



**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**Factors That Affect Female Teacher's Participation in School Leadership in Emidber
Primary School in Emidber Town at Gurage Zone Central Ethiopia**

**RESEARCH SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIRMENT FOR BACHELOR DEGREE
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ABSTRACTS

The purpose of the study is factors affecting female teachers' participation in school leadership at Emidber Primary School in Emidber Town, Gurage Zone, Central Ethiopia. The specific objective study was to investigate the current status of female teachers' participation in school leadership at Emidber Primary School in Emidber Town, Gurage Zone, Central Ethiopia. Despite women constituting half of the global population and playing vital societal roles, they remain underrepresented in leadership due to political, economic, social, and cultural marginalization. To this end the study was conducted Emidber primary school .A descriptive survey design was employed to collect data from 17 respondents (10 female teachers, 1 principal, and 2 vice principals) using questionnaires, interviews, and document analysis. Key findings reveal that socio-cultural factors (e.g., patriarchal norms, societal perceptions of women's leadership capabilities) and organizational barriers (e.g., lack of mentorship, inflexible work policies) significantly hinder female participation. Additionally, personal factors such as low self-efficacy and reluctance to take risks were identified. The study recommends policy reforms, mentorship programs, and awareness campaigns to promote gender equity in leadership.

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ACRONYMS AND ABBREVIATION

A.A -Affirmative Action

ETP- Educational Training and Policy

ESDP - Educational Sector Development Program

FCSA-Federal Civil Service Agency

FDRE-Federal Democratic Republic of Ethiopia

FWTA-Federation of Women Teacher
Association

GGP-Gender Government Program

ILO-International Labor Organization

MOE- Ministry of Education

NGO-Non Governmental Organization

CHAPTER ONE

1 INTRODUCTION

1.1. Background of the Study

Women constitute half of the world population. Women play a vital role in the community by taking care of all social activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, social and cultural marginalization FDRE, (2006).

This reality is also reflected on women when it comes to participation in Leadership and decision making positions. Research findings and reports of Meron (2006), Oxfam (2009) and Jean, Lott, Joy and Sanchez-Hucles (2007), confirm the under-representation of women indecision making and leadership positions. However, empowering women is as empowering community (World Vision, 2009).

There is a growing awareness, which realized that if the peoples of the country are to be the Agent of development and then it is necessary to engage both male and females in conceiving new development models. Developmental organizations like schools highly require the Participation of all citizens to bring sustainable development through education. A close look at the literature indicates that women are disproportionately represented in educational Administration as department chairs, academic deans, chancellors, and university president. This under representation of women in leadership position can be attributed to gender bias to inform Academic cultural assumption about women leadership potential (Dominici & Zeger) as cited in Martine, (2011) & UNHCR (2007). Educational management effectiveness managerial skill of woman and men are very Important.(Meena & Coloman, 2003). Surprisingly, some women are perceived as more Democratic and participatory in decision making that facilitates organizational goal Achievements, Shake Shaft (1989), women are more likely to uses strategies that include long Range planning and evaluating data in making decision and thus have been rotes as better Planners. Universally men heed bell running the leadership career in any organization. Kagoda (2001) Notes that leadership roles have been hold by men. Literature also has recognized men as a Leader and their leadership roles behaviors in war hunting, business and government. Females have been playing traditional role of home makers while male remaining a leader in every spare of life (Brown M, 2000). Because of this, social attitudes females have been Reluctant to pressure educational administrative position. Regarding employment, data from Federal Civil Service Agency (FCSA) on federal government Employees shows that women occupy only 18.3 of all professional and scientific

position, and 25% of administrative position indicating that the upper and middle level position in the civil Services are still overwhelmingly dominated by men,(FCSA,2014/2015).This is true in Gurage zone in school leadership position still the participation of women are lower and the community attitudes towards women capability, performance, attitudes, decision making and skill was low. While women jobs are often associated with lower value in term of skill requirements and are Lower paid whereas “men jobs” are often are considered as higher value and higher paid (Yalew Endawek, 1997).However, this might exist in few countries. But in most country of the world still there has been a disproportional representation. For instance, the majority of sub-Saharan African women continue to face both internal and external barriers. Internal barriers results from the effects of cultural, socialization and societal stereotypes. While external barriers include social, spiritual, constructs that block the majority of women from taking leadership position and responsibility (Chisholm, 2001; Marshal, 1997). Unfortunately both culture and religions played significant roles in limiting the positive roles That the women could have played they have been oppressed in many respects in their capacity as being women and lack of involvement in the male dominated social-economic inter strictures and as members of oppressed class (Fagenson U,1993). Similarly, in educational setting while women hold the teaching staff position men dominate the highest position of educational leadership (MOE, 2008). Therefore, it to be higher heightened That due to low education, the society stereotype institutional bangles that hamper the up-ward Movement of women with in organizations and one could hardly find women holding a management and decision making positions .this would retain many women from facing the challenge and exercise decision making role (Meron, 2003).In Ethiopia school administration has been male dominated. To this consequence the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women to leadership position (MOE, 2006).

