



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**FACTOR AFFECTING WOMEN PARTICIPATION IN EDUCATIONAL
LEADERSHIP IN THE CASE OF ABBA FRANSUA PRIMARY SCHOOL
IN GUBREA SUB- CITY**

**A senior essay research submitted to department of educational planning and
management in partial fulfillment for the requirement degree of bachelor art
in educational planning and management**

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Acronyms

CERS ----- Central Ethiopia regional state

SPS ----- Selected Primary school

FDRE----- Federal Democratic Republic of Ethiopia

MoE-----Ministry of Education

GII-----Gender Inequality Index

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ABSTRACT

This study examined the factors affecting women's participation in educational leadership at Abba Fransua Primary School. A descriptive survey design was used, involving 30 participants: 18 female teachers, 10 male teachers selected through simple random sampling, and 1 school principals selected possessively. Data were collected through questionnaires and interviews and analyzed using both quantitative and qualitative methods. Based on the results of the basic survey questions, 67% of respondents indicated that household responsibilities are a major barrier preventing women from assuming leadership roles. The findings also revealed that cultural attitudes limiting women's involvement in public affairs remain a significant obstacle. Furthermore, low levels of education and economic difficulties were commonly cited as contributing factors to the under representation of women in leadership positions. The study recommends that the Woreda Education Office focus on building women's capacity through training and promoting them to leadership roles like principals and department heads. It also emphasizes the need for more equitable sharing of household responsibilities to enhance women's leadership opportunities. Collaboration among the education office, gender office school principals, and the community is crucial for increasing women's participation in educational leadership.

CHAPTER ONE

Introduction

1.1 Background of the study

As the world, women are take participation in the educational leadership and economic status is lower than of men (Dairy klasen , Stephen ,2008). This is true of Ethiopia women. The cultures and traditions of most Ethiopian do not place equal value on women and men. Traditionally the proper place of women is said to be within the home their belief is believed to be bearing and raising children. In most part of our country women are burdened with hard and dull house hold activities while men conduct to participate every activity outside the home and enjoy much more leisure time (Dairy klasen , Stephen ,2008).

In the long history of Ethiopia women by large have been excluded from public areas. They were not given equal opportunities with men to participate in the educational leader ship (Harriet martiunu,) in the poorest countries, women are particularly inadequately served in terms of education leader ship .(human development report, 2008).

Recently, multidisciplinary need in gender affairs has been rising all over the world of the female educational leadership and has become of the most significant issue. Factors associated with prohibiting the participation of female in educational leadership has been major issue everywhere. This view tells that women are considered as weak or interior in power and educational leadership in decision making process. In addition to these is other factor that influences women's successfulness in solving variety educational leadership participation. It is obvious that socio- economic condition data country plays greater role in influencing female educational leadership participation (Genet zewde, 2008 cited in Elias 2009)

In many parts of the world, women's participation in leadership roles, particularly in education, remains limited compared to men. Although women's involvement in education as teachers is increasing, their representation in leadership and decision-making positions is still significantly low. According to United Nations reports, gender inequality persists globally in leadership roles, particularly in developing countries where socio-cultural, economic, and educational barriers continue to hinder women's advancement (UNESCO, 2015)

Studies have shown that women face structural and institutional barriers that restrict their upward mobility into leadership positions. These barriers include limited access to professional development opportunities, economic dependence, and the burden of balancing work and family responsibilities (Strachan, 2007; Timmers et al., 2010). Furthermore, the lack of role models and mentors in leadership further discourages many women from aspiring to leadership roles.

At the school level, particularly in primary schools such as Abba Fransua Primary School in Wolkite Woreda, women teachers are numerous, but few are seen in leadership roles such as principals, department heads, or team leaders. The under-representation of women in educational

leadership not only affects gender equality but also deprives schools and communities of the unique perspectives and leadership qualities that women can offer.

Given this context, this study investigates the factors affecting women's participation in educational leadership at Abba Fransua Primary School. It seeks to identify key barriers, assess current efforts to promote women leaders, and recommend strategies to enhance women's participation in leadership roles in education.

