's academic performance due to overload of household work and early marriage for female students.

With regard to the system support for female students, FP2 commented by saying: There is no encouragement for students in general and female students in particular. There is no justice when there is breach of law. The stakeholders (school leadership, teachers and parents) are not making follow up the students. There is no unique support for the female students and early marriage highly exists in both schools. The society is the sum of parents but no attempt to change the behavior of their students. Teachers on their part are not controlling, guiding, coordinating and advising the students. Consequently, MP1 also said that: The schools lack

sufficient infrastructure like sport field, important reference books, psychology teacher, and mini-media. There is also problem of tradition, tribalism and lack of good governance.

On the other hand, teachers on their side talked about the low academic performance of female students. Therefore, T1 stated that: The female students understanding are not good due to work load, marriage and the nonexistent of tutorial class special to them and absence of alternative female toilets in both Secondary Schools.

In relation to this, T2 added the following statements:

Students did not properly follow the teaching learning process and were not properly handling the school infrastructures. There were also lack of libraries in both secondary schools and not willing for solidarity among each other. The students in the schools were not doing their home work and assignments properly. Students were not reading and waiting for only cheating for their examinations. There were high absenteeism rate and lack of self confidence between students. The students did not respect their teachers and had academically poor performance. Lastly, there was lack of continues assessment done by teachers except the mid and final examinations.

In fact the researcher observed that, medium of instruction was one of the barriers in the schools. This is a main problem, since English is a medium of instruction at secondary school level. The system is expected to work more and improve the situation of English language at the primary level education. It takes long time, effort and energy for the students to catch up with the other better student and it may happen before that the academic year passes before the student grasp knowledge of the grade.

On the other hand, the researcher also observed that, the secondary schools had not had sources of income except school grant which was not even enough to these secondary schools. Lack of resource, attitudinal problem, poor academic performance of the students and lack of unique support for the female students were mostly the characteristics of the both Secondary Schools.

Besides these, there was no attempt to take Gender Based Affirmative Action in these secondary schools. All these and other factors inspired the researcher to deeply look into the

phenomenon under study. Even if violation of the law in the schools is intervened by the system still there is a long way ahead with regard to student's achievement. There is constraint of fund to improve quality of education due to expansion of schools at every corner of the country (MOE, 2013). Family characteristics, students' characteristics and school characteristics affect school quality and female student's academic performance (Tadesse, 2009).

The thoughts of female students interviewed with respect to challenges of gender based affirmative action in the sampled schools were presented. The thoughts of the female students were on areas such as, quality of education, the school resources, rules and regulations of the schools and gender based Affirmative Action in the schools. Consequently, the interviewed female student's respondents had the opinion that on the issue of quality of education of the Secondary schools needs to be done more. Specially, they would have liked to see enough resources for the schools, competent female students, respect for rules and regulations and implementation of effective Gender Based Affirmative Action, as mentioned in the 1995 FDRE Constitution article 35.

During the interview, the researcher noted that, there is a number of constrains in the primary education level which are contributing to the weakness of affirmative action for females as agreed by the female students. The female students categorized the constrains of affirmative action existing in the primary schools including the shortage of teachers, poor English language, irregularities in examinations and minimum inspections in teaching learning process.

Regarding this issue, the WEO head also said that:

There is shortage of teachers in both primary and secondary education levels. Therefore, the teachers in the primary schools are not qualified for the level they are working with, because there are some teachers who are below the level they teach, which means they hold below diploma level and teaches grade eight level due to scarcity of qualified teachers. Besides this, most of the students were from rural area and dependent on other poor families who were their relatives who cannot afford any expenditure and facility needed by these students who usually come from rural areas to continue their secondary level education.

The T1 respondent also pinpointed that:

There was also curriculum problem especially the language of the textbooks which is written in Somali language for the primary schools. For instance, the students could not comprehend some phrases of the textbooks because the Somali language in which the text books were prepared was alien for some dialects. Therefore, upon these factors and others made poor academic achievement for popular female students of the both schools under study and there was a need of how to elevate this by particularly gender based affirmative action. Here, the researcher also saw the student textbooks in Somali language and it was difficult to comprehend the phrases of the textbooks.

