

WOLKITE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF SOCIOLOGY

**A RESEARCH PAPER SUBMITTED TO DEPARTEMENT OF SOCIOLOGY IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR BACHELOR OF ARTS
(BA) DEGREE IN SOCIOLOGY**



**FACTORS THAT AFFECT WOMEN EMPOWERMENT IN HOUSEHOLD
DECISION MAKING: THE CASE OF WOLKITE CITY, MENAHARIA KEBELE.**

BY	ID/NO
1 FEYERA FUFA	SSR 0513/12
2 SELAMAWIT LEGESSE	SSR 1380/12
3 TEMESGEN MULU	SSR1115/12

ADVISOR: Ms. WUBIT D. (MA)

MAY 2023 G.C

WOLKITE, ETHIOPIA

WOLKITE UNIVERSITY

FACULTY OF SOCIAL SCIENCE AND HUMANITY

DEPARTMENT OF SOCIOLOGY

Factors That Affect Women Empowerment In Household Decision Making: The Case Of
Wolkite City, Menaharia Kebele.

Declaration sheet

Approval sheet for the senior essay for the requirement for the bachelor of Arts (BA) Degree
in Sociology.

Approved by

Advisor

Signature

Date

Ms Wubit . D(MA)

.....

.....

Examiner

Signature

Date

Head of the Department

.....

.....

.....

Contents

Acknowledgement	vii
ACRONYMS	viii
<i>ABSTRACT</i>	ix
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the Problem	3
1.3. Objective of the study	5
1.3.1. General objective	5
1.3.2. Specific Objective	5
1.3.3 Research question	6
1.4. Scope of the study	6
1.5. Significance of the study	6
1.6. Limitation of the study	6
1.7 Organization of the Study	7
1.8 Operational Definition of Terms	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.2. Empowerment	8
2.3 women empowerment	9
2.5 Culture and the Empowerment of Women	12
2.6. Employment opportunity and women empowerment in household decision making	13
2.7 Influence of education level on women participation in decision making	19
2.8. Educational Level and Women Empowerment in Household Decision Making	15
2.9. Access and Women Empowerment in Household Decision Making	16
2.10 Influence of culture on women participation in decision making process in household.	16
2.11 Access to credit and women empowerment in household decision making participation	18
2.12. Theoretical Framework	19

2.13. Conceptual framework of the Study	20
CHAPTER THREE	21
3 RESEARCH METHODOLOGY	21
3.1. Description of the study area	21
3.2 Justification of Study site Selection	21
3.3 Research approach	22
3.4 Study Design	22
3.5 Target Population of the Study	22
3.6 Data source.....	23
3.6.1 Primary source of data	23
3.6.2 Secondary source of data	23
3.7 Method of data collection	23
3.7.1 Key Informant Interview.....	23
3.7.2 In-Depth Interview	23
3.7.3 Questionnaire	24
3.8 Sampling Technique and Sampling Procedure	24
3.9 Methods of data presentation, analysis, and interpretation	25
3.10 Data reliability and validity.....	26
3.11 Ethical consideration.....	26
CHAPTER FOUR.....	27
4 DATA ANALYSIS AND INTERPERTASION	27
Introduction.....	27
4.1 Demographic characteristics of the respondent	27
4.1.1 Distribution of respondents by age	27
4.1.2 Current marital status of the respondents.....	28
4.1.3 Numbers of respondent children Respondents were asked to statethe number of their children and family size and it is presented as follows:.....	28
4.1.4 EDUCATIONAL LEVELE OFTHE RESPONDENT	29
Table 4.5. Religion of the respondents	30

4.2. The impact of Education on women participation in household’s decision making.....	30
4.2.1 The important of education for women in household decision making.....	31
4.2.3 The important of education for women to buy new household commodities.....	32
4.2.4 Education and participation of women in household decision making.....	32
4.2.5 The participation of illiterate women in household decision making.....	33
4.2.6 The level of respondents and it empowerment in family planning in household.....	34
4.2.8 Education and the respondents’ obligation and responsibility in household.....	35
4.3 Access to credit Of the respondent.....	35
4.3.1 source of credit of the respondent.....	36
4.3.2 The use of loan by respondents.....	36
4.3.3 Taken the loan and decide on the amount.....	37
4.3.4 Access to loan and credit of empower women in household decision making.....	38
4.3.5 Respondent source of income.....	38
4.3.6 The respondents to get source of income.....	39
4.3.7 The respondent’s monthly income.....	40
4.3.8 Employment opportunities and women participate in household decision making.....	41
4.3.9 Employment opportunity and employment in household decision making.....	41
4.4 The effect of of culture in household decision making.....	42
4.4.1 consequences of Culture on women empowerment in household decision making.....	43
4.5 Results and Discussion.....	44
CHAPTER FIVE.....	46
5. CONCLUSIONS AND RECOMMENDATIONS.....	46
5.1 Conclusions.....	46
5.3. Recommendations.....	46
REFERENCE.....	48
APPENDIX.....	50
.....	
APPENDIX TWO.....	54
APPENDIX THREE.....	54

List of Table

Table 4.1. Distribution of the respondents by age.....	27
Table 4.2. Marital status of the responden.....	28
Table 4.3 respondent’s number of children's	28
Table 4.4 educational level of respondents.....	29
Table 4.5. Religion of the respondents.....	30
Table 4.6 Education and women participation in the households.....	30
Table 4.7 Education important.....	31
Table 4.8 Education and new household goals of the respondent	32
Table 4.9 education and women empowerment	32
Table 4.10 illiteracy and women participation in household.....	33
Table 4.11 level of education of the respondent and family planning.....	34
Table 4.2.7education status of the respondent and their obligation and responsibility household.....	35
Table 4.3 gettingaccess to credit.....	35
Table 4.3.1 respondents source of credit.....	36
Table 4.3.2 the use of credit or loan.....	37
Table 4.3.3 receive the loan and decided on the amount.....	37
Table 4.3.4 accesses to loan and credit women empowerment.....	38
Table 4.3.5 source of income.....	40
Table 4.3.6 institution of gettingmoney	40
Table 4.3.7 respondents get monthly income.....	41
Table 4.3.8 employment opportunity of respondents	42
Table 4.3.9 Employment opportunity and employment.....	42
Table 4.4 Culture and women empowerment in household decision making.....	43

List of figure

figure 1:- Conceptual framework of the Study.....	20
figure2: Description of the study area.....	21

Acknowledgement

First and foremost praise is deserved to the almighty God that let us stay in life and gave us limitless aid and strength to pass all the challenges in each of the Senior essay hope full to end up the work on the allocated time. Secondly, we would like to thank our advisor Ms. Wubit D. for her willingness and unreserved guidance and advice from the beginning up to the end of the study. Thirdly we would also like to thank Wolkite town menehariya Keble societies give full information for our research. Finally our heartfelt gratitude goes also highly thanks to our family for their financial and other kinds of support.

ACRONYMS

GAD- Gender and Development

GEM- Gender Employment

NGO – Nongovernmental Organization

CSA- Central Statistical Agency

UNDP-United Nation Development Program

ABSTRACT

The purpose of this study was to explore the factors that affect women empowerment in household decision making . It also aimed to assess the impact of education on women empowerment, the consequence of access to credit on women empowerment, how employment opportunity affect women empowerment and how socio cultural factors affect women empowerment. The study adopted cross sectional research design . Both qualitative and quantitative research methods were used to achieve the stated objectives of the study. Data was collected from primary and secondary sources. , Both open ended and close ended question was administered to collect data from 92 respondents from purposively selected kebele. Qualitative data was collected by using key informant interview and in-depth interview and the quantitative data was collected by using questionnaires. The study employed both probability and non-probability sampling technique, to select sample respondents, the researchers have employed simple random sampling technique and in case of non-probability researchers used purposive sampling technique. The collected qualitative data was analyzed by using thematic analysis and the collected quantitative data was analyzed through descriptive statistical analysis. The study found that More educated women have a chance to participate in household decision making. If there is Higher level of education there is greater women participation in household decision making. Access to credit also open chance to control household resource and assets. Furthermore, socialization has its own influence on the empowerment of women in household decision making In line with the findings obtained from this study, recommendations to respective governmental, NGOs and concerned bodies have been forwarded. women should be engaged in education, have get employment opportunity, access to credit and change the traditional way of thinking of the society the women to participate in household decision making.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Household decision making power /autonomy/ is defined as women's ability to determine events in their lives, even though men and other women maybe opposed to their wishes. In many countries, women have little education, limited decision- making power, few resources, and are faced with health services that are insensitive to their needs. It is widely asserted that increased gender equality with in the household is prerequisite achieving improvement in all matters of development (Mason, 2005). The programmed of action adopted at the 1994 ICPD claimed that "improving the states of women also enhances their decision-making capacity at all levels in all spheres of life, which helps for counties development". The Beijing conferences that followed in 1995 stressed the empowerment of women as one of the central development goals of the 21st century (Basu, 2000). Ethiopia ranks 113 out of 129 countries in the gender gap index (which indicates the list in gender equality) report in 2007. This may be associated with higher female mortality in such setting. Gender inequality poses threat to the human capital formation and it has indirect effort on the role of women in the household as principal actors in the determination of fertility (UNICF, 2006).

Half of the world's population is composed of women. Empowering women, thus, means empowering an incredibly large number of people. However, as is well known, gender inequality is pervasive throughout the world, although the nature and extent of this inequality varies considerably across countries and regions. In most countries of the Global South, women and men do not have equal rights (Kabeer, 1999). There are significant gaps in terms of legal rights, access to and control over resources, economic opportunities, power, political voice and household decision making. Women and girls therefore bear the greatest and most direct costs of gender inequalities, but there are adverse impacts that affect society as a whole, ultimately harming everyone. women empowerment is a bringing power and agency are often used to indicate the position of women in society. Most often this term refers to women position in relation to men and some aspect of gender in equality (mason, 1986). They are based on the idea that there is a gender inequality in the society there by resulting in an overall lower status or position of women most also focuses on either pertaining or power or access to or control over resource (Kabeer, 2001 and malhotra et al, 2001).

According to Maherukh Khan¹, Dr. Shabana Mazhar² 2017, Socio-cultural factors have an influence on individual behaviors depending on one's social values. Some of them could be religion, economic status, education, family, politics, cultural values etc. They are the facts and experiences that influence individuals' personality, attitudes and lifestyle. Socio-cultural factors involve both social and cultural elements of the society. Age, education, caste, religion, marital status, family income, housing conditions etc. are some of the important variables that affect women in their empowerment and development.

On the issue of the African cultures, household decision making was seen as a man's role and viewed as inconsistent with the values of a good woman. Spouses were generally unsupportive and even sabotaged their wife's decision makings pursuits. Obligations to children and family roles swayed women from participating in provincial administration thereby limiting their opportunities of participating in household decision making and salaried jobs. Men tended to control more of the family financial resources , decision making and support from the community. There was also a distinctly masculine model of leadership in which women had to work extra hard to gain respect or recognition given that feminine traits were associated with weaknesses (Fletcher, 1994).