1.2 Statement of the problem

In Ethiopia the current government policies give due attention for women to participate any activities as well as education leadership. In addition to these more attempts are made by the policy and document and other subsequent educational strategies to give elaboration and indication can be implemented women participation in educational leadership. Thus to day factors that hindering empowering women in educational leadership is any distinction, exclusion or restriction made on the basis of socially and educationally constructed gender roles and norms, which presents a person from enjoying full human right. More over few studies have been conducted to examine to what extent improved women participation in educational leadership in education system is employed in Abba Fransua Primary School . Having this idea in mind the researcher will develop interest to study to improving women participation in educational leadership. It is believed that women hold half of the world population statistically. This logic should have let them possess high proportion in different administration echelon so that they could play significant role in economic, social, cultural and political development of a country. However, the reality is the opposite in most cases. They are underrepresented in much status posts (Abebayehu, 2009).

Women's scarcity in managerial and decision making sphere is global phenomena. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact, women account for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong ,2004). Severareports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Bacon, 2008).

It is a very much exposed secret that women have been much marginalized (left aside) from higher managerial and technical positions than men workers. Women in those managerial or administrative and technical and scientific positions are very low (Jayaweera, 2007; Abebayehu, 2007). Yalew (2008) also states that it is well-known global fact that women's proportion in leadership positions is very small in relative to their statistics in the world population. And the researcher believes that Ethiopia is not free of this defect.

Ethiopia also has similar back ground with other countries in relation to the under representation of women in status posts in general and educational leadership in particular. In order to understand the extent to which women are excluded from educational leadership in Ethiopia, it is

imperative to see the proportion of women's share in the teaching force. Females (Education statistics Annual Abstract, 2005)

Therefore, the intention of the researcher was to assess and explore women's participation in educational leadership in Abba Fransua Primary School, Gubrye sub-city.

1.3. Basic research questions

1. What are the levels of women's participation in educational leadership in Abba Fransua Primary School?
2. What are the factors that hinder women's participation in educational leadership in Abba Fransua Primary School?
3. What measures has the Woreda Education Office undertaken to improve women's participation in educational leadership at Abba Fransua Primary School?

1.4. Objective of the study

This research has both general and specific objectives.

1.4.1. General objective

The general objective of the study is to assess factors affecting women's participation in educational leadership in the case of Abba Fransua Primary School in Wolaita city administrators of Gurage zone.

1.4.2 Specific objectives

- To assess the level of women's participation in educational leadership in Abba Fransua Primary School
- To identify the factors that hinder women's participation in educational leadership in Abba Fransua Primary School.
- To identify the measures undertaken by the Woreda Education Office to improve women's participation in educational leadership at Abba Fransua Primary School.

1.5 Significance of the study

This study had several important contributions. The researcher believed that the findings of the study would help educational leaders address the problem of women's participation in educational leadership. The study was expected to solve issues related to women's participation at Abba Fransua Primary School. It aimed to enhance the presence of women in decision-making positions within educational leadership. Additionally, it served as a reference for others interested in conducting research on related topics. The study created awareness among different levels of educational organizations and their stakeholders about the importance of involving women in decision-making roles. It also stimulated concerned bodies to give greater attention to the involvement of female teachers in leadership positions. Furthermore, it aimed to increase the representation of women in educational leadership and provided a foundation for future researchers interested in this issue. Finally, it enabled the practical analysis of theoretical approaches related to the study at Abba Fransua Primary School.

1.6 Delimitation of the study

The study identified factor women participation in educational leadership in abba fransua primary school .based on this theoretical foundation. The study's methodology centered on the use of a descriptive survey, with limited data gathering and analysis techniques. The study focused on primary school teachers and principals.

1.7 operational definitions of key terms

Educational Leadership: is the process of influencing others to facilitate the detainment of organizationally or members, relevant goals.

Women participation: the action or state of taking part of women in educational leadership and the act of joining with others in doing something

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2013).

Participation refers to the active involvement of individuals in decision-making processes, activities, or events that affect them, contributing their ideas, efforts, and influence toward achieving shared goals (Cohen & Uphoff, 1980).