The other female student interviewed FS4 reacted: In fact, it is somehow better to learn in mother tongue, when I stepped at the secondary level my ground root problem was the barrier of English language which is actually the medium of instruction taught in all subjects. In relation to this, FS5 interviewee said: I was studying St.Mary University and had English language communication problem.

With regard to language problem, FS6 interviewee also said: I am looking for my daily bread and do favor for my parents in helping their small shop business center at home since I left the school due to English language problem that I had. To say the fact, the researcher observed that there were some female students who learned in well equipped and qualified schools better in performance than those whose background was in Dekasuftu woreda secondary schools, which are neighbored to Dekasuftu woreda though it is another Region (Oromiya Region) some female students learnt from there and the evidences is shown below. In relation to this, FS7 interviewee also said: My education background is good since I learned from the neighboring region (Oromiya region) whereby its education quality is remarkable and better than my recent school, I used to attend English language private school and attempted good effort.

With regard to the English language problem, FS8 interviewee also said: Though language is the key tool for the overall education learnt in any institution, I have faced English language difficulty due to the lack of language teachers and inefficiency of teachers in the schools. Here, the researcher in his part evidences that due to the inefficiency and scarcity of teachers at the

primary schools could be the convening facts why the female students had no progressive base for the knowledge taught in the Secondary schools.

The emotions, feelings and responses of the female students interviewed and the rest babbled out that the female students of the schools value more highly in higher private institutions and learn extension and distance programs peculiarly from Jijiga University.

In this regard FS9 responded:

Previously, I came from our neighboring region. Sincerely speaking, there is curious, attractive and suitable quality of education which is better than my recent school. My lovely parents have clear brain wave and deep perception of the learning accountantship situations. Therefore, the female students in the school I'm learning now have their own problem of not having faith and confidence on examinations. Similarly, these female students do not bother of going to the Universities they are assigned to study. As per the researcher's comment, it's obvious that there is lack of confidence in examinations for all students in general and for female students in particular.

The interview revealed how series is the situation of the female students in these schools. The female student's interviews bespeak, delineate and divagate how serious the situation is, for the female students in the secondary schools.

The FS10 interviewee said: My school background is somehow good though my parents are not educated. In our culture female are intended to wash clothes and cook for boys. As I can see the school leadership and the staffs skill are a bit good though the female students academic achievement have gap in the lower education level. To this point, the researcher noted that the female students might have the ambition and desire to uplift their effort in enhancing their academic performance as the study dug out the facts of the female students selected from both Secondary schools.

The FS11 interviewee also said:

Inevitably, the Somali girls are married while they are very young. For instance, personally I was married to my aunt's son during my completion of the high school. Now I am in Jijiga University learning extension program. The potential and skills of the staffs and leadership of the schools are explicitly angulated by prohibited and illegal acts in the schools like cheating

during examinations. Therefore, the female students are contingent and addicted to these issues of deceit in examinations in the schools.

The FS12 interviewee said: In our family, only my father is educated and the family depends on him. I had English language problem in my regular schooling. Some of the female students in this school got chances of joining higher educational institutions but they unfortunately leave away their regular study and do not effectively utilize and are engaged in part time programs.

Consequently, the researcher observed that, there is a lot of workload and unbalanced home activities mainly done by female students. Likewise, there is lack of rules to be governed by the schools to adjust the fate of accommodates. The Secondary Schools also lacks resources in order the schools to be effective and functional. For Secondary Schools which do not have minimum resource how can it be effective. All in all, the country's gender based affirmative action implementation in these schools is critically needed.

In other part, resources of leadership and staff skills, materials, time constraints and student's academic achievement were considered and demanded for all the stakeholders and were on eye. Therefore, FS13 interviewee said: The school lacks vital facilities including library and laboratory and others for all students and female students in particular. Likewise, there is high dropout and repletion rate as well as high absenteeism. Therefore, staff and school leadership activities are not so much attractive particularly staffs are exhausted with the school leadership.