1.2. Statement of the Problem

Women`s scarcity in managerial and decision making sphere has been a global phenomenon. However, one obvious destination between developed and developing region lies on women access to education. In East Asia, the need for women in school leadership position were regarded as important issue to ensure seniority with in school for the well-being of women beginning to consider career choices with role models to stimulate women to participate in decision making and to address issues of social justices by providing gender equality between adult with in educational System (Shalabudin, 2000). In such that when there is male school director, the deputy must be females; besides when there is a female school director the deputy must be male.

This simple regulation has meant that school leadership now less gender biased that balance leadership (MOE, 2006). In practices however, it had been observed that they had been under represented in the leadership position within the education system ESDP V, 2010 especially, in African countries like Ethiopia. The Ethiopia government has been endorsed a number of legal documents aimed at eliminating discrimination against women.

The government approved the national plan of action on Education for all, which aimed at achieving gender equality in education by 2015; the National Goal of the strategy is to improve women quality of education, marital and spiritual life. This research outcome may give some insight about the factors for low participation of women in educational Administration in Ethiopia. However, the generalization of the results is questionable. In addition it evaluates the effectiveness of female versus male principals in their administrative roles, only leadership styles. But my research focuses on investigating the major factors for the under representation of female teachers participation in educational leadership.

1.3 Basic Research Questions

1. What are the factors that hinder female teachers' participation in school leadership?
2. To what extent the institutional factor that led to women's under-representation of leadership in Emidber primary school in Emidber town at Gurage zone, central Ethiopia?
3. What strategies are in place to promote female teachers' participation in primary school leadership?

1.4. Objectives of the study

1.4.1. General Objective

The General Objectives of this study would to investigate the major factor that affects female Teachers participation in school leadership in Emidber primary school In Emidber Town at Gurage Zone Central Ethiopia.

1.4.2. Specific Objectives

1. To identify the current status of female teachers' participation in school leadership in Emidber primary school in Emidber Town at Gurage Zone, Central Ethiopia.
2. To determine the institutional factors that led to women's under-representation of Leadership in Emidber primary school in Emidber Town at Gurage Zone, Central Ethiopia.
3. To identify what strategies are in place to promote female teachers participation in School Leadership in Emidber primary school in Emidber Town at Gurage Zone, Central Ethiopia.

1.5 Significance of the study

The significance of the study would attempt to both theoretical and practical dimensions. Theoretically, different Stakeholders for creating awareness for understanding of the factor that affect female teachers' participation in primary school leadership role.

Hence, the following are some of the importance of the study.

- ✓ It helps to increase the participation of women, in educational leadership.
- ✓ The study helps other researchers as a corner stone for those who want to conduct a research on similar area.
- ✓ The study would provide the mechanism of reducing the demotivate of female teachers in school leadership.

1.6. Operational Definition of Key Terms

Feminine: -- Is relating to women girls gender that refers chiefly but not exclusively Female or objects classified as females (Abebayew, 1995).

Masculine: - Relating to men (Boy refers to chiefly males or things classified as male (William, 1990).

Mentor:-is a person who gives advice, support, and council to know something.

Leaders: Lubachliwniak (1997) defined leaders as individuals who provide vision and meaning for an institutions and embodies the ideas towards which the organization strives.

Socialization: - process of learning roles and expected behavior in relationship (Estler, 1975).

Under representation: is a term used to describe the disproportionate (that is, too small or none) representation of women in educational leadership.

Gender:-reference to the society and culturally determined differences between male and female.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concept of Educational Leadership

According to Tarnue (2000) educational leadership is the continues work of mobilizing people .To believe and behave in regard to shared vision that results to in high achievement for every Children. It is the ability to support people in doing inquiry about the result of their work honestly without any fear of blame and judgment. In other word educational leadership is primary concerned with educational outcomes. for all students Lipoid(2009), Besides educational leadership influences and manages pedagogical goals and vision under mining instructional program promote teachers learning and development for students improvement (LindSay.B,1999). Trance in Esayas (2012) further argues educational leadership that enhances student's outcomes through the creation of an environment where learning permits the organizational culture besides the state as; would be believe that the core work of teacher in seeking to promote qualities learning for all children that all management tasks serve the core work.

2.2. Factors that affect female teachers 'participation to educational leadership

Several interconnected factors significantly impact female teachers' participation in educational leadership. These can be broadly categorized as individual, interpersonal, organizational, and societal factors:

. Individual Factors:

• Self-Efficacy and Confidence:

* **Low Self-Belief:** Some women may underestimate their abilities or feel less confident than their male counterparts in pursuing leadership roles. This can be exacerbated by societal expectations and internalized biases.