1.8 organization of the study

This study was organized into five chapters. The first chapter dealt with the introductory part of the study, which consisted of the background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms, and organization of the study. Chapter two treated a review of related literature. Chapter three dealt with the research methodology of the study. Chapter four dealt with data analysis, data presentation, and interpretation. Lastly, chapter five discussed the summary of major findings, conclusions, and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of Leadership

Educational leadership refers to the process of enacting vision, setting goals, and managing resources effectively to create a positive learning environment and improve student achievement. It involves guiding teachers, students, and other stakeholders to achieve educational excellence through planning, organizing, directing, and supporting teaching and learning activities (Bush, 2008).

Women do not agree with present leadership definition which is usually used to describe the person who sits at the top of an organization, group or any other bodies that is pyramidal in nature. This kind of leadership implies a sense of control authoritative connotations that reflects a common ending structure. They tend to say away from these ideas when considering themselves as leaders. Leadership to them has more to do with common sense and helping others to understand their own situation, obligation and place in the world. It is clearly based on providing service to others humanity, caring compassion and modesty, it may even be apologetic s, but it where successful in generating enthusiasm and support other women. The definition is very important since this is the starting point in their journey when they embark on leadership roles. It reflects more the democratic approach to leadership with building relationship through two communication and dialogue as key elements in their leadership approach.

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century. Scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennis, 2009). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems (Meindis, et al, 2009).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership. Interpersonal influence, directed through communication to ward goal attainment. The influential increment over and above mechanical compliance with directions and orders. An act that causes others to act or respond in a shared direction The art of influencing people by persuasion or example to follow a line of action.

The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008). This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

According to Kotelniko (2008), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore,

according to Kotelniko, Leadership is a complex activity involving; Process of influence actors who are both leaders and followers

Range of possible outcomes, the achievement of goals, and the commitment of individuals to such goals and the enhancement of group co-culture

2.2 women participation in education leadership

The literature on women leaders with in developing countries is sparse. The knowledge base in educational leadership has developed mainly in Anglo American courtiers, so they lack context, specificity and relevance because educational systems in developing countries may not be similar (Walker & Dimmock, 2002). This can also be said about research on women in developing countries and their leadership experiences. We know very little about the levees and careers of women in educational leadership with in developing countries (Oplatka, 2006).

In developing countries, women are leaders and sometimes, women are among the most oppressed (Drake & Owen, 2006).

As identified by Drake & Owen (2009), in developing countries, women are —cast as both bringers of change and guarding of the old culture. For some developing countries like Ethiopia, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through women that family values and traditions are transmitted and maintained. Advancements in the condition of women have been made in some developing countries (Brown and Ralph, 1996; Drake and Owen, 1998). This involved a strategy that abandoned an old principle of seniority. Promotion will automatically considered forts —for these with most experience at the previous rung of the promotion ladder...this strategy enabled women to raise through the ranks (Drake & Owen, 2006).

In Uganda, similar strategies were used Brown & Ralph (2006). One such strategy will the sensitization programmed which aimed to increase the number of girls and women in education (Brown & Ralph, 1996). This programmer run at local level and is aimed at demonstrating to parents the benefits of educating their girl children as well as body.

In principle, most countries in the developing world are committed to eliminating gender inequalities in education (Brown and Ralph 1996: Morris, 1998, Strachan, 2002) but in reality progress is slow.

Some of the reason out lined for this slow progress is a lack of financial and human resources, and planning and policy development and difficulties in data collection (Starchan, 2002).

According to Strachan (2007) —women in developing countries face barriers to accessing leadership not experienced to the same extent or in the same way by women in developed countries. This is also true especially when looking at the different contexts that women are in and the cultures that are embedded in those societies.

2.3 Factor affecting women participation in educational leadership

According to Schein (2007), factors to women leadership exist globally and the higher the organizational level, the more glaring gender gap. The existence of fewer women in leadership positions in primary schools can be corroborated using this assertion.