In relation to this, FS1 interviewee said: During my presence in the school, there were some talented students found in the school and who were eager to learn and continue their education. But they unfortunately missed their exam due to their absence in the exam rooms. The students in the school did not respect their staffs as expected. I have withdrawn from Addis Ababa University due to sickness and now doing my distance education program in Jijiga University.

The FS11 interviewee said:-At the primary level of education it is characterized by shortage of teachers, large and well equipped classrooms, inefficient and not caretaking staffs. After I got the passing mark for university, my parents forced me to marry which was not my circumstance and I got married and gave birth to a child. This is mostly the offensive and abhorrent actions done to female students in the whole region not only me. Therefore, I could

not admit to the regular programs in the university so I have joined the distance education program in Jijiga University.

As it is mentioned by the majority of the female students several times, generally all the stakeholders particularly the staffs, the school leadership and students themselves had not appropriately examined and utilized their potentials. Likewise, as these stakeholders pinpointed, the Secondary Schools lacked vital and absolutely necessary materials for the worldly- minded effective teaching learning process of the Secondary Schools.

Regarding the female student's performance, FS2 interviewee said: During my schooling I didn't gained enough knowledge that lead me to stay in the university. I did not acquire the knowledge that fit university and students were made to rely on cheating. In these secondary schools, the students adapted to have unfaithful and lack of confidence in their examinations.

Therefore, as the researcher observed from the interviewees responses the researcher noted that the Gender Based Affirmative Action was very essential as it focused on the essential materials for the success of students especially female students. Therefore, as evidenced by all the stakeholders, both of the secondary schools were not well equipped with the necessary facilities. Consequently, the schools lacked budget or income especially block grant from the government. On the other hand, there were high dropout, absenteeism and repetition rates in these Secondary schools.

Rules and Regulations

As the researcher noted from the female student's interview transcribed, they all responded and believed the following. There was lack of good conducive learning and teaching environment. There was lack of sufficient and enough resources. There were no precedents in examinations. There was lack of rules and regulations in the schools greatly surprised the students in the schools.

On the other hand, the interviewed parents and the Woreda Education Office Head held their opinions that there were a lot of subtle problems that caught the female students in these secondary schools. Some of the problems they had raised were written below.

With regard to the challenges of gender based affirmative action, FP1 interviewee said: There is no awareness of the society and Women themselves are not aware of themselves. There are no trained teachers to help the female students. There is shortage of female teachers. The Woreda Women Affairs Office is not well aware of its role. There is no NGO that assist the female students. The government is not giving priority to the female students and women in general. No financial support for the female students by the concerned bodies. The leadership of the Woreda Education Office and that of the Secondary Schools are not effectively playing their role regarding quality of education and quality of education at the elementary and junior schools is being low. So, there is a need of special support like gender based affirmative action.

In relation to this, MP2 interviewee said: There is no strong rule and regulations in schools, there is support for early marriage, lack of resource, PTSA not oriented and trained, exam irregularities, cultural influence, there is no respect for teachers and the schools do not have conducive environment for learning to be better. The other parent MP1 interviewee also added: The schools have economical problem. No respect for teachers and the schools need rules and regulations and actually there is no functional committees found in these Secondary schools.

The WEO head interviewee said: The schools do not get block grant that would have helped the school administration for daily activities. The society being nomadic the school students are living with their relatives, whose capacity is often less, and that has consequence in their learning. Teacher's turn over at primary schools is very high. Also there was shortage of teachers from the very beginning at the primary schools level in the woreda as a whole.

With regard to challenges, VP1 interviewee also said: lack of primary school base, cultural influence, minimum role of the school stakeholders, lack of resource and except oral encouragement for female students, there is no Gender Based Affirmative Action in these Secondary schools. Therefore, to overcome the challenges that hinder Gender Based Affirmative Action to be effective in these schools is difficult unless there is support for female students.