Nation can't be developed without Educated Women –Khan et al. (2010) say that education is an imperative approach to empower women. A women who is educated, is much more aware of her rights and adopts to pay for a job that leads to increase women's empowerment (Khan et al., 2010). The system of higher education has important roles & responsibilities in rising the formation of human capital and acts as a agent to the development of socio-cultural. Any society with a large number of university post graduates always receives greater social status and civic participation (Yousefy&Baratali, 2011).

In Ethiopia context World Bank supported project assessed in 2005, concerned with the empowerment of women in Ethiopia on economic and social aspects in rural and urban areas, showed that the status of women empowerment and in the development arena was minimal both in rural and urban areas (Alsop & Heinsohn, 2005:128).

In order to understand the association between women's empowerment and Women employment the restrictions, hurdles and barriers in the way of women's empowerment cannot be disregarded (Hakima and Aziz, 1998).“Empowerment can be seen as a source of light. To illuminate the room (an individual woman) with this light she needs windows and doors to be opened so that the light can come inside the room through these. Employment can

be seen as one of these windows. Obviously, it can illuminate a part of the room subject to one has the opportunity to fully open that window. The opportunity to open this window again depends on many other factors, as empowerment intersects personal, family, social, cultural, economic and political space at the same time therefore Employment acts as a catalyst of change or enabling factor through which women's empowerment is likely to occur" said (Hasan, 2013). "The women that are engaged in any self-earning activities are more empowered because they have a great role in decision making, access to assets and their control over the self- earnings in Bangladesh" said, (Parvin et al., 2004).

Accordingly women in the selected study area do not enjoy equal rights and opportunities with men in household decision making and other responsibilities, as well as our study area have the same problem like the country, for various reasons women empowerment in household decision making is not exercised therefore these study was intended to indicate this problem which drive to social instability and under development for country. That is why researchers are motivated to assess the factors affecting women empowerment in household decision making in the selected study area.

1.2. Statement of the Problem

Empowerment of women has been one of the topical issues in developing countries in contemporary times. This is due to the fact that it has been realized that for women to make meaningful contributions towards the development of their countries, they must be empowered (UN 2010). However, due to cultural problems, un-participatory policies and lack of awareness, women continue to be burdened with back-breaking domestic chores for long periods of time (Haimanot 2007: 3). In most developing countries, as a result of the social setting women have been marginalized and traditionally assumed the role of house wives and had to take care of household chores and the upbringing of children while the men went out to work in order to provide financial assistance for their families. Women did not therefore take part in the decisions affecting their households and community (Joseph 2005).

As stated by Mandal (2013), in almost every society and in every sphere of life women assume unequal position and status; thus it is necessary to empower them by providing equal opportunities. A male dominated social system, literally known as 'patriarchy', predominantly affects women empowerment in various aspects in every society especially in developing nations. Women in Ethiopia are not exceptional. Ethiopia as one of a patriarchal society keeps women at a subordinate position, using religion and culture as an excuse. These excuse

have for many years been supported by laws and legislation that uphold patriarchy and women's subordination. This has brought about and maintained disparities between men and women, in division of labor, share of benefits, in law and state, in how households are organized, and how these are interrelated (Sida 2003:11).

Various researchers have tried to conduct their research on the factors that affect women empowerment in Ethiopia. According to Helina (2015), in order to emancipate from such kind of oppressive social system, reduce the poverty levels, and empower women in developing countries; the important development intervention is to provide them with microfinance service (p. 23). Getaneh (2010) also stated microfinance programs have significant potential or contributing to women's economic, social and political empowerment. Access to savings and credit can initiate or strengthen a series of interlinked and mutually reinforcing 'virtuous spirals' of empowerment. To this effect, in Ethiopia, recently many scholars, policy-makers and development planners have started advocating the important role of microfinance program for the advantage of poor Ethiopian women. Microfinance institutions in the country are formed with major objectives of poverty alleviation and women empowerment (Cull 2017). Accordingly, to demonstrate the actual effect of microfinance credit service on the socio-economic empowerment of beneficiary women; studies were conducted in Ethiopia on the issue of microfinance and women empowerment. However, most of these studies were one sided and favored to examine and show the effect of microfinance service on the economic dimension of women empowerment. The effect of microfinance service on the social dimension of women empowerment has been remained untouched by most of these studies. For instance; Haimanot (2007) in her study entitled: Impact of Micro-finance (ACSI) on Women's Economic Empowerment; indicated that micro-financing scheme has a positive impact on women's economic empowerment. The study was mainly concerned on testing the effect of microfinance service on three economic variables such as; income, asset possession and savings habit, and its consequent impact on women's household decision making. But, Haimanot's study was confined only on measurement of economic variables of empowerment indicators. The impact of microfinance credit service beyond the economic spheres has been left. Another attempt in studying the issue of microfinance and women empowerment made by Dereje, Yenenesh & Jemal (2013) in a study entitled: Constraints of Rural Women to Utilize Microfinance Institutions: the case of Members of Microfinance Institutions in Rural Districts of Dire Dawa Administration. This study identified and showed the major constraints women microfinance beneficiaries faced to effectively utilize

microfinance service. However, this study failed to indicate the role of microfinance service in the socio-economic empowerment of beneficiary women.

Similarly, Taye (2014) in his study entitled: The impact of micro-financial service (Wisdom Micro finance) on economic empowerment of women; indicated that micro financing program has a positive impact on women's economic empowerment by improving their business. The study showed improvement of microfinance beneficiary women participation in household decision making. However, as like his counterparts, Taye's study has given a special concern for examination of microfinance service effects on economic empowerment of the credit service beneficiary women. The social dimension empowerment of the credit service beneficiary women has been got a little consideration by his study.

Furthermore, Yilkal (2016) in his study entitled: Impact of Microcredit Programs on Female Headed Households in Jimma Zone; showed that microcredit program has significant and positive impact on female headed rural households' annual expenditure. Yet, the social dimension of effects of the microcredit program on the credit beneficiary female headed household was remained untouched by his study.

Thus, as the aforementioned discussion revealed, researches, so far, have generated a limited knowledge regarding the issue of the impact of education on women empowerment, the effect of employment opportunity on women empowerment and the impact of cultural factors on women empowerment.

Accordingly, this study was conducted with the aim of filling the above identified gap thorough the employment of a mixed research approach. The study was conducted in Wolkite town with the aim of examining the factors that affect women empowerment in household decision making.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study is to assess factors that affect women empowerment in household decision making in Wolkite town menaharia Kebele.

1.3.2. Specific Objective

The specific objectives of this study were:

- To explore the impact of educational on women empowerment
- .To examine the consequence of access to credit on women empowerment.

- To assess how cultural factors affect women empowerment

1.3.3 Research question

- What is the impact of education on women empowerment?
- What is the consequence of access to credit on women empowerment?
- How socio-cultural factors affect women empowerment?

1.4. Scope of the study

This study focus on the factors that affect women empowerment in household decision making. Our Study was limited to Wolkite town specifically in menahariakebele and it does not cover total of Wolkite town. The reason to select this study area mainly menaharia kebele was have the inequality of gender and lack of empowerment women above other kebele in the town. Other reason to select this area is wolkite city near to our campus and near to study area and other reason to select menaharia kebele the researcher is difficult to study all population in wolkite town population because the list of this town population is much more. This study also focused on the factor that affect women empowerment in household decision making. The consequence of access to credit on women empowerment, the impact of educational on women empowerment, how employment opportunity affects women empowerment and how socio cultural affect women empowerment. This study did not fully cover the consequence of women's involvement in political participation in relation to women empowerment.

1.5. Significance of the study

The significance of this study is to look some of the difference kinds of factors that affect women empowerment in household decision making and to inform the benefit empowerment for women and others society to participate any spheres of activity like in household and community development. the identification of different kinds of factors that influence of women and other society this influence women in household decision making are important to understand actual condition of women in household decision making. The present study was help government and policy makers to understand the factor that affect women empowerment in household decision making. The study will be also important for government and other organization to make awareness about significance of women empowerment in all social aspect. Moreover, the result and recommendation of this study will pave the way for effective and efficient intervention by the concerned bodies. Finally, this document will help other interested researchers who have a willing to undertake further investigation on this issue.

1.6. Limitation of the study

The limitation of this study was lack of organized data and information and lack of financial resources. The other difficulty of this research was unable to get early the Keble leader (youth and

women affair officers) or not get every time in the office and lack of budget. The researchers employed cross sectional study design interns of time dimension. In this case, the study do not demonstrate changes over a period of time about various factors that affect women empowerment in household decision making in Wolkite town menaharia Kebele.

1.7 Organization of the Study

The paper contains five chapters. The first chapter talks about the study background, statement of the problem, general and specific objectives including the research questions the study addressed. The second chapter focuses on the literature review both theoretical and empirical with the key finding of the study area including key variable theoretical review and definitions. The third chapter entirely focuses on the methodology of the study and the fourth chapter talks about the data analysis and interpretation, and last chapter is focused on the key findings, conclusions and recommendations of the study.

1.8 Operational Definition of Terms

WOMEN EMPOWERMENT ; it is defined as the process of correcting gender in equality in society that lids to improve the condition of status in household decision making

GENDER; it is socially given meaning to explain the difference between gender

KEBELE: it is the lowest administrative structure in Ethiopia.

GENDER INEQUALITY; It is the imbalance which exist between genders

WOMEN EDUCATIONACHIEVEMENT; the women level of education that is the base for household decision making and ensuring the aquaria knowledge and skill about the ability to participate in household decision making

WOMEN ACCESS TO CREDIT; involves the situation that women can use saving and credit for economic activity to increase incomes and assets in order to participate in household decision making

WOMEN EMPLOYMENT OPPORTUNITY; it is define as women participation income generating activates that allow greater control over household decision making

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.2. Empowerment

Empowerment is a process of enhancing the capacity of poor people in to influence the study institution that affect their live starting their participation in political process and local decision making (World Bank, 2000-2001).

Empowerment is an expansion of asset and capabilities of poor people to participation in negotiate with influence control and hold accountable institutions that affect their live (Nerayan, 2002).

Empowerment is viewed broadly is increasing poor people freedom of choice and action to shape their own live (Narayan, 2005). It is the process of enhancing an individuals or groups capacity to make effective choicer that is to make choice and then to transform their choice in to desired actions and outcomes (AISAP, Bertelspen and Holland, 2006)

Empowerment is consequently viewed as the expansion of assets and capabilities of people to participate in negeliate with influence, control and accountability institution that affect their live. (Narayan, 2005).2.2. Women Empowerment

Women empowerment is creating the conditions for women to be able to make choicer which implies that women may have difference preference than men but also difference abilities to make choicer because of gender inequalities in bargaining power and access to resource. Gender equality and the empowerment of women in addition to being goal itself also is means to further other development goals such as the elimination of poverty hanger and diseases (united nation, 2005).

Power of women will indeed bring about change in economic decision-making and hence affect economic development the change will be unambiguously positive for overall welfare and the development process (DUFIO, 2005).

Gender assessment is to review challenges and opportunity in accelerating progress to promote gender equality and the empowerment in general and to examine progress to worda improving the economic status of women in particulate the development of this gender assessment is in line with the bank gender policy of (2001)

Women participation in household decision making this variable increasingly used as an objective indicator of woman household level empowerment particularly in demographic and health studies (Hindian and Krizz eta al, 2001).