However, it is not good to resign to fate and accept the situation as it is but look into the factors affecting women participation in educational leadership positions in Abba Fransua Primary School s. Researchers have been interested in the past in the different ways gender differences and stereotypes are manifested in education. They have found that girls tend to be more interested in theoretical courses (languages, literature, psychology etc.) while boys are more likely to prefer science and technology courses. Researchers have argued that it is the outcome of popular gender stereotypes that prescribe different behaviors and qualities to men and women (Eccles et al., 1995). Thus, stereotypes are a crucial factor that must be examined in order to reduce these differences in achievement. According to Timmers et al (2010), there are three perspectives that reflect three sets of factors to explain women's under-representation at higher job levels: individual, cultural and structural or institutional influences. According to the individual perspective, the focus is on differences between men and women and the stereotypes connected with each role. The policies that are implemented according to the individual perspective relate to training, coaching and mentoring to support women and provide them with the opportunity to improve their skills. The cultural perspective suggests that the organizational context, which includes the organization's culture, history, ideology, and policies, is connected with the factors leading to women's limited success in attaining high level positions. It may be hard to change a people's culture so as to accommodate women in leadership, but it seems to be the most sensible thing to do.

The literature which exists on the subject of women and work identifies two forms of segregation affecting the workforce, horizontal and vertical segregation (Evetts, 2005; Hakim, 2006). Povall's study (1986) of the finance sectors found clear evidence of vertical segregation. Only a tiny minority of women reached positions of genuine power, authority and status (Povall, 2008). However, one may wonder how many remain to these positions up to retirement. Similar evidence has been found in leadership in education (Jackson 1990; Tikbrook, 2008). Clearly, a more strategic approach needs to be taken to the promotion of women to senior leadership posts if any major change is to be achieved. Evetts, (2009) states that, in order to really progress within the organizations is necessary to obtain posts with leadership responsibilities. Access to these posts is very limited as women are identified by a career route for themselves which is to avoid this conflict, thereby leaving the issue unresolved. This may encourage vertical segregation where men may perpetuate men to succeed them.

2.4 Measures of women participation in educational leadership

Women continue to be under-represented numerically at local levels and lack influence in the local structures and institutions that govern their everyday lives.

It is at the local level that many of the decisions that affect women's lives are made. This is also the level of decision-making where women are often most active and potentially have the greatest influence. The exclusion of participation at the local government level and elsewhere in community and public life has been identified as a limitation of international indices such as the UN Development Program's Gender Inequality Index (GII). The importance of increasing Measuring progress on women's participation and influence in educational leadership.

The following suggestions align with each of the women's Empowerment Principles and indicate approaches on how to make and measure women participation in educational leadership.

However, the most powerful assessment tools derive from an organization's own culture and objectives, matched with a clear measurement framework. While we share common goals, the routes to get there will, by necessity, be diverse. Establish high-level corporate leadership for gender equality.

Treat all women and men fairly at work - respect and support human rights and nondiscrimination ensure the health, safety and well-being of all women and men workers
Promote education, training and professional development for women Implement enterprise development, supply chain and marketing practices that empower women Promote equality through community initiatives and advocacy

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section was focus on the methodology of the research. It include description of the study area, research design, sources of data collected, population, sample size, and sampling techniques. In addition to this, the instrument of data collection, data collection procedure, method of data analysis, and ethical considerations was included.

3. 1 Description of study area

Abba Fransua primary school was established by Fransua in 1934 E.C. It has created by Fransua providing better educational services for the youths who live in Gubrye Sub city. The study was conducted in Gubrye Sub City. The total straight-line distance between Addis Ababa and Wolkite is 135km and 665.27 meters. It has average annual temperature of 18.6°C and the average annual rainfall of 1244mm. The town has an elevation between 1910 and 1935 meters above sea level. The major activity of the town and the major investment opportunity in the town are oil factory, agro-industry and standardize hotels the main activities of the study area. concerning education most of people are illiterate

3.2 Research design

In order to answer the research questions and attain the objectives of the study, descriptive survey method are used. This is because descriptive survey method is better to obtain information related with the study To effectively address the research questions and achieve the objectives of this study, the descriptive survey method has been chosen as the most suitable research design. The descriptive survey method is particularly advantageous for this kind of research as it enables the collection of comprehensive, factual information regarding the study's focus areas. This method allows for the systematic gathering of data from a large sample, ensuring that a diverse range of perspectives and experiences are represented.