Support for Comprehensive Gender based Affirmative Action

As it is indicated below, all the female students interviewed believed that there was no complete and comprehensive gender based affirmative action in the Secondary Schools. They believed something was missing. They wished extra measures could have been exerted on these Secondary schools. In relation to the support for gender based affirmative action, FS1 interviewee said: The female students are sometimes encouraged. They know to some extent that they have special right. There is civic and ethical education teaching in classes. However, the female students themselves do not take initiative and do not feel ownership and struggle to restore their rights. The school stakeholders themselves do not take extra measures for the realization of female student's right.

Thematically, the study revealed a lot of challenges for the practices of Gender Based Affirmative Action implementation in the secondary schools. Unless, the stakeholders do something with these subtle problems the Secondary schools cannot stand in its own foot.

4.4. Mechanisms of making Gender Based Affirmative Action more effective

This part of the study is about the third research question of the study of how Gender Based Affirmative Action can be made more effective in the selected Secondary Schools. This part was analyzed and interpreted in order to provide explanation about the phenomenon studied as indicated below.

The Views and responses of the respondents of how Gender Based Affirmative Action can be made more effective for the schools they are studying. Therefore, the two FGD members also discussed about the above issues and their opinions were as follows:- With regard to the mechanisms of how gender based affirmative action can be made effective, one of the FGD1 members responded by saying: As we know for the better educational achievement three bodies must cooperate. They are the society, the school management and teachers. I hope to reduce the existing problems different community mobilization and giving training about gender education and equality is paramount. Generally, for the female students better academic achievement great work must be done on the society to change its attitude and thinking

regarding female student's education. The school management must arrange tutorial classes, gender clubs and need to control whether they are functional or not. Also, motivation is expected from the teachers.

In relation to this, one of the FGD2 members also added: Civics and ethical education, encouragement and extra tutorial classes that support the female student's academic achievement are needed. Also, 1-5 educational limat serawit (education corps) arrangement needed. Health care, financial assistance, sport fields, water supply and having important discussion with parents by inviting them is inevitable.

The SP (Supervisor) argued in his side that:-

There should be back up and follow up of the stakeholders. Safe and healthy environment mainly for female students should be established. There should be a mechanism in which the clever students could assist the female students in the Secondary schools. To improve the attitudes of the female students and there should be award for encouragement of female students. Also, the opinion, idea and outlook of the female students should be respected. Solving the school problems by action research is needed. The methodology pursued by the teachers should be student centered. There should be financial assistance to the Secondary Schools. Induce female students that they have equal access to education.

With regard to this, P1 interviewee commented: There is a need of teaching female students about the role they have in the society. Tutorial classes, orientation and awareness of Gender Based Affirmative Actions are needed. In relation to this, the researcher also added that from the plenty of areas that needed improvement were discovered. Like the status of Gender based Affirmative Action was low, a lot of similar challenges and detail expeditious explanation and presentation of how Gender Based Affirmative Actions and high female student's academic achievement could be attained.

With regard to this, one of the FGD1 members said: There were needs of Gender Based Affirmative Action expansion, resource provision, quality education for both primary and Secondary levels, rule of law, avoiding impunity, desirable role model and exemplary leaderships, educational corps arrangement, the Secondary Schools to be led by plan, implementing policies and System support.

The common themes of the third research question of how Gender Based Affirmative Action could be made effective are the following:

The themes of the female students' interview were: revision, resource, rule of law, minimizing absenteeism, dropouts and repetition rates, control, enough system support, avoiding exam irregularities, improving English language as medium of instruction, competent education, reducing workload on female students, providing orientation, tutorial and special classes for female students, expansion of private English language institutions, stopping or reducing early marriage, 1-5 groups of educational corps, conducive school environments, NGO's support, improving the quality of primary education level, efficient staffs and Secondary school leadership.

Parent's interview themes were: concerned bodies to add in their annual plan Gender issues, to train PTSA, to increase number of female teachers within Secondary Schools, NGO's support, to expand adult education, financial support for the poor female students, extra feeding centers, extra solar lights in rural areas, reducing early marriage and expansion of Boarding schools.