2.3 women empowerment

Women empowerment is defined as the process of correcting gender disparity in society that leads to improving the condition and status of women in all sphere's household as well as community level, UNFPA, (2008). This concept is very important in our study. It further states the status of women explain by the degree of women's access to and control over material resources (Including food, income land and other forms of wealth) and social resource (including knowledge power and prestige) with in the family, in the community, and in the society at large, it is a multi- dimensional concept, which purports to measure women's ability to control resource (UNFPA.2008. p.10). women empowerment and gender equality discourse, in historical perspective, has moved through various phases during the past two decades: from women development (WID) to gender and development (GAD) (Firer Markos Merson, year not stated), women's movement developed, in the 1970 demanding political, economic and social equality in society in order to be able to take active part development proses, and proclaimed the police women in development (WID) (Ryan, 2007).

Taking women's empowerment and their full participation on the bases of equality in all spheres of the society, including participation in decision making process and access to power as fundamental for the achievement of equality, development and peace, the Beijing plat form for action identifies gender equality as a good and mainstreaming gender equality as a strategy of women's over all empowerment (BPFA, 1995). The women's empowerment was measured using different factors. The gender related index (GDI) is a measurement for gender inequalities in the three-dimension covered by the human development index (HDI) i.e. life expectance, education, and income. Another tool used is the gender empowerment measure (GEM) which seeks to measure relative female representation in economic and political power (the United Nations human development report, 2009).

2.4 Women Education

Nation can't be developed without Educated Women –Khan et al. (2010) say that education is an imperative approach to empower women. A women who is educated, is much more aware of her rights and adopts to pay for a job that leads to increase women's empowerment (Khan et al., 2010). The system of higher education has important roles & responsibilities in rising the formation of human capital and acts as a agent to the development of socio-cultural. Any society with a large number of university post graduates always receives greater social status and civic participation (Yousefy&Baratali, 2011). Kakar et al. (2011) while studying the Effect of Female Education on Family Size in Pakistan in Quetta City state that the value of women's education has always been

accepted throughout the world, since it improves women earning ability and also empowers them in taking decisions about family size, and household decisions, have freedom to choose husband and increase opportunities for working in distinct position in the country. A woman who is educated delays marriages, can use methods of family planning, tends to having small family, undergoes motherhood late which results in population reduction that helps the families to control expenses, attains better health, gets education facilities which decreases child labor in the third world country such as Pakistan. Parveen and Leonhäuser (2005) have stated that education, training of skill acquisition and exposure to all information media can help women in getting empowered. Importance of Education Education which not only enlarges the economic opportunities for women, but it has time after time been shown to delay the age at getting marriage, delay age at first birth and improve women's abilities to resolve issues. In order to ensure that education is necessary for both women and all girls, women's empowerment must be improved and foster women's rights and equal opportunity (West, 2006). An educated woman tends to promote education of their daughters, provide better guidance to all their children. Additionally educated women can also help in the reduction of infant mortality rate and growth of the population (Suguna, 2011). Women education is the procedure of strengthening the existing capacities and abilities of women in their society to make able to perform towards improving themselves, improve the family status and their society as a whole (Sako, 1999) in addition Women empowerment through education refers to creating a condition which should enable women to be independent and self-reliant.

By the provision of education opportunities to women it develops their skills which makes them able to make decisions that affects the society that has impact not only on some issues such as health, security and peace but also to every individual, members of the family and community as a whole (Tallburi, 2015).

Education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the main stream of development. Education not only provides knowledge and skills to improve health and livelihoods, but it empowers women to take their right place in society and the development process. Education gives status and confidence in decision making. Educating women is the key to reducing poverty. The need for women education is emphasized all over the world. This fact is presented By Sharma,U and Sharma,M.B (2004) as:One of our greatest needs is to spread education among our women. As a matter of fact there is room for the extension of education even among men. The condition of Women's education is, however, such that any attempt as its spread deserves help and encouragement from all quarters. Women status in the society and education are interrelated. All over the world movements have been carried on to reduce illiteracy as stated by Bhatt,D.B and Sharma, R.S (1992) "The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society." Women's education has an important role in the

development of nations. The literacy rate of women also has impact on the economic condition and reduction of poverty of the country.

Empowerment of women is all about rights and equitable societies and therefore Women Empowerment is defined by Kellera & Mbewea (1991) a process when women become capable to organize and shape themselves so that to rise their own self-sufficiency, to affirm their independent right to mark and make more choices and control their own resources which will support in challenging & abolishing their own subordination- the core meaning of WE clearly shows women's capability to take control over her destiny such as Expansion of choices, mobility, make some decisions and take more actions whenever required to shape their lives. Many of the scholars present similar concept of empowerment emphasizing on the importance of process and outcomes. Batliwala (1994) states that women's empowerment is therefore a process, and an outcome of the process, through which women mostly challenge existing power relation and gain more control over the sources of power (material and knowledgeable resources and the thought that governs the social relation both in public and private life). According to her the main goals of women's empowerment are to challenge and dare the ideology, thoughts of patriarchy and discrimination based on gender against women in all the organizations, society, culture and social inequality- her vision remained focused on societal level and Batliwala (1994) also emphasized that WE is a political process saying that resistance does occur when women compete the men for power in public spheres or when women questions about the power, their own rights and privileges of men inside the family. Batliwala (1994) has not discussed about any strategies or policies for the women on how change should be facilitated within the family circle or institutions to help and support women in challenging the patriarchal family relations. Only few and individual women are not responsible for this right and change since the traditional power structure will isolate them therefore it is much better to be in collective and mass movement (1994).

Kabeer (2001) sees women as key agent of Feminist social change therefore empowering women is a process for developing agents of social change and perceives three dimensions to empowerment which are resources, agency and achievements. For Kabeer (2001), agency means motivation and purpose that the individuals bring to their own activity, their own sense of agency and the power within. Power of within can be generated when being enabled through development programs in order to facilitate empowerment and appreciate women to analyze problems and issues, be able to make decisions by being aware of their rights to make it and learn experientially. Achievements are results and outcomes for people applying their own agency and resources and in return rise their resources available and sense of agency.

The whole statements identifies that for empowerment it is necessary to occur across various domain such as women's live, at her home and community, society and in its structure, national and international arena.

Together with their potential operationalisation in the home, community and larger areas has been put forth. Similarly Empowerment refers to equitable representation (both formal and informal) of the women in decision-making structures their voice to formulate policies which affects their societies (Lopez-Claros et al., 2005). In addition women empowerment also means women's participation into the domestic decision making process and women's contribution to the household income (Yusuf, 2010; Hossain and Jaim, 2011). Women empowerment comprises of more access to information and resources, more self-sufficiency in making decision to support them, to have greater capability to plan their own lives, or to have more control over the environments that effect their lives and free from all shocks which are imposed on them by their tradition, belief and practices (GU, 2005).

2.5 Culture and the Empowerment of Women

It is known that unequal status of women in Ethiopia has resulted from the cultural norms of the society (MOFED, 2012). The existing socio-cultural practices played a greater role not only for women oppression but also were the major obstacle to their empowerment (adroit, 2013). So deeply gendered socio-cultural norms, sex-stereotypes, harmful educational practice, and patriarchal ideology limit women chance for successful educational pursuits and confine their rights. According to Adroit (2013), women in Ethiopia traditionally have been assigned to strict societal roles that limited their activities to household and restricted in child rearing activities outside home. Particular, women in rural areas heavily burdened in household to clean, washing clothes, the culture of the society can influence for women empowerment in household decision making. The feminist ideal was one of selflessness, fragility and dependence on husband, and this involved the absence of work outside the home for money. Socialization also has its own influence for women in household decision making. Empowerment refers to increasing the spiritual, political, social, or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities, Blanchard, Joh& Alan, 1996). Empowerment covers a vast landscape of meanings, interpretations, definitions and disciplines ranging from psychology and philosophy to the highly commercialized self-help industry and motivational sciences. Judi (2010) concurs with Blanchard et al. (1996) on sociological empowerment. They argue that sociological empowerment often addresses members of groups that social discrimination

processes have excluded from decision-making through –for –example discrimination based on disability, race, ethnicity, religion, or gender. Thomas and Penthouse (1990) and Wilkinson (1998) concern that empowerment of women, also called gender empowerment, have become significant topics of discussion in regards to development.

Empowerment covers a vast scope of meaning of interpretation definition and discipline ranging from psychology and philosophy to the highly commercialized self-help industry and motivational science (Judi, 2010).

Sociological empowerment often address members of group that social discrimination process have excluded from decision making through for example discrimination based on disability for ethnicity religion or gender (Judi, 2010 and Balanchard et al, 1996).

Empowerment includes the ability make decision about personal collective circumstance the ability to occurs information and resources for decision-making ability to conceder long of option from which to choc and the ability to exercise assertiveness in collective decision making it also entails to exercise thinking about the ability to make change and ability to learn access skills for improving personal or collective circumstance (Balanchors et al 1996, and Judi, 2007)

2.6. Employment opportunity and women empowerment in household decision making

Employment supposed to lead to empowerment. The most common argument says that women participation in income generating activator will leads to women empowerment because by having occurs to resource a women can improve her bargain position thereby knowing for greater control over decision and life choice. If woman has income of her own she performs by has greater ability to take care of herself and it there for less dependent on her husband or other for survival. An employment has the potential to alter deeply embedded cultural norms (Dutta, 2000).

Employed does not matter much without concerning the condition o employment studies with Bangladesh women in India and with poor women in Bangladesh report that paid work is empowering to women that women who work are more likely greater mobility and are better able to accumulate assets and secure their own wellbeing (Dutta , 2006 and Salway, 2005).

Empowerment also embedded because women employment is often survival driven and does not affect changed in gender relation woman lowering do not offer them entitlement to social protection employment does not relief the burden of domestic labor, it does not increase political participation and it does not lead to equal property rights (Pearson, 2004)

2.7 Influence of education level on women participation in decision making

Education and training of girls and women is a human right and an essential element for the full enjoyment of all other social, economic, cultural and political rights. The Millennium development goals (2000), and the Beijing Platform have consistently placed emphasis on the importance of education in promoting gender equality and the advancement of women. Evidence for past educational experiences being related to future decision making and managerial success has been provided by Bray, Campbell, and Grant (1974), Howard (1986), and Wakabayashi and Graen (1984). Lindsey, Homes, and McCall (1991) also reported that educational experiences were the most frequently cited events in one's life that helped contribute to successful leadership development. Spivak (1999) argued that if micro-credits were remitted to women without structural investments such as education and health systems for the poor, the exploitation of women will only increase. Gendered structures which in the end account for women's more reliable repayment behaviours compared to men are directly linked to women's well being (Spivak 1999). Considerable evidence has been accumulated supporting the impact of training and developmental experiences in enhancing women participation in development (Day, 2001; Reichard and Avolio, 2005). Like Reichard and Avolio (2005) reported on a comprehensive Meta analysis of the women participation in development literature that formal training programs were effective in positively improving women in leadership. The effects of developmental interventions were consistent across all styles of leadership training, including participative, directive, transactional and transformational.