* **Imposter Syndrome:** Feeling like a fraud despite evidence of success can deter women from seeking leadership positions, fearing they will be "found out."

• Aspirations and Ambition:

* **Career Goals:** Some women may prioritize other aspects of their lives over career advancement or may not perceive leadership as aligning with their values.

* **Limited Exposure:** Lack of exposure to female role models in leadership can limit aspirations and the belief that leadership is attainable.

- **Skills and Qualifications:**

- * **Experience Gap:** Women may have fewer opportunities to gain the necessary experience for leadership roles due to systemic barriers or limited access to development opportunities.

- * **Skill Development:** Lack of access to leadership training, mentorship, and other development programs can hinder skill acquisition.

2. Interpersonal Factors:

- **Mentorship and Sponsorship:**

- * **Lack of Mentors:** Limited access to mentors who can provide guidance, support, and advocacy.

- * **Lack of Sponsors:** Absence of sponsors who can champion their candidacy for leadership roles and open doors to opportunities.

- * **Networking Barriers:** Difficulties in accessing informal networks and social connections crucial for career advancement.

- **Gender Bias and Stereotypes:**

- * **Negative Perceptions:** Facing negative perceptions or stereotypes about women's leadership abilities.

- * **Differential Treatment:** Experiencing differential treatment or being held to higher standards than male colleagues.

- **Relationships with Colleagues and Supervisors:**

- * **Supportive Relationships:** Lack of supportive relationships with colleagues and supervisors can hinder career advancement.

- * **Difficult Bosses:** Negative experiences with supervisors who exhibit gender bias or lack of support.

3. Organizational Factors:

- **Organizational Culture:**

- * **Masculine Culture:** A dominant masculine culture that favors traditional leadership styles and values.

- * **Lack of Inclusivity:** An organizational culture that is not inclusive or supportive of women's leadership.

- **HR Policies and Practices:**

- * **Discriminatory Hiring Practices:** Biased hiring practices that disadvantage women in the selection process.

- **Leadership Development Opportunities:**

- * **Unequal Access:** Unequal access to leadership training and development programs compared to male colleagues.

- * **Lack of Support for Advancement:** Insufficient support for women to pursue advanced degrees or certifications in education leadership.

- **Workplace Climate:**

- * **Lack of Support:** A lack of support for women in leadership roles, creating a hostile or unwelcoming environment.

- * **High Workload:** Excessive workload and time constraints, making it difficult for women to balance work with other responsibilities.

4. Societal Factors:

- **Gender Stereotypes:**

- * **Societal Expectations:** Societal expectations and gender roles that can limit women's career aspirations and opportunities.

- * **Media Portrayals:** Media portrayals that reinforce gender stereotypes and portray women as less capable leaders.

- **Cultural Norms:**

- * **Cultural Norms:** Cultural norms that prioritize men's careers over women's or discourage women from pursuing leadership roles.

- * **Limited Access to Education:** Unequal access to education for women in certain societies or communities.

- **Political and Economic Structures:**

- * **Political Representation:** Underrepresentation of women in political leadership roles.

- * **Economic Inequality:** Economic inequality that limits women's financial independence and access to resources.

Addressing these factors requires a comprehensive and systemic approach that challenges gender stereotypes, promotes equitable policies and practices, and empowers women to pursue their leadership aspirations. This includes creating supportive work environments, providing access to mentorship and sponsorship, ensuring fair and transparent hiring processes, and addressing societal biases that limit women's opportunities.

As Kyriako's, (2006) and Blackman,(2000) stated females administrators in educational Leadership are underrepresented as gender given that they make up the whole teaching Profession. For this underrepresentation, here are some factors related to their low Participation. In addition, the conceptual framework postulated that factors such as gender stereotyping, Family responsibility, affirmative action and personal interest in management position may influence the participation of women in educational management

2.3. Organizational Factors as Barriers for Females Teacher Participation to Educational Leadership

Research indicates that while women constitute a significant portion of the teaching workforce, their representation in educational leadership positions lags behind. Several barriers contribute to this disparity:

1. Gender Stereotypes and Biases:

- **Leadership Archetypes:** Traditional leadership models often align with masculine traits like assertiveness and dominance, which can disadvantage women perceived as less assertive or more nurturing.
- **Implicit Bias:** Unconscious biases held by hiring managers or decision-makers can lead to women being overlooked for leadership roles, even when they possess the necessary qualifications.
- **Competency Assumptions:** Assumptions that women are less committed to their careers or lack the necessary skills for leadership can also hinder their advancement.

2. Work-Life Balance Challenges:

- **Caregiving Responsibilities:** Women often bear a disproportionate burden of caregiving responsibilities for children and elderly parents, making it difficult to balance work demands with family obligations.
- **Lack of Flexible Work Arrangements:** The absence of flexible work arrangements, such as telecommuting or reduced hours, can make it challenging for women to pursue leadership roles without compromising their personal lives.
- **Workload and Time Constraints:** Leadership positions often require long hours and significant time commitments, which can be difficult for women with caregiving responsibilities to manage.