Principals, Vice Principals and Woreda Education Office head interviews themes were: increasing enrollment, educational development corps arrangement like 1-5, helping poor female students, Gender, GEQIP and Community leadership.

There were ample literatures presented in the literature part (chapter 2) that stated how Gender Based Affirmative Actions and high female student's academic achievement could be attained. Also, they stated how successful Secondary Schools could be achieved. Strategies to ensure gender equality are: - to put in to place necessary institutional and structural mechanism for gender equality, to increase community awareness about the benefit of education, increase enrollment, retention, and performance of female students, to increase number of female teachers and lastly, to mobilize resources to increase the participation of girls in education and to increase female adult literacy (MOE Gender Directorate, n.d).

Key lessons learned from FAWE'S gender equality intervention and strategies are holistic approach and equality in terms of completion rate, performance and life opportunities (Kete, 2011). Specially, this showed the importance of the qualitative study of this research without which it would have been difficult to study the strange and chronic problems of the Secondary

schools. This was why the researcher had chosen the study to search solution for the low performance of the female students of the schools and to realize this to boost gender based affirmative action. Thematically, the study conducted had come up with valuable strategies to tackle the way in which Gender Based Affirmative Action could be made effective in the sampled secondary schools.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is concerned with the summary of the study and conclusions and recommendations that the student researcher proposes and assumed to examine the school leadership practices and challenges of gender based affirmative action in secondary schools of Dekasuftu Woreda in Liban Zone, Somali Regional State.

5.1 Summary

The objective of the study was to examine the practices and challenges of school leadership in implementing gender based affirmative action in Dekasuftu Woreda Secondary Schools. The study had three research questions. They were the current practices of school leadership in implementing Gender Based Affirmative Action in the sample Schools, the challenges of the implementation of Gender Based Affirmative Action in the selected schools and strategies of how Gender Based Affirmative Action could be made effective in the selected school.

The methodology employed in the study was qualitative approach with descriptive case study. The data gathering tools employed was interview guides and Focus Group Discussions (FGD). For the quality of the study triangulation of qualitative study with descriptive case study was made. Also, different methods of data gathering were pursued. Purposive and availability sampling were used.

For the qualitative analysis ideas were categorized in to themes, presented and analyzed. The study was carried out in Dekasuftu Woreda secondary schools and chosen by availability sampling. The respondents of the qualitative study were 13 female students, 4 Parents, two (2) vice principal, 2 principals, one supervisor, 2 teachers and one Woreda Education Office head. Plus, two (2) Focus Group Discussion members from the gender clubs of both secondary schools for obtaining more information.

The Findings related to the practices and status of gender based affirmative action in the selected sampled schools: implementation of gender based affirmative action in these schools was very series issue. Article 35 of the FDRE Constitution makes mandatory special attention

to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions. The study disclosed that very little attempt has been made towards female students affirmative action measures in the Secondary Schools. The issue as being a constitutional issue the Education Office of the Region has the obligation to implement affirmative action measures.

As seen from the study, poor academic performance had become the features of both school students, particularly female students. This is reflected in students seeking exam cheating, high dropout rate, high absenteeism, high repetition rate and the female students scoring low points, both in national as well as school exams. There was no respect of rules and regulations existed in these schools, as seen from the study, there was a serious issue in the schools. There were exam irregularities in the schools. No value and respect for the marks and the results which the teachers gave. There was dissatisfaction of the staffs in both schools. There was no staff appraisal. The leadership of the schools does not execute their duties and their responsibilities as well. Though this point was common for all students still female students were more susceptible. In general due to these, there was a trouble in these schools.

The main findings related to challenges of Gender Based Affirmative Action: the Regional and the Federal governments are expected to implement the educational policies beyond expansion of schools. In one way or another they are responsible for lack of implementation of affirmative action policies. They are responsible for the way in which the female students could acquire quality education. The system is responsible for devising strategies on which good governance could exist in the secondary schools to help the female students.