In recent years gender equality has become the focus of the GAD approach, a focus which is reflected in the Platform for Action of the 1995 Fourth World Conference on Women held in Beijing. The Platform for Action places particular emphasis on twelve critical areas of concern; and education was number two in the list. Educational qualification and training of women is part of the solution towards increasing work opportunities and placement in decision making positions. The higher the qualification in education, the higher the chances of being involved in decision making (ILO 1995). Still (1990) through studies carried in Australia did conclude that limited access to higher education for girls is denial to higher ranks for administration. He further concluded that lack of qualification and training was enough for non-appointment of women to managerial positions. Administrative work of the community projects requires some advanced trained persons, who seek to rise in an organization, and must seek developmental and training opportunities. Women who fail to

seek such opportunities contribute to stagnation of their career mobility. The education and human resource development (1968) report on the committee on selection appointment, deployment and training of head teachers in the public schools, recommended that head teachers should have attended at least one in-service course in school management offered by Kenya Education staff institute (KESI) before appointment and that they should be given longer courses on financial management, human resource management, as well as public relations. The totally integrated quality Education and training (TIQET) report (1999) observes that education management requires wise and economical utilization of personnel, funds and equipment to enhance efficiency in the delivery of quality education. The report proposed that appointment of head teachers and other managers should be based on institutional management training and on proven competence and possession of appropriate qualification and relevant experience. Dorsy (1989) found that, the reasons for poor representation in administration of women are simply because they have generally low qualification than men. This means, when promotions are done on merit, more men qualify compared to women. Most women have no access to education and training that would let them join administration at high levels. Since independence, the Kenyan government has consistently pursued policies aimed at expanding and strengthening basic education programs. Because of the different historical circumstances and situations facing Kenyan women, measures should be taken to ensure equal access to ongoing training in the work place, so as to upgrade skills and promote career development. According to the UNO (1994), attention should be given to the training of women coming back to work after maternity leaves and leaves of absence due to family responsibilities.

2.8. Educational Level and Women Empowerment in Household Decision Making

Education is major determining factor in women enlighten empowerment and development (Jon and Achtar, 2002). Women education offer opportunity. For knowledge be awareness and empowerment it is thus an agent of basic change in the status of women and of these whose well-being they care for (Areeparampil, 2004).

Education may be one of the most important influences on women employment and its link to empowerment because of its relation to like chance and out comer among Sri Lankan women education and empowerment are critical factor in influential domestic power but they are not in social and organizational matters (Malhotta and Mather, 1997).

Education in year is that one can then determine the effect additional year of schooling regardless of the level of education bearing considered. Education and empowerment is the important factors that have been found to correlate with women empowerment as well as with contraceptive use (Prvtengerg et al, 1991)

Women educational attainment signals her social status and intellect. According to the marriage – matching model (Becker, 1973), education women are more likely to marry educated men. The more educated man the more empowered his wife is likely to be through this channel more educated women will be more empowered than a women with less or no education (Acharya et al, 2010).

2.9. Access and Women Empowerment in Household Decision Making

Access to education can bring about change in cognitive ability which is essential to women capacity to question reflect on and to act on the condition of their liver and to gain access to knowledge information and new ideas that will help them to do so see review in (Jeseebhey, 1995).

The low empowerment effect of access to loans is evidenced when even where they use loans for their own activity women choice of activity and the ability to increases their income are seriously constrained by gender in equality in access to other supplementary resources for investment responsibility for household resistance expenditure lack of time due to unpaired domestic work low level of mobility and vulnerability all of which limit women access to profitable market in many cultures (Mayout and Hortl, 2009).

Women have not only often proud to better repairs of loans but better savers than men and more willing to from effecting group to connect saving and decreasing the delivery costs of money small loans women at all levels of society as understand and undeveloped market and apart from extremely poor women potentially profitable market (Cheten, 2006).

2.10 Influence of culture on women participation in decision making process in household.

It is the culture of a society that provides a framework within which its members must operate and the standard to which they must explain values and ideology that form much of the content in which the socialization process shape occupational and social life. Depending on their social class, race and sex, specific type of the work are encouraged, tolerated or tabooed. Lord et al. (2001). Despite the incidental evidence of women leadership growth in the developed countries, biases toward women in decision making positions persist (Lopez-Zafra, Garcia-Retamero, & Eagly, 2009). They "do not enjoy the same opportunities as men due to a number of deep-rooted discriminatory socio-cultural values and traditions" (Roomi & Parrott, 2008, p. 59). Furthermore, regarding culture, Lord et al. (2001) argued that cultures may foster perceptual schemas regarding leadership on organizational and national levels of analysis. Culture is one external constraint impacting people's perception of

decision making. House and Aditya (1997), asserted, "Knowledge of culture-specific and universal aspects of it will help to better understand the scope of cultural influences on leadership and leader-related variables" (p. 438). In the patriarchal culture of Pakistan, women receive little support to become business leaders in a society that believes women belong in the home (Roomi & Parrott, 2008). Hoodfar (2007) reviewed the transformations in Muslim societies in Iran, in which women refugees exposed to 15 nontraditional education systems became empowered personally and in their communities. Cultural barriers for women limit the economic growth and sustainability for these countries. Within the United States, the Appalachian culture offers a unique population that stereotypes women's role as "barefoot and pregnant" and "hillbilly" (Bauer & Growick, 2003; Bickel, Weaver, Williams, & Lange, 1997). These characteristics make the area sound more like a developing country than a thriving economy area where female leaders persevere and thrive. Across the world, current research demonstrates the desire to better understand the limiting influences on women leaders within specific cultures. Similarly, situational leadership models (Adamopoulos & Lonner, 2001) emphasize culture as a critical factor related to leadership within specific populations, such as women. In the context of academics, one recent study examined "women's progress towards reaching the top level profession in academia in which very few women compared to men can in any case expect to reach" (Ismail, Rasdi, & Wahat, 2005, p. 118). Studying the affect of critical life events in different contextual environments and cultures furthers our understanding of their effects on women's leadership influence. The UNESCO report (2000) asserts that, it is now generally accepted that the future of the Africa continent will depend on the establishment of a new relationship between sexes in the overall economic process hence the concept of cultural adjustment. Cultural adjustment applies to all social –cultural values which govern the very notions of relationship between men and women in society. Cultural adjustment was effected mainly by making man and women aware of loss to society discrimination on the ground of sex because of savaged cultures. Despite the international human rights law guaranteeing all people equal rights irrespective of their sex, race, and caste, in many societies due to culture, women are denied equal rights with men to land property, promotion, mobility, education, employment opportunities, shelter and control and care for the health of their own bodies and their reproductive functions (Momsen 1991) One of the most common reasons presented in the literature for the under representation of women in decision making is negative perception of women leadership (Tyree, 1995). Schein (1989) suggests that the culture of sex role stereotyping which privileges the male is a fundamental barrier to women opportunities in management. It does this by creating occupational sex typing which associates management with being male. 16 According to Helgensen (1990) women still must deal with the negative views of female decision makers held by peers, parents and employees of both sexes. Cup ton and slick (1995) quoted a female elementary principal as saying that; Even after women have obtained administrative positions they are not afforded the status or the respect given their male colleagues because of culture. The 1994 world survey on role of women in development identified three factors leading to women's

poor representation at the decision making level as predominantly male culture of management, a continuing current effects of past discrimination and, and the lack of recognition of women's actual and potential contribution to economic management. Much has emerged from the feministic literature organizational theory on the subject of men dominant position in society describing the resultant construction of institutions created in their own image, which utilize patriarchal power that devalues women (Calas and Smircich, 1990) women who enter the worlds of career and promotion into management are taking part in social relationship determined by muscular values career promotion and management as presently constituted are areas where the values of scientific rationality, bureaucratic objectify and hierarchic authority can be at odds with the caring, subjective, rational values which are supposedly important to women. Broveman et al (1975) noted that men held a stereotyped perception of women as dependent, passive, non-competitive illogical less competent less objective. Swants (1985) wrote about the emergence of women leaders in Tanzania. He found that it was common for men to deny their wives the opportunity of taking up leadership roles. His conclusion was women leaders have emerged among women who have had to take matters into their own hands after becoming widows or divorces or otherwise being independent. Sack (1971) re-examined Engels idea on the basis of women social position relative to men by studying the productive activities of the Zaire, the Mbuti of Lovedu, the Pondo of south Africa and the Bagande of Uganda. Momanyi (2003) concluded that negative community perception that devalue women prevent them from appointment to decision making positions and gender awareness needs to be carried out to ensure that negative attitude toward women heading schools is discouraged.

2.11 Access to credit and women empowerment in household decision making participation

Excitement around the empowerment potential of improving women's access to credit is not new. Since the 1990s, micro-financing has been heralded by some as a "magic bullet for women empowerment"-a claim which has been a source of much debate (Goetz and Gupta 1996, Johnson and Rosalie 1997; Kabeer 1998, 2001, 2005b; Mayeux 2005). Based on research in to the impact of credit programs in Bangladesh, advocates have argued that women's access to credit strengthens their bargaining power within household, improve their caption of self-worth and can lead to a long-term decrease in domestic violence (Hashemite: et al 1996: Kabeer 1998, 2001, 2005b).

According to Kabeer, 2001 some evaluations a point a positive picture of the impact of credit programs on women's lives. Access to saving and credit can initiate or strengthen a series of inter linked and mutually reinforcing "virtuous spirals" of empowerment (Mayeux, 2000). The first set of assessments point out that women can use saving and credit for economic

activity, thus increasing incomes and assets control over these incomes' assets (Mayeux, 2000). Rahman (1986) established that 'active' women loans had higher consumption standards and a role in household decision-making, either on their own or jointly with their husband, those 'passive' female loans. Both in turn had significantly higher consumption standards and were more likely to partake in household decision making than women from male loans household or from households who had not received credit.

2.12. Theoretical Framework

The study was guided by the socialist feminist theory. Socialist Feminist theory is an outgrowth of the general movement to empower women worldwide. Feminism can be defined as a recognition and critique of male supremacy combined with efforts to change it. Feminists fight for the equality of women and argue that women should share equally in society's opportunity and scarce resource. Looking at the many similarities between man and women, the feminist perspective concludes that women have equal potential for individual development. Therefore, feminists focus on women and their ability to amass resource from a variety of source-in their individual lives (micro level) and through social and political mean (macro-level). Feminist theorists are the main motivation, improve or empower in any sphere of activities.

Feminists work through a number of avenues to increase women's empowerment- the ability for women to exert control over their own destinies. Feminist theorists assume that women empowerment is perceived as a means of liberating them from oppression Freire (1973) presented three progressive steps of empowerment: "concertizing," inspiring, and liberating. According to Freire, the oppressed or the disadvantaged can become empowered by learning about social inequality (i.e. concertizing), encouraging others by making them feel confident about achieving social equality, and finally liberating them. Par part et al (2003) argue that "empowerment must be understood as including both individual concertizing (power within) as well as the ability to work collectively which can lead to politicized power with others, which provides the power to bring change."