3. Lack of Mentorship and Sponsorship:

- **Limited Access to Mentors:** Women may have limited access to mentors and role models in leadership positions, hindering their professional development and networking opportunities.
- **Lack of Sponsorship:** Sponsorship involves actively advocating for a person's advancement. Women often lack sponsors who can champion their candidacy for leadership roles and provide valuable support.
- **Networking Barriers:** Women may face barriers to accessing informal networks and social connections that are crucial for career advancement.

4. Organizational Culture and Climate:

- **Lack of Support for Women Leaders:** Some organizational cultures may not be supportive of women in leadership roles, creating a hostile or unwelcoming environment.
- **Tokenism:** Being the "token" woman in a leadership position can place added pressure and scrutiny on women, making it difficult to succeed.
- **Gendered Expectations:** Women leaders may face conflicting expectations, being expected to be both assertive and collaborative, which can be challenging to navigate.

According to M.Kay's and BrownM(2000), stated many school board member ,research Consultants, research committee members practicing administrators and revealed citizens Members practicing administer and private citizens .et.al (2000) reported that school board and other initiatives believed that females are malleable.

2.4. Overcoming Factors that Affect Females Participation to Educational Leadership

On both external and internal barriers that influence their presentation of women in educational Administrations. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentors.

As Holt, 1981andGibson, S.K,(2004)suggested that mentor, both male and female may be the single most important factors in administers career development, Mentors can suggest strategies for career mobility. Open doors, Mitigate contact and make recommend decision Despite the benefits of mentoring research indicated that there seems to be lack of available male or female mentors for women when do act as mentors, they tend to sponsors male ,or someone who is most like them Erich, as cited by (Coleman, 2004).

One reason why mentoring may not be readily accessible to women maybe that women don't fit in to the comfort zone of male mentors (Fleming, 1991). Women need to actively seek out network with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers .Various American network such as ; Sex Equity in Educational Leadership (SEEL) and Women in school Administration (WISA) have been established.

2.5. Techniques Useful for Women Participation to School Leadership

To effectively increase women's participation in school leadership, a multi-pronged approach focusing on individual empowerment, systemic change, and cultural shifts is needed. Here are some techniques that can be useful:

I. Individual Empowerment & Skill Development:

• Leadership Training Programs:

- **Targeted Programs:** Offer leadership training specifically designed for women, addressing their unique challenges and leveraging their strengths. These programs should focus on areas like strategic thinking, decision-making, communication, conflict resolution, and financial management.

- **Negotiation Skills:** Provide training in negotiation skills to help women advocate for themselves in salary discussions, resource allocation, and leadership opportunities.

- **Executive Presence:** Offer workshops on developing executive presence, including communication skills, body language, and personal branding.

- **Formal Mentorship:** Pair aspiring women leaders with experienced leaders (both male and female) who can provide guidance, support, and advocacy.

- **Professional Organizations:** Encourage participation in professional organizations related to education and leadership.

- **Networking Events:** Create opportunities for women to network with other leaders in the education field and beyond.

II. Systemic & Organizational Change:

• Transparent Promotion Processes:

- **Clearly Defined Criteria:** Establish clear and transparent criteria for leadership positions.

- **Objective Assessment:** Implement objective assessment methods that reduce bias in the selection process.

- **Blind Review:** Consider using blind review processes where names and demographic information are removed from applications.

- Flexible Work Arrangements:

- **Remote Work Options:** Offer remote work options where possible.

- **Flexible Scheduling:** Provide flexible scheduling options to accommodate caregiving responsibilities.

- **Job Sharing:** Consider allowing job sharing arrangements for leadership positions.

- **Family-Friendly Policies:**

III. Cultural Shift & Awareness:

- Address Implicit Bias:

- **Bias Training:** Conduct regular training on implicit bias for hiring managers and decision-makers.

- **Diversity & Inclusion Initiatives:** Implement diversity and inclusion initiatives that promote awareness and understanding of gender equity issues.

- **Promote Inclusive Leadership Styles:**

- **Emphasize Collaboration:** Encourage collaborative leadership styles that value diverse perspectives.

- **Value Emotional Intelligence:** Recognize and value emotional intelligence skills, which are often strengths for women leaders.

- **Challenge Gender Stereotypes:**

- **Role Models:** Highlight the achievements of successful women leaders in education.

- **Visibility:** Provide platforms for women to share their experiences and perspectives.