Attitudinal problems persist in the role of all the stakeholders. From the study, the researcher has noticed how there was corrupt leadership in the secondary schools, staffs who do not have ownership for their society and the schools as well, careless students, Woreda Education Office which was not playing its role of controlling and evaluating secondary school leaderships and staffs and parents who did not know its role of following up their children learning in the schools. So, from all the stake holders the study inquired self belongingness and to be ready for the transformation of the schools. The stakeholders from the federal to the

community level have to seek solution for the scarcity of resources in the schools. From the study it was seen that there were no laboratories, libraries, sport fields, no computers and ICT room, there was no enough facilities and toilets for girls. There should be mechanism for the income generation of these secondary schools.

The main findings that are related to mechanisms of making Gender Based Affirmative Action effective, for the way how comprehensive Gender Based Affirmative Action and how high female student's academic achievement could be attained were the following: improving English language, extra resource for the secondary schools, rule of law, accountability, educational process arrangement, extra feeding centers, extra adult education, system support for female students, initiation, ownership, tutorial, orientation, special support, revision, experience sharing, improving the quality of education at the primary level, providing extra support for the poor and orphans, improving extra science education in the nearby Universities and Hygiene kit for both secondary schools.

5.2. Conclusion

As it has been discussed widely under the previous chapter, the study had three research questions. They were the practices and implementation of Gender Based Affirmative Action in the sampled schools, the challenges of the implementation of Gender Based Affirmative Action in the selected Secondary schools and mechanisms of how Gender Based Affirmative Action could be made effective in the selected Secondary schools. For the quality of the study triangulation, transcription and narration of qualitative study was made. Also, for the data gathering tools triangulation of interview, Focus Group Discussion and document analysis were made.

The study showed low status of Gender Based Affirmative Action in the Secondary schools, a lot of similar challenges and strategies of how Gender Based Affirmative Action could be made effective. Lack of effective Gender Based Affirmative Action, lack of resource, lack of rule of law, lack of enough system support and low quality of education at the primary and secondary level had created low academic performance of female students in the Secondary

schools. The implication of the study was to narrow down and close the gap that existed between Gender Based Affirmative Action in the Secondary schools and its practices.

The study explicitly showed, if at least the existing policies were effectively implemented and the uniqueness of the issue was understood by the stakeholders much of the problems of the female students of the Secondary schools could have been removed. And, law enforcers, policy makers and planners of the Somali Regional State are expected to use the findings and recommendations of the study to base women and female students of the Secondary schools male and female students by Gender Based Affirmative Action and their academic performance on solid rock base.

5.3. Recommendations

Based on the findings obtained and the conclusion drawn from the study, the following Recommendations are forwarded so as to give remedy to the studied problem.

The secondary schools can be successful if the four SIP domains like teaching learning process, good conducive school environment, leadership and management and community involvement are effectively implemented. Besides the experience of the other parts of the country like 1-5 policy need to be effectively utilized. Furthermore all gender based affirmative action rights, policies, laws and constitutional guarantees of women and female should be put into life.

Briefly, findings related to status of gender based affirmative action were: The stakeholders did not well know their role or either did not fulfill their obligation due to negligence or outlook problems. Gender based affirmative action measures were not well implemented. In short there was a gap between the policies and their implementation in the school.

In short, findings related to challenges of gender based affirmative actions were: Resources were not well utilized as well there was scarcity of resources in the schools. There were lack of accountability and good governance in the schools. Due to these and other factors there was low academic performance among female students.

Briefly, findings related to strategy of making effective Gender Based Affirmative Action were: Implementing the existing policies and legislations regarding Gender Based Affirmative Actions. There is a need of enacting more laws and policies of how to implement the existing gender based affirmative action. There was a need of mass mobilization and awareness of the stakeholders. Besides, there was a need of huge budget allocation and control of its utilization.

The quality of education at all levels from kindergarten to secondary level need to be improved besides expansion. The policy implication was that if in the school all existing policies were effectively implemented the desperate quality of education in general and female students' academic performance in particular could have been improved. Also the restoration of their gender based affirmative action rights could have been gained.