Their progressive steps of empowerment are identical to those of Freire, "power within" is consistent with concertizing, "power with" is compatible with inspiring, and "power to" is in accord with liberating. These leads greater participation in decision-making by women who were hither to oppressed from such. This theoretical framework will be important in discussion part about the indicator of women empowerment in household decision making.

2.13. Conceptual framework of the Study

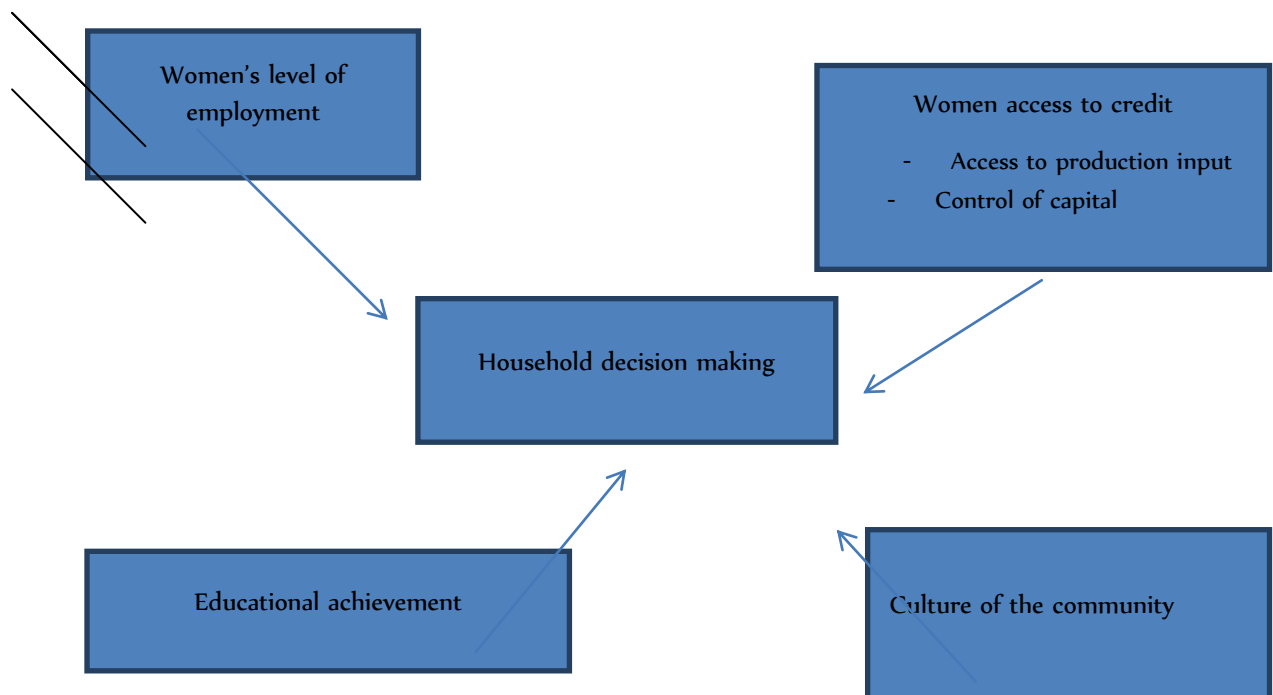


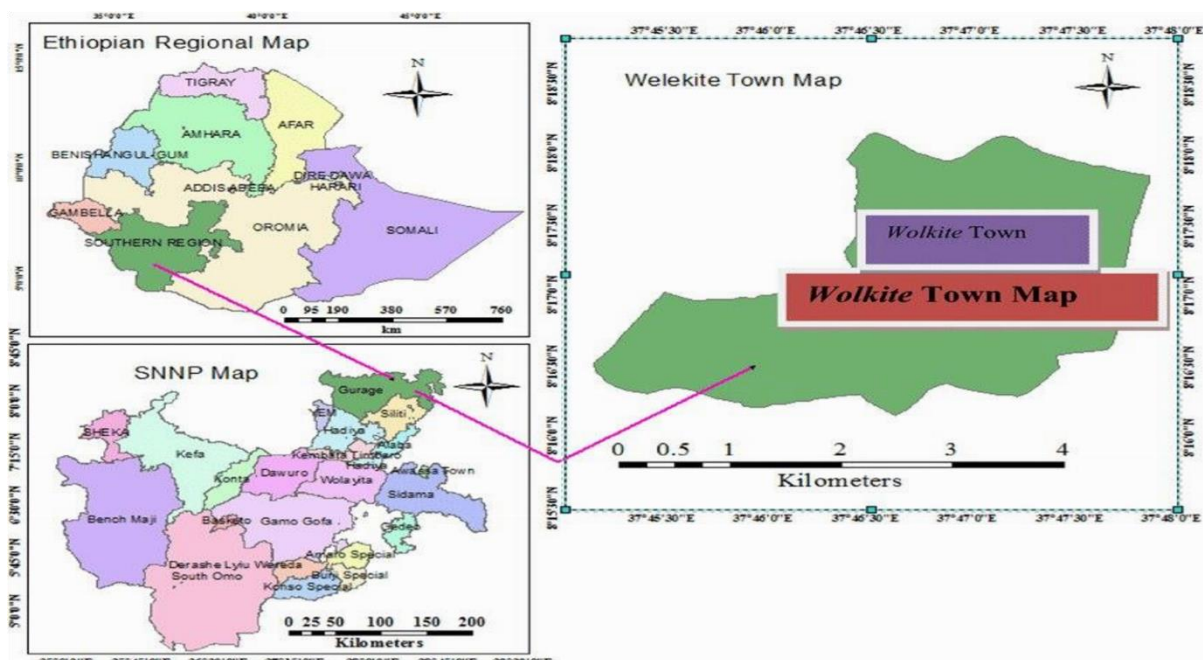
Figure1: - Conceptual mode about the factor that affect for women empowerment in household decision making. The conceptual framework has, as it two main variables those are dependent and independent. The independent variable can be affecting the dependent variable like access to credit, culture, level of employment, and educational achievement can be affecting the dependent variable like household decision making.

CHAPTER THREE

3 RESEARCH .METHODOLOGY

3.1. Description of the study area

Welkite is located in the northern part of south- Nations- nationalities and peoples region (northern SNNPR) this town has a latitude and longitude of 8°17'N 37°47'E, many ethnic groups live together. Our study area Wolkite is a town and separate woreda in south-western Ethiopia. Based on the 2007 census conducted by the central statistical agency, this town has a total population of 28, 866, of whom 15,074 are men and 13, 792 women. The plurality of the inhabitants practiced Ethiopian Orthodox Christianity, with 48.17% of the population reporting that belief, while 42.31% were Muslim, 7.86% were Protestants, and 1.34% was catholic. Our specific study area was menaharia kebele, this kebele has a total population of 16442 of whom 9246 are men and 7196 women. The reason to select this study area mainly menaharia kebele was have the inequality of gender and lack of empowerment women above other kebele in the city. Other reason to select this area is wolkite city near to our campus and near to study area and other reason to select menaharia kebele the researchers is difficult to study all population in wolkite town population because the list of this town population is much more



3.2 Justification of Study site Selection

The reason why we choose this site is mainly menaharia kebele was have the inequality of gender and lack of empowerment women above other kebele in the city, other reason to select menaharia kebele the researchers is difficult to study all population in wolkite town population because the list of this

town population is much more and the reason why we choose this title the gender inequality issue is very interesting issue especially in developing countries like our country and for us and it is too easy to get the information done at this title and also it's research title not done sufficiently in this study area so we choose and have done effectively.

3.3 Research approach

For the purpose of this study the researchers was used mixed research approach. The reason behind using this method is qualitative approach was help the researchers to collect more details or deep information through asking, understanding respondent's emotion and responses particularly from key informants and in-depth interview. On the other hand quantitative method was help the researchers to collect large amount of valid information from the married women, In general mixed research method was help to gather accurate data for the study and conduct effective research. To study about factor that affect women empowerment in household decision making. the researchers was use qualitative. On the other hand, quantitative method is need to conduct data about consequence of access credit on women empowerment. In general, mixed research method was help to gather accurate data for the study.

3.4 Study Design

The researchers was use descriptive cross sectional research design because the researchers want to adders the data at one time to assess factor that affect women empowerment in household decision making ,in wolkite town ,and also the researchers want to conduct can be at one time only and descriptive research design is used describe a phenomenon ,situation or population ,more specifically it helps to answer when , where ,and how questions so it would be appropriate to use descriptive cross sectional research design with the research objective.

3.5 Target Population of the Study

The target population of the study implies that which the researcher considered in the study area. The target population was be married women, who reside in Wolkite town in menahariya kebele. The study mainly focus to determine the different factors that affect women empowerment in household decision making in relation with husband, so to compare the status of men and women in household decision making both are must be exist or present in this study area in order to know the factors that affect women empowerment in household decision making, and also to know the factors that affect more empower and the less empowerment of women in household decision making. Generally, the target population is married women.

3.6 Data source

Both primary and secondary data sources was used in this study.

3.6.1 Primary source of data

primary data or raw data is term of data collect at a source the type of information is obtain directly from hand source by means of primary data sources those are key informant, in-depth interview and questionnaires.

3.6.2 Secondary source of data

Secondary source of data is data collected by same and other than the users the data is already available and analysis by someone else. It includes book, magazine, newspaper and trade journals by its reason to collect different information about the study area.

3.7 Method of data collection

In this study researchers was employ both qualitative and quantitative methods of data collection methods. From Qualitative methods that was used in this study was key informant interview, in-depth interview, and from quantitative data collection methods that was used in this study was questionnaire.

QUALITATIVE Method of data collection

3.7.1 Key Informant Interview

Interview is some formal decision between hirer and the applicant or candidate typically in person which information was be exchange with the intention of establishing the applicant suitability for position. It was performe when interpersonal contact is important and when opportunities for follow up of interesting opinions are desirable. Therefore we was used key informant interview because is interview loosely semi-structured conversation with people who have specialized knowledge about the topic you wish to understand by this reason use key informant interview and we was used interview and we was collected data based on our research objectives and our key informants was officials from women and youthaffair office. So that the researchers was selected 2 women and youth affair office heads using purposive sampling technique to get better understanding about the issue women empowerment.

3.7.2 In-Depth Interview

In-depth interview was conducted with married women to understand their thoughts, feelings and lived experiences. Though in-depth interview was cover detailed information about subjective experience of married women. This method was employed to gather rich information from informants by interview. According to Yeraswork 2010 in this method of data collection the interviewees is

allowed to talk freely about various aspects of a topic. So that the researchers selected 4 married women from purposively selected kebele to get detail information about various factors that affect women empowerment in menaharia Kebele.

QUANTITATIVE Method of data collection

3.7.3 Questionnaire

Questionnaire is a research instrument consisting of series of question for the purpose of gathering information from research respondents. It is list of questions the answer to which are record by respondents themselves or a researchers and it is a type of questions that are specially effective for obtaining a lot of information about opinion and attitude of participants therefore the researcher is used to both open ended question and close-ended question open ended question is a type of question less formed items also re-serious to short answer the target of this questions questionnaire is avoidance to voice their feeling and attentions fairly. Close-ended questions is referred to preceded restricted questions. Accordingly questionnaire was distributed for 92 sample respondents who have been selected by using probability sampling technique.