In enhancing female in leadership the techniques including avail themselves to mentor. Utilizing sponsors, role models, and networking, which allows a women a means for getting advice moral support and contact for information and providing constructive ways of dealing with frustration, sharing feelings about their work, and providing encouragements Curry B .K. and Mishra (2000 and Merson M. et al (1992) suggested the following four” core components of success. Be able: women should make sure that they know what position entails. They should develop good speaking and writings skills- plus any

skill that will help compete against everyone else at particular level. Never stop learning, whether it is formally in a classroom or informally, on the job.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of study area

The study would conduct in Emidber primary school in EmideberTown at Gurage Zone Located at Central Ethiopia Regional state. Emidber is a sub- city Located under wolkite city in Gurage Zone and located at distance of 183 km away from capital of Ethiopia.

3.2. Study Design

To attain this, a descriptive survey method would employ. This method would employ because of its importance that it fits to get detail of data from many respondents and it is appropriate to assess the status of the phenomena.

3.3. Source of data

The sources of population for this study would all female teachers, principal and vice principals from Emidber primary school.

3.4. Sampling Method

The sample would draw from Emidber primary school. The total populations of teachers in the sample schools were 17.out of this 10 were females and one principal. The sample size 10 (58.82) teachers were taken by simple random sampling technique based on the researcher judgment. The main purpose of this research would to assess the major factors that contribute for low females' participation in educational leadership at primary schools in Emidber For the case of this study both probability and non- probability sampling technique were used to obtain the representative sample units for this research. The primary schools available in Emidber would take by availability sampling technique. The total populations of teachers in the sample school were 17 the sample size 10 of teachers were taken by simple random sampling technique based on the researcher judgment.

3.5. Sampling Procedures

Among different schools in Gurage zone Emidber primary school would select by simple random sampling method.

3.6. Tools and procedure of Data collection

The data collection mechanism includes; questionnaire, interview and review of relevant documents. The data source of this study would go to be primary source of data. The primary data sources were school principal, school vice principals and female teachers. The secondary data source were analyze different relevant document of Emidber primary school.

3.7. Questionnaire

The questionnaire included in this study would identical for all the participants (for female teachers, principal and vice principals) used to obtain information about the female educational leadership. Questionnaire are less expensive, consistent and uniform measures, free of variation they offer a considered and objective view of the issue, since respondents can consult their files and since many subjects prefer to write rather than talk about certain issues. Questionnaire allows a wider coverage, than other methods. In addition, they offer less opportunity for bias or errors caused by the presence or attitude of the interviewers. The questionnaire has two parts; the first part was about background information of the respondents. The second part of the questionnaire contain items on socio-cultural factors, attitude of women towards themselves, family and home responsibility and institutional factors that affect women participation in school principal . The respondents were asked to indicate the extent of their engagement to a particular behavior or practices from a five point scale ranging strongly agree (5) to strongly disagree (1).

3.8. Interview Guide

The importance of using interview would discuss by (Pfeifer, 2000 Maher, 1995, and Roth 1987) in Sarantako (2005, p.286). Interview has flexibility, high response rate, easy to administrate, easy to control over the environment of the interviewer capacity for correcting misunderstanding by respondents and has opportunity to control overtime, date and place of the interview. In addition to the questionnaires two types of semi- structured interviews are prepared for female teachers ,principal and vice principals. The items included in the interviews related to the contents of questionnaire. The interview prepared for female teachers attempted well on issues like their interest of being principal, their attitude towards female principal's skill and competency and strategies or policies to be checked or revised by the ministry of education. On the other hand, interview with principal dealt with why the number of female principals is quite declining ways or addressing the problem. Besides their attitudes towards female principal's skill and competency; to make the interview more effective, all interviews were done by English.

3.9. Document Analysis

Data concerning the current level of women involvement in educational leadership position and the trend of women leadership for four consecutive (2011-2015) academic years were obtained from sample sub city education offices and from Emidber primary school through direct access.

3.10. Data analysis Techniques

The data would analyzed using both qualitative and quantitative method/ mixed approach/ of data analysis technique. This was because to have opportunity of critically examining the target school problems related to educational leadership and suggests the possible recommendations.

Regarding the importance of this method that mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. So that the overall strength of a study was greater than either qualitative or quantitative research Based on the above fact, the interview was analyzed qualitatively. The close-ended questionnaire response was analyzed quantitatively using frequency table and percentage.

3.11. Ethical Consideration

This research would done to make everything professional and ethical. So, Ethical approval letter would obtained from Wolkite University College of education and behavioral science department of educational planning and management Communication with school committee administration will made through formal letter written from Wolkite University. The purpose of the study will explain to respondent.

CHAPTER FOUR

4.1 Data Analysis and Interpretation

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questioner and semi- structured interview. The summary of the quantitative data has been presented by the use of tables on the other hand; the collected data through interview and open-ended questions were analyzed qualitatively.