With regard to the system support, since it is the regional and the federal governments that are expected to implement the policies and legislation regarding the issue in hand, first of all the policies should reach at grass root level without difference. The government should as much as possible allocate enough budget and control its utilization. It should strive to make accountable to those who break the law.

With regard to the Woreda Education Office they are not trusted and need to win those who they govern. Good example for this is the respondents were saying their encouragement is limited by words and are expected to do more.

The administration of both secondary schools is expected to be exemplary leaders. The principals of the schools should prepare strategic plan and policy of the schools related to gender based affirmative action. Students should be organized in to 1-5 groups as this has become effective in other parts of the country. There should be accountability of all stakeholders. The leadership should find ways in which the schools are supported by NGO's through proposing and forwarding proposals of support to the different NGO's.

The PTSA should strive for the way in which the community could contribute for the need of the schools like facilities. PTSA should be the bridge of the schools and the community. Good example for this is one parent in the interview said the PTSA need to be trained. The community and the society should play its role. The female students themselves they have to work hard and need not to surrender for the unfavorable conditions in which they are found.

The staffs on their side should feel ownership of their schools. There should be accountability of the staffs. The methodology that the staff follows should be student centered. The staffs are expected to motivate the students and fight against illegal acts. The staffs should seek solutions of the schools through action research. The staffs are expected to participate in the transformation of their schools and society as a whole.

The number of female principals and teachers in secondary schools should be increased as much as possible. This increase number of female principals and teachers in secondary schools is positively associated with role models participation. Thus, in order to solve the shortage of female educators in secondary schools, strategies should have to be designed and seriously implemented in the Secondary schools.

Moreover, not only their number but also the position and responsibility they have in both academic and non academic areas are also very important to be considered. Female students should learn to change their self image, get rid of fear of risks and competition through attending workshops, seminars and experience sharing with other female students outside their recent Secondary schools. That is, they should have positive attitudes towards themselves and the rest of the stakeholders.

The system of awarding role model female in schools, zone education office and woreda education office and other stakeholders should be motivated, and creation of awareness for female students should be encouraged.

There should be an establishment and support of gender committee in both secondary and preparatory schools by the school leaders and female students committee should involve in

different decision making and improving support for the teaching learning process and material aids for the female students in general.

The school leaders (the principals and vice principals), the female affirmative action programs should be included in school strategic and annual plans undertaken by the Zone and Woreda Education Office through training, experience share and workshop and introduce a system of support for the implementation of Gender Based Affirmative Action in the Secondary school levels and Primary school levels as well.

The school administrators and teachers should pay an emphasis on the practice of implementing Gender Based Affirmative Action for female students in the Secondary schools, and gender sensitivity of teachers in their approach to teach. Woreda Education Office, Woreda Women's Affairs and schools should develop and design gender sensitive workshops and trainings about how females are important to the society by guiding and counseling female students in their learning approaches. Likewise, the female students should be encouraged inside and outside the schools and should be told that they are the backbones of the society in general.

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Appendices

APPENDIX A: Informed consent letter for the woreda education office head who participated in the interview

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX B: Informed consent letter for the principals who participated in the interview questions.

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX C: Informed consent letter for the vice principals who participated in the interview questions.

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX D: Informed consent letter for the female students who participated in the interview questions.

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX E: Informed consent letter for the PTA who participated in the interview questions

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the secondary schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX F: Informed consent letter for the teachers who participated in the interview questions

You are kindly requested to participate in this study. It is postgraduate MA level research at the Haramaya University. The purpose of the study is to deeply investigate and examine the school leadership practice and challenges of implementing of gender based Affirmative Action in the secondary schools of Dekasuftu Woreda in liban zone, Somali regional state.

You will be asked some interview questions about the practices of Gender based Affirmative Action in the schools, the challenges that hinder Gender based Affirmative Action to be exercised well and how gender based Affirmative Action can be made effective in the selected schools. Taking into account the status of the study your responses will be strictly confidential: It will not pass to third party. You will not be compensated but know that you are contributing your side.