Initially the question was prepare in English and Amharic language, because of the local language to make the questions simple, clear, and understandable to respondents was prepare 19 questions because its yes or no questions so that it's simple for respondents and also to time save. We have ask for questionaries' 92 respondents for each respondent as explain in above the researchers was prepare 11 yes or no questions.

3.8 Sampling Technique and Sampling Procedure

Sampling procedure is a process or techniques of choosing sub-group from population to participation the study; it is the process selecting numbers of individuals for study. In such way that the individual is select represent the large group from which they were select. Therefore we was select study area in Wolkite town in menaharia kebele. So, reduce the total number of the study population by this reason the researchers to select menaharia kebele.

Regarding sampling under the qualitative approach, the participant was selected from study area by using non probability sampling type of which is purposive sampling. The reason for choosing the purposive method is to organize volunteer respondents simply, to save time, to find out reliable information. Regarding sampling under the quantitative approach, probability sampling techniques was employed in the sample survey for quantitative data collection from sampled respondents by employing simple random sampling technique. The

reason for choosing the simple random sampling in order to provide equal chance for all respondents, to represent the population under study fairly, to avoid any personal bias and such kind of sampling techniques is much less complicated than other methods.

Researchers select sample size determination is the act of choosing the number of representative for all population in this case use statistical formula to determine the number of respondents from the whole population that was conducted for this research. So, calculated the sample size as follow:

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

Where: N=Total Number of population(1464 married women)

n=Sample size from total population

e=Determine error (in this case 10 % (0.1) i.e 90 interval confidence.

Using the above formula the sample size of the study is determined as

$$n = \frac{1464}{1 + 1464(0.1)^2}$$

$$n = \frac{1464}{1 + 1464(0.01)}$$

$$n = \frac{1464}{1 + 15}$$

$$n = \frac{1464}{16}$$

$$n = 92$$

Therefore, based on the above formula 92 population was taken as our sample respondent.

3.9 Methods of data presentation, analysis, and interpretation

After the needed data gathered through the stated data collection methods, the next step will be presentation and analysis of data. Data analysis is processes of evaluating data using analytical and logical reasoning to examine each component of the data provide this type of analysis is just one of the many steps that must be completed when conducting research experiment. Therefore Researchers was analyzes and also used for approach qualitative, used non-numerical representation the purpose of describing and exploring the phenomena reasercher was used thematic analysis and in quantitative method reaserchers was used percentage, frequency, table to do this reason researchers was used descriptive statistical analysis.

3.10 Data reliability and validity

To enhance the reliability and validity of the data the researchers took data quality assurance. In order to apply a reliable data, the researchers was take across check the data which will collect not be stored type. And the validity of the method was improved by knowing the actual behavior of the respondents, while the data was collected. This means respondents was asked interviews while they are in a good condition. The careful sampling methods was ensured the Representativeness on descriptive statistic research.

3.11 Ethical consideration

The participant of respondents on the applicable question was based on willingness of participants and their personal information is secure. The information obtained from the respondents remain confidential and was used only for the intend propose, the researchers took in to account their needs and interest, their participation was voluntary and consent, during collection of data and the researcher avoided harming participants involve in the process by respecting.

CHAPTER FOUR

4 DATA ANALYSIS AND INTERPERTASION

Introduction

Under this chapter, both the qualitative and quantitative data were presented and analyzed. In this manner, the qualitative data were analyzed thematically alongside the quantitative data. On the other hand, descriptive statistical tests like percentage, frequency and tables were employed to present the quantitative data. The study mainly focused on investigating various factors that affect women empowerment in household decision making in Wolkite town menehariya kebele.

4.1 Demographic characteristics of the respondent

This section mainly focused on the respondent age, marital status of the respondents number of children and their religion, so in order to understand the type of respondent the research is dealing with the study and there background information is necessary.

4.1.1 Distribution of respondents by age

Table 4.1. Distribution of the respondents by age

Age of respondent	Frequency	Percentage
18-22	6	6.52
23-27	9	9.78
28-32	15	16.30
33-37	40	43.47
38-42	10	10.86
43-47	11	11.95
48-52	2	2.17
Above 53	1	1.08
Total	92	100%

Source, survey, May, 2023

For table 1 it was reported that 6.52 % of the respondent are in age between 9.78% were age between 23-27 are 16.30%;16.30% of respondents 28-32 ;43.47% of respondents age between 33-37; 10.86% of respondents age between 38-42; 11.95% of respondents age between 43-47; 2.17% of respondents age between 48-52 and 1.08% of respondents age are above 53.so in this age profile the majority respondents are between age 33-37 and minority respondents are age between above 53.

4.1.2 Current marital status of the respondents

Table 4.2. Marital status of the respondent

Current marital status	Frequency	Percentage
Married	69	75
Single	–	
Divorced	11	11.95
Deserted	–	
Widowed	12	13.04
Others	–	
Total	92	100%

Source: Own survey , 2023

The above table shows that the marital status of The respondents about 69(75%) were married group of people 11(11.95%) were divorced 12(13.04%) widowed group of people.in this marital status profile the majority of the respondents are married.

4.1.3 Numbers of respondent children Respondents were asked to state the number of their children and family size and it is presented as follows:

Table 4.3 respondent's number of children's

Number of children	Frequency	Percentage
1-2	31	33.69
3-5	47	51.08

>-6	14	15.21
Total	92	100%

Source:Own survey, 2023

As the above table shows, 33.69% of respondents are 1-2 number of children; 51.08% of respondents are 3-5 number of children and 15.21% of respondents above or equal to 6 so the majority of respondents are 3-5 of children's.

4.1.4 EDUCATIONAL LEVEL OF THE RESPONDENT

The respondents tell about their own educational level and presented as follows

Table 4.4 educational level of respondents

Education level	Frequency	Percentage
Illiterate	18	19.56
Can read and write	11	11.95
Elementary school completed	32	34.78
High school completed	10	10.86
Diploma and above	21	22.82
Total	92	100%

Source:Own survey, 2023

As table 4.4 shows, 19.56% of respondents are illiterate women, whereas 11.95% of respondents can read and write, 34.78% of respondents are completed high school education, 10.86% of respondents are completed high school education and 22.82% of respondents were educated diploma and above. So the majority present of respondents are educated or the majority percentage of women respondent's are chance of education and non chance of educated women are minimum or minority women. Data obtained from in-depth interview stated that literate women have power to participate or active participate in house hold decision making than illiterate women. As the interviewee further indicated, literate women have chance to know their now responsibilities and obligations in households decision making. But illiterate women have no chance to know there on obligation and their responsibility. So this indicate that some illiterate women dependant by other or by husband.

Table 4.5. Religion of the respondents

Religion	Frequency	Percentage
Orthodox Christianity	40	43.47
Protestant Christianity	11	11.95
Muslim	33	35.86
Catholic	6	6.52
Other	2	2.17
Total	92	100%

Source, survey, may, 2023

From the above table we can understand that about 40(43.47%) were follower of Orthodox Christianity religion from the given respondents, also 33(35.86%) of the respondents were follower of Muslim religion, about 11(11.95) of the respondents were follower of protestant Christianity, 6(6.52%) of the respondents were follower of Catholic and 2(2.17%) of the respondents were follower other religion. The majority of the respondents those participate in this Study were Orthodox Christianity follower.

4.2. The impact of Education on women participation in household's decision making.

The respondents were asked to indicate the relationship between education and women participation in household's decision making

Table 4.6 Education and women participation in the households

Q. Do you think that education is important for the participation of women in household decision making?	frequency	percentage
Yes	74	80.43
No	18	19.57
Total	92	100%

Source, survey, may, 2023

For his table the majority of women respondent's 74(80.43%) say that education is necessary condition to participate in any activity and to participate equally with husband. But 18(19.57%) of the respondent was not confirmed that education can empower women in households decision making. Without understanding of responsibility in household, by hismeans education he's been creating good condition for women to participate in householddecision making. According to the key informant interview literacy women have power to participate in household decision making because of literacy women have chance to know their responsibilities and obligations in household even in the daily communications they would also learn how to talk to their husband and it will also enable them to discuss and make decision with their husband.

4.2.1 The important of education for women in household decision making

As table 4.7 depicts it's 80.43% (74) of respondents has to accept the important of education for participate women in household decision making. Our respondents replaced that, education is important for women to participate in household decision making. So seen in table 4.7

Table 4.7 Education important

Q. In what way education is important for women to participate in household decision making?	frequency	Percentage
By making equal sharing of house hold resource	16	17.8
To participate equal with husband	20	21.2
To move freely without constrained by her husband	48	52.2
Other	8	8.8
Total	92	100%

Source, survey, may, 2023

As the above table shows, the highest percentage of respondents are 52.2% women is move freely outside the home. So this indicate that women can be participate in any activity and 17.8%, of respondents explain can support into get equal sharing of household resources and 21.2% of the respondent explain that education can empower to participate equally her

husbanded and 8.8% of the respondent say that the contribution of education cannot be represented. So it is necessary for women to engage in any activity.

4.2.3 The important of education for women to buy new household commodities

Table 4.8 Education and new household goals of the respondent

Do you think that education is important to buy new commodity or house hold commodity?	frequency	Percentage
Not at all	9	9.78
To some extent	25	27.78
To great extent	58	63.04
Other		
Total	92	100%

Source, survey, May, 2023

For this table the majority percent of respondents are 63.04% it has to greater to by new house hold commodity and the other respondents 9.78% have no right by new household commodity. The women are under the control of their household .27.78% of respondent are to some extent to by new household goods .so the majority of the respondent was the right to by new household goals in Wolkite town menhariya keble the majority of women have great extent to buy and spent money for household goods and services. So education has great extent for women in any activity

4.2.4 Education and participation of women in household decision making

The respondents were asked to indicate whether educational skill and knowledge can empower women in household decision making.

Table 4.9 education and women empowerment

Do you believe that education can empower women in house hold decision making	Frequency	Percentage
Yes	74	82.2

No	18	18.8
Total	92	100%

Source, survey, may 2023

This table the highest percentage of respondents (82.2%) education have the role of empower in household decision making and 18.8% of respondents are education have not role for women in household decision making. So in Wolkite town menehariya kebele some respondents (18.8%) have not accepted the role of education in household decision making according to our in depth-interviewers education is very important to empower women to learn everything how to make decision, how to communicate and relate with people, to be mentally strong and they can break the idea that women cannot make decision and cannot lead the house and show them lies and far from the truth and women can make decision.

4.2.5 The participation of illiterate women in household decision making

The respondents clearly explain the status specially the illiterate women in household decision making and the equations to know the role of illiterate women in household decision making.

Table 4.10 illiteracy and women participation in household.