As mentioned above, among various data collecting instruments questionnaire and semi-structure interview were used to collect the relevant information for this study. Thus a total of 30 questionnaires were distributed to the selected primary school female teachers and directors. Unfortunately, almost 25 of them were properly filled and returned to the researcher. Some questionnaires were lost and some were incomplete because of the reluctance of the respondents. Among interview respondents 10 female teachers and 1 principal and two vice principal have properly participated and gave the required information on the issue under investigation.

In general, 83.3% of respondents have participated to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5, agree=4 somewhat agree=3, disagree=2 and strongly disagree=1. Accordingly the overall results of the issue investigated as well as respondents personal background or profiles were clearly presented below.

4.2 Respondents Characteristics

This chapter deals with description of the Personal characteristics of the respondents followed by their respective demographic sector type. And analysis of measures, mean and mean Weights examined under this section of the chapter. The data are collected and then analyzed, posted and presented to the problems posed in the first chapter of this study. The findings are based on the responses of sample respondent with the help of structured questionnaire in the study area.

Table 1: Socio-demographic characteristic results of Teachers, principals and vice principals found in Emidber primary school In Emidber Town at Gurage Zone Central Ethiopia.

No	Item		Teachers		Principals		Vice Principals	
			No	%	No	%	No	%
1	SEX	Male	-	-	1	5.8%	2	11%
		Female	10	58.8%	-	-	-	-
		Total	17	100%	1	5.8%	2	11%
2	Age	21-30	-	-	-	-	-	-
		31-40	7	41.1%	1	100%	-	-
		40-50	7	41.1%	-	-	1	100%
		>50	3	17.6%	-	-	-	-
		Total	17	100%	1	100%	2	100%
3	Educational Status	Diploma	7	41.1%	-	-	-	-
		Degree/Bsc	10	58.8%	1	100%	2	100%
		Total	17	100%	1	100%	2	100%
4	Work Experience	<3 yr	-	-	-	-	-	-
		3-5 yr	7	41.1%			1	100%
		>6	10	58.8%			1	100%
		Total	17	100%	1	100%	1	100%

Source: survey result (2025)

Respondent Profile

A Total of 10(58.8%) were female Teachers , principal were 1(5.8%) and vice principals were 2 (11.7%) included in this study, of which accounts 36.6% (n=11) females teacher were in age 31-40 n=7(41.1%) , 40-50 n=7(41.1%) and > 50 n=3(17.6%) .vice principal were It was found that (n=1) of the respondents were in age 31-40 years. Principal was age between40-50 years. Concerning the Work experience of the study population n=7(41.1%) of the respondents were working between 3-5 years and 7(41.1%) of the respondents were working greater than 6 years. When we see the occupational status of respondent, most of the participants were with degree; which is 58.8% (n=10). And all characteristics are expressed on table (1).

4.3 Attitude of Women towards themselves

Concerning this part the respondents were asked to put their degree of agreement to the attitude of women towards themselves. As indicated earlier weight of the choices was represented as follows 1= for strongly disagree,2=disagree,3=somewhat agree,4=agree and 5= strongly agree. And this was calculated by mean and weighted mean. Since the scale consists 5 points 2.5 was taken as average results, exceeding 3.5 as high, whereas scores less than 2.5 were regarded as low; Weighted mean scores between 2.5 and 3.5 was considered to be moderate as shown on table 2.

Table 2: Degree of agreement to the attitude of women toward themselves in Emidber primary school In Emidber Town at Gurage Zone Central Ethiopia.

NO	Factors	Respondents	Rating Scale					Total	Weighted Mean	
				1	2	3	4			5
1	Women's still acknowledge the world as masculine scale	Teachers	F		7	10	6	4	27	3.25
			%		25.9	37.0	22.2	14.8	99.9	
		Vice principal	F			0				
			%			0				
2	Women underestimate their abilities and perceive themselves as less skillful and passive leadership	Teachers	F	3	4	9	6	5	27	3.2
			%	11.1	14.8	33.3	22.2	18.5	99.9	
		Vice principal	F				0			
			%				0			
3	Women perceive themselves that they confined at lower task under men	Teachers	F	10	5	8	4		27	2.2
			%	33.3	16.6	26.6	13.3		89.8	
		Principals and Vice	F				1			
			%				100			
4	Women exhibit poor risk taking of themselves	Teachers	F	12	5	7	3		27	2.03
			%	40	16.6	23.3	10		89.9	
		Principals and Vice	F		0					
			%		0					
5	Women consider themselves to have lower acceptance than men	Teachers	F		5	2	15	5	27	2.74
			%		16.6	6.7	50	16.6	89.9	
		Principals and Vice	F					0		
			%					0		

Source: survey result (2024)