3.3 Research method

This method is particularly suitable for studies aiming to explore current practices, conditions, attitudes, and experiences within a defined population. The descriptive survey design was selected because it enables the researcher to gather detailed, factual, and accurate information about the factors affecting women's participation in educational leadership at Abba Fransua Primary School, located in Wolkite City Administration of the Gurage Zone.

3.4 Source of Data

The population of the study was consist of individuals around Abba Fransua Primary School who are engaged in the education sector, with a specific focus on women teachers and female educational experts.

3.4.1 Primary data source

The researcher of the study was used primary data source such as questionnaires and interviews. Questionnaire was prepared by researcher was open ended and close ended. Also interviews questionnaires are prepared and conducted as semi-structured way.

3.5 Population, sample and sampling techniques

In abafansua primary school, there are 70 teachers and 1 school principals and 1 vice principal are considered as the population of the study. Of these, 50 male and 20 female teachers was selected by using simple random sampling technique. Because of giving all teachers an equal chance to be selected in the sample. As well as 1 principals and 1 vice principal was selected by using available sampling technique. Simple random sampling was used for teachers to ensure each individual had an equal opportunity to be selected, which increases the representatives of the sample.

With regard to the qualitative data, 1 principals and 1 vice principal, one male teacher and two female teachers was selected by using available sampling technique to locate and collect data about the issue under investigation.

Therefore, 28 teachers and 1 school principals are making a total of 29 respondents. The summary of the population, sample size and sampling techniques of the study are shown in Table

Table 1 summary of the population, sample size and sampling the technique of the final study

No	Types of respondents	Population	Sample size	%	Sampling techniques
	Male teachers	38	18	76.9	Sample random sampling
	Female teachers	13	10	51.4	Sample random sampling technique
	Principal	2	2	100	Available sampling
Total		50	30	60	

3.6 Data gathering tools

Both quantitative and qualitative data collection tools were employed to collect the data, as the researcher believed that doing so would contribute to the collection of enough secure and reliable data. Semi-structured interviews, close-ended, and open-ended questionnaires were employed. Thus, the details of the data gathering tools were presented in the following subsections.

3.6.1 Questionnaire

Closed-ended and open-ended questionnaires was employed to collect the quantitative data from selected respondents. This is because it is convenient to conduct a survey and to acquire necessary information from a large number of study subjects in a short period of time.

3.6.2 Interview

A semi-structured interview was used to gather in-depth qualitative data from two female teachers , one male teacher and principle

3.6.3 Procedures of data collection

The procedure that the researcher was used collect the necessary data are the first researcher was distribute questioner to teachers and principle with necessary instruction . Finally, the researchers was conducted the interview with each interviewee through face to face approach inside the compound of the schools about the variables under investigation.

3.7 Method of Data analysis

In this research, the researcher used both quantitative and qualitative analysis techniques. The quantitative data that were collected through the questionnaire were analyzed using descriptive statistics. Specifically, frequency and percentage were used. Finally, the data that were collected through semi-structured interviews from the principal, vice principal, one male teacher, and two female teachers, as well as open-ended questionnaires from teachers, were analyzed through narration.

3.8 Ethical Consideration

Ethical considerations played an important role during data collection. The researcher was aware of and followed the ethical considerations related to the study. Furthermore, the first page of the questionnaires displayed an opening introductory letter requesting the respondents' cooperation to provide information for the study. They were assured that the information they provided would be kept confidential. To collect data from study participants, all potential participants were informed about the procedures that would be used in the study; the researcher explained the objectives and significance of the study to the respondents. This meant the researcher removed any information that could identify the respondents, such as names and other identities. During data collection and in all activities related to the research, the researcher maintained a positive attitude.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of study deals with the presentation analysis and interpretation of the data gathered from sample school to seek appropriate answer to the basic question raised in chapter one of the research document.