Do you believe that illiterate women have not any power or role in house hold decision making	frequency	Percentage
Yes	20	21.7
No	72	78.3
Total	92	100%

Source, survey, May 2023

For this table the majority present of respondents is 78.3% of respondents are illiterate women cannot participate in household decision making equally with literate, 21.7% accepted that the illiterate women have power to participate in household decision making. So the highest percentage of the respondents accepts the role of education to empower the women in household decision making. Findings through in-depth interview also indicated that illiterate women are dependent on husband and not equally managing and decision making their

husband and not work to outside the home, its work to inside the home sometimes work outside the home. Because of not participate equally their husband every time.

4.2.6 The level of respondents and its empowerment in family planning in household

For this expected that the role of education for the respondents in family planning and the participation of the respondents in household decision

Table 4.11 level of education of the respondent and family planning

Do you think education can empower women in family planning and equally participate in household decision making?	frequency	percentage
Yes	63	68.4%
No	29	31.6%
Total	92	100%

Source, survey, May, 2023

For this table the highest percentage (68.4%) of respondents are accepted that education can empower the women in family planning and equally participate with household decision making. So the majority of the respondents can get the awareness of family planning and participation equally with household member through education. And 31.6% of respondents are education have not any role in family planning and equally participate with or in household decision making. According to key informant interview education can empower for women in the management and household and source and saving system of the resource. And household asset and to manage the money. And women are source of income and creating job opportunity than husband or participate in many generating activity. as one of the key informants further indicated, women are equally participate with her husband by managing and control of family members by nature and some women's not participate equally with husband. And some women's are equal decision maker in household or home.

4.2.8 Education and the respondents' obligation and responsibility in household.

In Table 4.2.7 education status of the respondent and their obligation and responsibility household.

Do you believe education is necessary to know their own obligation and responsibility	Frequency	percentage
Yes	78	84.8
No	14	15.2
Total	92	100%

Source, survey, may 2023

For this table can explain that the highest percentage of respondents 84.8% of the respondents can accept that education it important to know their now obligation. And responsibility in household decision making. 15.2% of the respondents cannot accept the role of education to know their own obligation and responsibility in household. But the majority of the respondent accepts the role of education to know their own obligation and responsibility in household.

4.3 Access to credit Of the respondent

This finding to determine the influence of access to credit for women in household decision making in wolkite town menahariya kebele levelnd to know the women access of credit or not.

Table 4.3 gettingaccess to credit

Did you get any access to loan and credit	frequency	Percentage
Yes	58	63.04
No	34	36.95
Total	92	100%

Source, survey, May, 2023

For this table the majority percentage of respondents have loan from any organization, this means 63.04% of respondents women have get some loans. And other 36.95% of the women

respondents have not get any access to credit in any organization. With regard to this, one of the in-depth interviewee stated that:

“access to credit have its own important in household decision making and access to loan can important in increase in income and women participation with her husband and the rise of there on confidence with computation of other people because women are ability to control household resource and access to credit is important to create batter communication with their household member”.

4.3.1 source of credit of the respondent

As table 4.3 depicts its only 63.04% (58) of the respondents has access to credit. So the respondents replied that respondents which institution get the credit seen in table 4.3.1

Table 4.3.1 respondents source of credit

From which institution you have had get the credit	frequency	percentage
From individual person	27	30.4
From governmental institution	48	53.2
From non governmental	15	16.4
Other		
Total	92	100%

Source, survey, May 2023

For this table the majority of the women respondents is 53.2% having taken credit from governmental organization or institutions and 30.4% percentage of women are credit from individual person or individual business center and 16.4% of women respondent have get credit from nongovernmental organization generally in Wolkite town menehariya Keble women are to get access many business center to participate in any activity or work of the day.

4.3.2 The use of loan by respondents.

As table 4.3 depicts it's only 63.4% (58) of the respondents has access to credit. This respondent replaced that they are using the money they get from loan for different purpose, as can be seen in table 4.3.2

Table 4.3.2 the use of credit or loan

What did you use the loan and credit for	frequency	Percentage
For business	68	74.36
For house hold consumption	16	17.4
For children school fee	3	3.2
Other	5	5.13
Total	92	100%

Source, survey, May, 2023

For this table the majority percentage of women respondent (74.36%) of women use the loan for business center or there day to day activities. And 17.4 % of women respondents are use loan for household consumption and 3.2% of women respondents are use loan for children schools free and 5.13 % of women respondents are use loan for other. This means any activity or all activity are use. So the majority percentages of women in Wolkite town menehariya Keble women are use loan for business activity.

4.3.3 Taken the loan and decide on the amount

As table 4.3 depicts it's only 63.04% (58) of the respondents has access to credit. this respondents reaped that, they are taking amount in any activity or purpose. So seen in table 4.3.3

Table 4.3.3 receive the loan and decided on the amount

When you were taking the loan who decide on the amount	frequency	Percentage
Her self	12	13.04
Her husband		
Herself and her husband	80	86.96
Other		
Total	92	100%

Source, survey, May, 2023

For this table the majority of percentage of women respondents (86.96%) is made decision on the amount of loan taken with their husband on the other hand 13.04% of women respondents are taken the amount of loan money by their own or here self.

4.3.4 Access to loan and credit of empower women in household decision making

As table 4.3 depicts it's only 63.04% (50) of the respondents to has access to credit. These respondents repeated that. That access to loan and credit in empowerment of women in household decision making. So seen in table 4.3.4

Table 4.3.4 accesses to loan and credit women empowerment

Do you believe that access to loan and credit in empowerment in women in house hold decision making	frequency	Percentage
Yes	78	84.62
No	14	15.38
Total	92	100%

Source, Survey, May, 2023

For this table the majority percentage of women respondents (84.62%) of women are accept the access to loan and credit to empower in household decision making and 15.38% of women respondents are not accept to the loan and credit are empower women in household decision making. So the majority of women respondents can be empower through access to loan and credit. This access to credit can empower freely decided in household decision making according to our key-informant women can be self-sufficient in many ways if credit is available and they are self employed and if they are self-sufficient they can make their own decision free from dependence on husbands and discuss and make decision about their homes and families equally they can be.

4.3.5 Respondent source of income

In these respondents were asked to inform whether any source of income activity or not source of income the respondent's shows

Table 4.3.5 source of income

Do you have any source of income	Frequency	percentage
Employed	84	91.94
Unemployed	8	8.06
Total	92	100%

Source, Survey, May, 2023

For this table the majority percentage of women respondents (91.94) of women respondents source of income or employed women's and 8.06% of women respondents have no any source of income or unemployed women . These women depend on husband income and any activity. These women are work only home. So the majorities of respondents have source of income or participate in much income generating activity or employment opportunity to participate work every day to day. According to our interview women's have source of income creating job opportunity. This means women are to create small business centers just like coffee house, small shops, and small market center. By this reason in Wolkite town menahariya Keble women are get source of income in every activity. According to in-depth interview women in menahariya Kebele are to work majority women in the home. This means to create small business center, by this method some women is work home and some women's are to work outside the home.

4.3.6 The respondents to get source of income

As table 4.3.5 depicts it's only 91.94 %(57) or the respondents have source of income or employed women's. The respondents replaced that for institutions get money. So seen in table 4.3.6

Table 4.3.6 institution of getting money

From which institution can you get money	Frequency	Percentage
From private organization	66	71.93
From governmental organization	26	28.07
Total	92	100%

Source, survey, May, 2023

This table is the highest percentages of women respondents (71.93%) of women are where get money from private organization work for individuals. But 28.07% of women respondents have get the money from the government and governmental institution monthly income. So Wolkite town menhariya Keble majority women are to get income based on creation of job opportunity to get many incomes get in private organization or institution.

4.3.7 The respondent's monthly income.

As table 4.3.5 depicts it's only 91.94 %(84) of the respondents have source of income or employed women. So the respondents replaced that respondents are getting money in months

Table 4.3.7 respondents get monthly income

How much money you get monthly	Frequency	Percentage
0-100	3	3.51
101-500	7	7.02
501-1000	5	5.26
1001-1500	18	19.3
Above1501	59	64.91
Total	92	100

Source, Survey, May, 2023

In this table indicate the highest percentage of women respondents 64.91% of women respondents are monthly income are above 1501 and 19.3% of women respondents are

monthly income are between 1001-1500 and 7.02% of women respondents monthly income gets 101 -500 and 5.26% of women respondents monthly income is get between 5001-1000and 3.51% of women respondents are monthly income between 1-100. majority women are age monthly income, it's get above 15001 .

4.3.8 Employment opportunities and women participate in household decision making.

In this respondents indicate their employment opportunity improve women participation in household decision making or not

Table 4.3.8 employment opportunity of respondents

Do you believe the employment opportunity is empower women in household decision making	frequency	Percentage
Yes	65	70.96
No	27	29.03
Total	92	100%

Source, Survey, May 2023

In this table show that 70.96% of the respondents are accept the role of employment opportunity or women engage in income generating activity can improve the ability of women in the participation of household decision making equally with her husband. But 29.03% of women respondents are cannot accept that role of employment for women to participate in household decision making. According to the key informant interview employment opportunity is important for women to participate in household decision making. Because women participate any getting economic activity the other hand if women have employment opportunity can increase their self confidence and self-reliance.

4.3.9 Employment opportunity and employment in household decision making

As table 4...3.8 depicts majority of the respondents 65(70.96%) of the respondents has accept that employment opportunists are good conditions of women’s in participation of household decision making. So the respondents replaced that, they are employment opportunity can empower women in any activity. As can be seen in table 4.3.9

Table 4.3.9 Employment opportunity and employment

Do you believe that is only employment opportunity can empower women in house hold decision making	frequency	percentage
Yes	21	22.73
No	71	77.27
Total	92	100%

Source, Survey, May, 2023

As can be seen from the above table 77.27% of women stated that employment opportunity by itself cannot empower women in household decision making., Because as the interviewee result shows women in nature or good relationship are create good employment opportunity activity. But 22.73% of women respondents are accept employment opportunity can empower women in household decision making according to our key informant interviewers employment opportunity by itself cannot be empower women in household decision making, but the other thing is can corporate like way of managing the money that gets from different activities

4.4 The effect of culture in household decision making

The respondents to influence culture based on women empowerment in household decision making.

Table 4.4 Culture and women empowerment in household decision making

Do you believe that culture can. influenced the empowerment of women in house hold decision making?	Frequenc y	Percentag e
Yes	30	32.60
No	62	67.40
Total	92	100%

Source, Survey, May, 2023

For this table respondents are 32.60% of the women respondents are culture influenced the empowerment of women in household decision making. And 67.40% of the women respondents not accept that culture affect the women empowerment in household decision making. So in Wolkite town menhariya Keble sometimes culture are blockage for women. But some women's are not blockage by culture but blockage by job opportunity equal decision in household according to our key-informants community cultures have its own impact in household decision making , but it can be improved the way of thinking for women through education. Some respondents come from rural area so they said that in rural area women have not any power equally with male.

4.4.1 consequences of Culture on women empowerment in household decision making

The respondents were asked to indicate for contribution of culture in household decision making or culture not contribution for women empowerment in household decision making.