Along with the problems related with Women's still acknowledge the world as masculine scale female teachers consider to have low of acceptance than men factors particularly with the weighted mean value 3.25 which is the moderate cause for not accepting or entering to school leadership. On the other hand problems that women underestimate their abilities and perceive themselves as less skill full and passive leadership consider to have low acceptance than men factors particularly with weighted mean 3.2 which is the moderate cause for not accepting or entering to school. Along the problem related with women consider themselves to have high level of acceptance than men factors particularly with the weighted mean value 2.2 which is the lowest case of not accepting or entering to school leadership. On the other hand women do not exhibit poor risk taking of them and Women do not perceive themselves that they are confined at high tasks under men with 2.03 weighted mean which is the lowest case of not accepting or entering. The last Problems that women consider themselves to have lower acceptance than men with weighted mean 2.74 has a moderate cause which is becoming an obstacle not to aspire to secondary school leadership. Moreover this finding is supported by Kaisers (2009) as he mention that "lack of self-awareness consider themselves to have low level of acceptance than men. Women are under-represented in educational leader ship. In different ways researcher tried to indicate the problem and give different recommendations.

In response to the interview question "Do you have any interest to be a school principal?" the respondents exhibited some kind of reluctance. Here is a typical response." I do not want to be a primary school principal because I do not want to face challenges especially with teachers and miss behaving students besides all this; countries including Ethiopia have signed different conventions and declare different policies concerning women (female) non-discrimination. Among these the Convention of the Elimination of All forms of Discrimination against women (CEDAW1981), is mainly very important because it grants for the elimination of all forms of discrimination against women in the academic leadership interventions.

Actually there is a little bit improvement comparing with the past decades in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous marches that Ethiopia has made in the past few years in promoting and advancing women in the school women are still under-represented in educational leaderships. Improvement comparing with this research in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous march those schools Management has to enhance in promoting and advancing women in the workplace women are still under-represented in educational leaderships

.4. 4Respondent’s views towards the Socio Cultural Factors

Concerning this part the respondents were asked to put their degree of agreement to the socio-cultural factors which affect educational leadership at primary school leadership. As indicated earlier, weight of the choices was represented as follows: 1=for strongly disagree; 2= disagree; 3= somewhat agree; 4= agree; and 5= strongly agree. And this was calculated by mean and weighted mean since the scale consists 5 points 2.5 was taken as average; results exceeding 3.5 as high. Whereas scores less than 2. 5 were regarded as low, mean scores between 2.5 and 3.5 was considered to be moderate.

Table 3:- Respondent Views on Problem Related to Socio-Cultural Factors in Emidber primary school In Emidber Town at Gurage Zone Central Ethiopia.

NO	Factors	Respondent	Rating Scale					Total	Weighted Mean	
				1	2	3	4			5
1	Girls and boys are socialized differently to assume different role	Teachers	F	5	3	12	7		27	2.77
			%	16.6	10	40	23.3		89.9	
		Vice principal	F			0			0	
			%			0			0	
2	The patriarchal ideology that dominated the culture affects women participation in educational leadership	Teachers	F			4	16	7	27	4.1
			%			13.3	53.3	23.3	89.9	
		Vice Principals	F				0			
			%				0		0	
3	Men feel more competent, capable and more efficient in leadership	Teachers	F	16	2	7	2		27	1.8
			%	53.3	6.6	23.3	6.6		90.1	
		Vice Principal	F	0					0	
			%	0					0	
4	Society thinks women are incapable in leading	Teachers	F			7	17	3	27	3.85
			%			23.3	56.6	10	89.9	
		Vice Principals	F			0			0	
			%			0			0	
5	Most of society part still thinks power of decision making rely on hand of men	Teachers	F	2	2	5	5	13	27	3.92
			%	6.66	6.66	16.66	16.66	43.3	89.9	
		Vice Principals						0	0	
								0	0	

Source: survey result (2025)

As the above table indicates on Factor 1, teachers have Moderate opinion with weighted mean 2.77 on the issue that Girls and boys are socialized differently to assume different roles. People think women do not have the ability and skills to be leaders; & the patriarchal ideology that dominated the culture with weighted mean 4.1. This implies religion and culture are highly affect's women participation at selected primary school leadership. On the point Men feel more competent, capable and efficient in leadership than female, Weighted mean score is 1.8 which is representative for females are also have feelings for competition, capability of doing things and efficient leadership skill. Among the problem societies thinks women are incapable in leading with weighted mean 3.85 and the last problem , most of society part still thinks power of decision making rely on hand of men with weighted mean 3.92.

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. SUMMARY

The major objective of this study was to assess the factors that affect women participation .The study was undertaken in Emidber primary school in Emidber Town at Gurage Zone sample were taken and the total sample population was 17 but only 10 gives relevant information. Data were gathered through questionnaire, interview and document analysis from the analysis done using both qualitative and quantitative data, the following major findings were drawn. With regard to socio-cultural factors that affect women participation in educational leadership particularly in Emidber primary school. The Ethiopia governments announces gender equality and give equal opportunity with their counter parts due that recent time splinter of light is seen in change of gender equality comparing with the former time nevertheless there are also factors that could hinder women to participate in primary school leadership. Still some people think that women lacks the ability and skills the patriarchal ideology are not fully changed which are external barriers beyond the competency of them and this is indicated by the average mean.