APPENDIX G:

Interview guides for school principals and vice principals

The purpose of this interview is to collect data for MA thesis entitled “**School Leadership Practices And Challenges in Implementing Gender Based Affirmative Action in Secondary Schools of Dekasuftu Woreda in Liban Zone**” Your responses are vital for the success of the study. So, you are kindly requested to read all interview questions and give guanine responses. Be sure that the responses are used only for educational purposes and information is kept confidential.

Thank you in advance for your cooperation.

Part 1: General information and personal data

1. Sex _____
2. Age _____
3. Position _____
4. Educational level _____
5. Experience at present position _____

Part: II. Give your responses to the following questions in short and precise

1. State the status of Gender based Affirmative Action in the school?
2. Tell me about the challenges of Gender based Affirmative Action in the school?
3. How is the status of educational background for the incoming students?
4. For the effective realization of Gender based Affirmative Action does the government provide enough support?
5. How can be well rounded Gender based Affirmative Action and high academic achievement can be sustained?

APPENDIX H:

Interview guides for Woreda Education Office head (WEO)

The purpose of this interview is to collect data for MA thesis entitled “**School Leadership Practices And Challenges in Implementing Gender Based Affirmative Action in Secondary Schools of Dekasuftu Woreda in Liban Zone**” Your responses are vital for the success of the study. So, you are kindly requested to read all interview questions and give guanine responses. Be sure that the responses are used only for educational purposes and information is kept confidential.

Thank you in advance for your cooperation.

Part 1: General information and personal data

1. Sex _____
2. Age _____
3. Position _____
4. Educational level _____
5. Experience at present position _____

Part: II. Give your responses to the following questions in short and precise

1. State the status of Gender based Affirmative Action in the schools?
2. What does Gender based Affirmative Action mean after all for the community?
3. Do you recognize some challenges, if any, for the realization of Gender based Affirmative action in the schools?
4. Describe the intention of the government regarding Gender based Affirmative Action in the schools at hand?
5. Describe about the quality of education at the primary level?
6. Does the school get enough resources to bolster efficient girls and women education?
7. How can comprehensive overall Gender based Affirmative Action and high female students’ academic achievement can be attained?

APPENDIX I:

Interview guides for parent teacher association (PTA)

The purpose of this interview is to collect data for MA thesis entitled “**School Leadership Practices And Challenges in Implementing Gender Based Affirmative Action in Secondary Schools of Dekasuftu Woreda in Liban Zone**” Your responses are vital for the success of the study. So, you are kindly requested to read all interview questions and give guanine responses. Be sure that the responses are used only for educational purposes and information is kept confidential.

Thank you in advance for your cooperation.

Part 1: General information and personal data

1. Sex _____
2. Age _____
3. Position _____
4. Educational level _____
5. Experience at present position _____

Part: II. Give your responses to the following questions in short and precise

1. Are there some special measures for supporting girls and women in the schools?
2. What implication does educating and giving special attention for girls and women have for the community?
3. Do you see some challenges of why Gender based Affirmative action cannot fully exist in the schools?
4. How complete Gender based Affirmative Action measures and effective female students high academic achievement can be attained?

APPENDIX J:

Interview guides for female students

The purpose of this interview is to collect data for MA thesis entitled “**School Leadership Practices And Challenges in Implementing Gender Based Affirmative Action in Secondary Schools of Dekasuftu Woreda in Liban Zone**” Your responses are vital for the success of the study. So, you are kindly requested to read all interview questions and give guanine responses. Be sure that the responses are used only for educational purposes and information is kept confidential.

Thank you in advance for your cooperation.

Part 1: General information and personal data

1. Sex _____
2. Age _____
3. The year you took university entrance exam _____
4. The University and the branch you joined _____

Part: II. Give your responses to the following questions in short and precise

1. What is the status of Gender based Affirmative action in your school?
2. Tell me about your primary school background?
3. Tell me about the status of your parents?
4. How do you evaluate the skill of the staffs and the leadership of the school?
5. How do you evaluate the female students’ university entrance exam and school exams results score?
6. Which higher institution often the female students of the school join? Why?
7. How comprehensive Gender based Affirmative Action and high female students academic achievement can be attained?