Table 4.4.1 contribution of culture for women

do you believe that culture has an impact on women's house hold decision making?	Frequency	Percentage
Yes	64	69.35
No	28	30.64
Total	92	100%

Source, Survey, May, 2023

For this table the highest percentage 69.35% of women respondents are accept that culture is impact on women empowerment. This means culture have affect or impact on women empowerment, equal decision making in household members and to participate equally with her husband. But 30.64% of women respondents are not accept the impact of culture on women empowerment rather than because of women in nature and based on education status women are not equal participate in household member or household decision making according to our key-informants since ancient times till today the culture of our country gives inferiority to women and in some societies their attitude towards to women is very disgusting for example where does woman get educated so culture is excessively have impact on women empowerment in household decision making.

4.5 Results and Discussion

Women's can be empowering in household by different mechanism. Level of educations has a highest contribution for women to participate in household decision making. study by Oropesa (1997) also shows that educational attainment was a key variable for increasing the likelihood of women having an equal say in decision making, so this idea can support our finding. Therefore education must be address for all women to empower in household decision making.

Education also improve women's control over household resource, so This finding also supported by Kishor and Gupta (2004) affirm that education Improves women's economic opportunities by providing them with useful skill, improve women's bargaining power in relation to their husband, so in this way education important to improve women's economic opportunities to participate equally in household decision making ,and ICRW(2005)add that education enhances women's well-being and gives them a greater voice in household decision making. Therefore education is important to get a greater voice in household decision making.

The finding asserts that higher level of education are strongly associated with women empowerment in household decision making and a better opportunities for participating in the household resource control as a finding of our study.

With regard to women employment opportunities that role in household decision making. Our finding tells as women's participate in income generating activities, so those engagement can improve the ability to control household resource and asset, and employed women can improve the communication with her husband and greater says in household decision making so the majority women respondents in Wolkite town in menahariya kebele accept the employment opportunities of women can empower them in household decision making. This finding also supported by Malhort and Mather 1997, they said that more educated and employed women have a greater say in household decision making .The women suggested to participate in income generating activities, so this idea can be supported by different researcher in other way some respondents have not participate in income generating activities, so those respondents says that there is no power in household decision making. In general women participate in income generating activities can empower in household

decision making ,so women must be engage in income generating activities rather than only home wife in order to influence her husband and household members.

The present finding also reveal that culture can influence the women to empower in household decision making, so cultural background is influential for women to participate in household decision making. In our finding socialization is the base for women to empower in household decision making in Wolkite town menehariya kebele and this idea can be supported by Bisesware (2011) .He explain the idea of masculinity and feminist are to be found in all areas of social relation, to make up patriarchal structure by representations of gender to adopt their own personal identities so this Ideas have Its own implication for the weak role of the women in household. Socialization takes place primarily during childhood, during which by and girls learn the appropriate behavior for their sex (Lindsey, 2005 ,so masculinity given ways that is being active and quick, but feminist entails passivity and emotional. This perception influences the participation of women in household decision making. In general socialization can be changed through education.

CHAPTER FIVE

5.CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Women empowerment in household decision making, generally related with the level of education. Higher level of education can empower women in household decision making like education can Inform women to know their own obligation and responsibility in household, and education have a role for women equally says with her husband ,so the majority of the respondents accept the role of education to empower the women in household decision making.

Education also improves women economic opportunity by providing them with useful skills to engage in paid employment, so this shown that education by itself the source of income. the study found that education can improved knowledge of health and nutrition and women's have a chance to decided her own health care, so there is strong correlation between women's level of education and their household decision making roles, which justifies the women empowerment through provision of educational opportunities. In menahariya kebele from this study educations is can one factor that affects women empowerment in household decision making in Wolkite town menahariya kebele.

Regarding the employment opportunities for women to participate in household decision making, to control resource and better able to accumulate asset and secure their own well-being women's access to credit can empower the women in household decision making, in menahariya kebele because access to credit can empower women economically to the extent that they unable to make decision on the use of the credit in household. This leads to a positive relationship between women's access to credit and household decision making role.

that the finding of the present study showed that culture can influence the women empowerment, but this cultural influence can be control by education. Socialization have its own influence on the empowerment of women in household decision making because especially rural women undermined by the family not strong as male, those system of socialization in capacitate the women in household decision making.

5.3. Recommendations

Based on the findings of the study, the following recommendation were made

- ❖ To understand the factors of women empowerment to empower in household decision making, the government should be understood contributor factors of the women empowerment not only participate in household decision making, but also participate in any activities.
- ❖ Policy makers should be considering the need of the women or the problem of the women in any activities.
- ❖ The government should be creating awareness for the use of access to credit for women to participate in household decision making.
- ❖ Government and non-government organization must give attention to the promotion of women's education should be taken in to consideration to increase their performance and improve their achievement in household decision making
- ❖ Government and Non-government agencies should be integrating different data source to measure the contribution of women work in the household decision making.
- ❖ The Government should be address a loan for all women in order to improve their daily live and improve their participation in household decision making.
- ❖ To create a better place to society the government should be empower in any activities.
- ❖ On cultural issues men should be encouraged to support women to access decision making in household.
- ❖ The women should be encouraged to support one another to make decision making in household.

REFERENCE

- Ali, W., Fani M.I., Afzal S., and Yasin G. (2010), Cultural barriers in women empowerment: A sociological analysis of Multan, *European Journal of Social Sciences*, 18(1): 147-155.
- Avasthi, Abha and Srivastava A.K. (ed.) (2001), *Modernity, Feminism and Women Empowerment*, Jaipur and New Delhi: Rawat Publications
- Becker S, Fonseca-Becker F, Schenck-Yglesias C (2006) Husbands'and wives'reports of women's decision-making power inWestern Guatemala and their effects on preventive health behaviors. *Soc Sci Med* 62:2313–2326
- Becker, G. (1991) *A treatise on the family: Enlarged edition*. Harvard University Press, Cambridge,
- . Berta – Esteve – Volast, (2004), “Gender discrimination and Growth: Theory and Evidence from India,”London, London School of Economics and Political Sciences.
- Bertocchi, G., Brunetti, M., & Torricelli, C. (2014). Who holds the purse strings within the household? The determinants of intra-family decision making. *Journal of Economic Behavior & Organization*, 101, 65-86.
- Bradshaw, S. (2013). Women's decision-making in rural and urban households in Nicaragua: the influence of income and ideology. *Environment and Urbanization*, 25(1), 81-94
- Boender, Carol, Malhorta A. and Schuler R. S., (2002), *Measuring Women's Empowerment as a Variable in International Development*, Background Paper Prepared for the World Bank Workshop on Poverty and Gender: New Perspectives.
- Chambers, R. (1983). *Rural development; putting the last first*. London; Longman.
- Chanda, S. K., Howlader, H. & Nahar, N. (2012) Educational status of the married women and their participation at household decision making in Rural Bangladesh. *International Journal of Advancements in Research and Technology*, 1, 137-146.
- Clark, R., Ramsbey, T. W. & Adler, E. S. (1991). Culture, gender, and labour force participation: A cross national study. *Gender and Society*, 5, 47-66.

Fire Markos M. (n.d). women and Girls and HIV / AIDS in Ethiopia, an assessment of the policy and legal framework protecting the rights of women and girls and reducing their vulnerability to HIV/AIDS, UNFPA:

Jehan Q.(2000), “Role of women in economic development of Pakistan”, PhD diss., University of Balochistan, Quetta.

Kabeer, N. (2001), “Conflict over Credit: Re-evaluating the Empowerment Potential of Loans to Women in Rural Bangladesh”, *World Development*, Vol. 29, No. 1, pp. 63-84.

Malhotra A. and Schuler R. S.(2005), “Women’s empowerment as a variable in international development”*Measuring empowerment: Crossdisciplinary perspectives (2005):* 71-88.

Mason, Oppenheim K., and Smith L.H.. (2003), “Women’s empowerment and social context: Results from five Asian countries”, *Gender and Development Group, World Bank, Washington, DC.*

Mayoux.1 (2000). *Micro finance and the empowerment of women: a review of key issues, social finance unit working paper, 23, ILO, Geneva*

Mayeux. 1 (2005) *women’s empowerment through sustainable micro-finance Rethinking “Best practice”* [http://www. Enterprise-impact. Org.UK](http://www.Enterprise-impact.Org.UK) (PDF) *women empowerment though sustainable micro finance.pdf*

Smith, RH (2008), *Understanding Career decisions: Women Teachers and Head teachers Perceptions of Secondary headship*, London, Leicester University Press

3 .Educational level: A.Illiterate B.Can Read and Write C. Elementary school completed D. High school Completed E.. Diploma and Above

4. Religion A. Orthodox Christianity B. Protestant Christianity
C. Muslim D. Catholic E. Others

Part II: Questions related to _impact of education on women empowerment.

Do you think that education is can important in for the participatiione of women in household decision making?

YES NO.

2. In what way education important for women to participate in household decision making?

- A. By making equal sharing of household resource
- B. To participate equal with husband
- C. To move freely without constrained by her husband
- D. Other

3. Do you think education is important to buy new commodity or house hold commodity?

- A. Not at all.
- B. To some extent.
- C. To great extent
- D. Other.

4. Do you believe can education empower women in household decision making?

YES NO.

5 do you believe that illiterate women have not any power or role in household decision making?

YES NO.

6.do you think education can empower women in family planning and equally participate in household decision making?

YES NO.

7. do you believe education is necessary to know their own obligation and responsibility

YES NO.

8. Do you have had get any access to loan and credit?

YES NO.

9. From which institution you have had get the credit?

- A. From individual person B. From governmental institution.
C. From non governmental. D. Other.

10. What did you use the loan and credit for?

- A. For business. B. For household consumption
C. For children cost. D. Other.

11. When you were taking the loan who decides the amount?

- A. Her self B. Her husband.
C. Herself and her husband. D. Other.

12. do you believe that accesses to loan and credit in empowerment in household decision making?

YES NO.

13. Do you have any source of income?

Employed Unemployed.

14. From which institution can you get money?

From private organization from governmental organization.

15. How much money you get monthly?

- A. 0-100 B. 101-500 C. 501-1000
D. 1001-1500 E. >-1501.

16. do you believe the employment opportunity is empower women in household decision making?

YES NO.

17. do you believe that is only empowerment opportunity can empower women in household decision making?

YES

NO.

18 What did you use the money for?

A. For house hold consumption . B. For business

C. For children fee. . D. Other.

18. do you believe that culture in influenced the empowerment of women in house hold decision making?

YES

NO.

19. do you believe that culture has an impact on women's house hold decision making?

YES

NO

20. if your answer for the above question is yes, please explain why?

APPENDIX TWO

Key-informant Interview guiding questions

- 1 what are the cultural factors that affect women empowerment at household decision making?
- 2 how education can be a consequences for women empowerment at household decision making?
- 3 Is there any relationship between educational status of the women and their household decision making?
- 4 How employment opportunities can affect women empowerment at household decision making?

APPENDIX THREE

In-depth interview guiding questions

- 1 how do you think the employment opportunities can affect women empowerment?
- 2 what do you think are the possible solution for this problem and the role of married women in improving their participation in Household Decision making?
- 2, how do you think an education is important factor for the participation of women at household decision making?
3. what do you think are the factors that affect women at household decision making?
4. how access to credit can affect women decision making at household level?
5. how educational background of women affect their decision-making at household level?