Majority of respondents agree moderately on the issues stated under the attitude of women towards themselves. Some women's still have the feeling of the world as masculine. Woman does not exhibit to take risk. Respondent women agree on that they are capable of doing leadership activity, but their consideration of being accepted equally to men is low. More over the weighted mean ranges from 2.5 to3.5 which is expressed as moderate cause for women were not to participated in primary school leadership positions.

5.2 CONCLUSION

Depending on the finding of the study, it is possible to draw the following conclusion Throughout the educational system for the last five years (2011-2015) the female's involvement in educational leadership positions at primary schools was negligible it seems to show an increment each years in the last five years, one can safely conclude that the increase is insignificant and not promising.

There are different factors that have been discussed in the study which affect female teacher's involvement in educational leadership. Among the factors related to Female involvement in educational leadership Degree of agreement to the attitude of women's toward themselves and Problems Related to Socio-cultural Factors is the main.

One can conclude that tendency of female teachers to hold themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers as they are also overburdened by home responsibilities than male obviously women's home and family responsibility is major cause to their participation. Still the burden of home in school leadership and family chores are on the shoulder of women.

5.3 RECOMMENDATION

Based on the findings and conclusion reached the following possible solutions and recommended forwarded so as to increase women's participation in primary school leadership. As evidence by the study the status of female teachers and principals in Emidber primary school needs improvement and this has to start with changing the society's mind set and this is mainly the duty of religious persons, mass media and family. The way of socializing girls and boys should be changed. In doing so ministry of education (MOE) and Zonal educational office needs to create awareness regarding to the skills and abilities of female teachers. As they appear to the school leadership in terms of their skill, ability, are also competent as men do. All concerned bodies should empower girls with skills for self. Confidence, assertiveness, speaking out, decision making (by giving different tasks at school level) and negotiation in order for them to overcome gender- based restriction to their participation.

Key: -1. Strongly Disagree, 2.Disagrees 3. Undecided 4. Agree 5. Strongly agree

Part III. Please put a mark (√) to indicate Respondents perception regarding Female teacher's participation in leadership in general.

NO	ITEM	Response of respondents				
		1	2	3	4	5
1	Female teachers have an interest to be part in primary school leadership					
2	Both male and female teacher quality participate in any leadership at your school level					
3	Female are reserved in taking part to be a leader at school					
4	Male teachers encourage female teachers than discourage to be a school leader					

Key:- 1. Strongly Disagree, 2.Disagrees,3. Undecided,4. Agree, 5. Strongly agree

PART IV–Please put a mark (√) to indicate Views of Respondents on Female teachers

NO	Item	Response of respondents				
		1	2	3	4	5
1	Female teachers can equally lead any organization					
2	Female teachers have got an awareness no importance of their participation in primary school leadership					

Key:- 1. Strongly Disagree 2. Dis agree 3. Undecided 4. Agree 5. Strongly Agree.

PART V - please put a mark (√) to indicate the possible answer for the following yes, No/IDon't alternative questions regarding to Extents to which strategies are used to promote Female teachers participation in school leadership

No	Item	Response of respondents		
		Yes	No	I don.T
1	Capacity building has taken place for female teachers to participate in primary school leadership			
2	Women and Children Affairs has give more attention for female teachers to participate in Leadership			
3	Woreda Educational Office give a chance for female in quota to compute with male teachers			
4	There is allocation financial resource in capacity building training to promote females participation at school and woreda level			
5	There is a clear guideline increment and clear affirmative action for female teachers at woreda education office			

APPENDIX B

Part VI - Interview Questions for woreda Education Office (WEO).

Dear Participants;

The ultimate Purpose of study is to assess the factors that affect female teachers participation found in Emidber Primary School.

1. Please tell me about your background information in terms of educational leadership position?
2. What major organizational, personal, societal, spiritual factors those hinder female Teachers participating in primary school leadership?
3. It is said female teachers under represented themselves to accept responsibilities and decision making. What is your point of view on this idea?
4. How do you evaluate female teachers' involvement in school leadership with male Teacher's involvement?
5. What strategies are in place to promote female teachers' participation in primary school leadership?
6. As Women and children affairs office, what would you plan in the future to increase Females' participation in school leadership?
7. It is said that women were reluctant to accept school administration. What is your point Of view on this?
8. At your woreda how many female teachers were appointed in school leadership position?
9. In recruitment for school principal, would you give a quota for female teachers?
10. What types of Affirmative Actions would you take to assign female teachers in school leadership position?
11. From the base, why do you think female teachers have lack of self confidence in order to lead school?
12. Would you think that male teachers encourage female teacher rather than discouraging them at school level in any leader (department heads, unit leader, club, and co-curricular leaders)?

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