Accordingly, Presentation and analysis was made making use of data gathered from one primary school questionnaires respondent by 27 teachers were filled in and returned questionnaires. Moreover, structured interview were conducted with two female teachers and one male school teacher. The data gathered from the respondents in the form of questionnaire were organized tabulated were made under each table using percentages

4.1. General characteristics of respondent

The classification of respondents of their age educational level and experience is presented in the following

Table 2Distribution of respondent by age educational level and experience

No	Characteristics of respondents				
		Teachers		Principals	
		No	%	No	%
1	Sex				
	Male	50	64	1	100
	Female	20	36	0	100
	Total	70	100	1	100
2	Age				
	18-25	-	-	-	-
	26-33	25	11	-	-
	34-41	35	20	-	-
	Total	70	58	1	100
	Educational qualification				

3	Certificate (TTI)	-	-	-	
	Diploma	-	-	-	-
	Degree	63	80	63	-
	MA	6	-		-
	Total	29	58	1	100
4	Work experience				
	0-5 year	24	82.3	1	100
	6-11 year	5	16.7		
	12-17 year	-	-		
	17 and above	-	-		
	Total	30	60	1	100

According to the above table 2 item one show that most of the respondents 20(67%) are under the age category of 18-25 some respondents 6(20% of them have the age range of 26-33 few of them 3(11%) have the age interval of 34-41. This shows that relatively most respondents are full maturity age group form the analysis made the majority of the respondents were capable to give reliable information about female participation in educational leadership based on item 3 majority of the respondents (67%) are the holders of certificate educational level where as some respondents (33.4%) own diploma. But name of the respondents are holders of BA/ BSC degree.

This shows that majority of teachers at school level has certificate. This indicates that female teachers in service training program for unlaut-ed to raise female educational level. In connection with table item 4 indicates that the longest numbers of respondents (83.3%) have the work experience of zero up to five years. But none of the respondents have the experiences of more than 11 year

4.2 Assessment of Women's Positions in the Educational Workplace

Table 3The positions of women at work place

	Response	Respondents no	Percentage
What is the position that women usually assigned in in educational leadership at your work place?	Team leader	8	26.6
	Department head	6	20
	Office head	4	13.3
	Supervisor	3	10.5
	Other	6	20

	Total	30	100
What is your current job position at work place?	Team / leader	10	33.3
	Supervisor	10	33.3
	Head office	2	6.6
	Teacher	8	26.6
	Total	30	100
If it low level of women education that negatively affect their participation in educational leadership?	Yes	6	20
	No	24	80
	Total	30	100

Based on the above table 2 item 1 majority of them 8(26.6%) screamed out that the position of women at their work place in educational leadership is team leader. But (73.3%) all of them said that their position are department head, office head supervisors and others positions Item 2 we can clearly understand that most of the respondents 10(33.3%) argued that their position is as team leaders in their job. However, 10 (33.3%) of them stated that their job position is supervisors, 2(6.6) of head office and 8(26.6) of teachers on the other hand item 3 replied that educational sector women are not such supposed ones, to be assigned as leaders.

This is because the community do not have positive attitude towards female leaders in the sector. But, compared with the previous situation of their participation their number of participation is alarmingly increasing

4.3 Factors Contributing to the Exclusion Leadership of Women from Educational

Table 4Factor affecting to exclude women from participation in educational leadership

Item	Postpones	Respondents number	Percentage
Do Gurage Zone excludes women from participation in educational leadership	Yes	14	46.7
	No	16	53.3
	Total	30	100

Do you believe that factors that participation women in educational leadership have an impact on the society	Yes	18	60
	No	12	40
	Total	30	100
Do you think that the society has positive attitude towards women leadership in educational sector	Yes	-	-
	No.	30	100
	Total	30	100
Is the work burden hindering women at educational leadership participation	Yes	20	66.6
	No	10	33.4
	Total	30	100

So as table 3 item 1, shows, most of the respondents 16(53.3%) of them replied that Gurage Zone do not excluded women from participation in educational leadership. However , some of them 14(46.7%) answered that Wolkite as the social culture which excludes women from empowering in educational leadership from this analysis we can understand in general, this at the area has the power to exclude women not be leads in educational sector.

Culturally, the community gives priority to men for leadership position than women according to respondents' explanation

They believe that women cannot exercise outdoor activities well rather than indoor activities. This accordingly affect is women's participation at leadership position in general and educational sector particular as respondents stated.

According to the table 3, item2, the largest number of respondents 18(60%) believed that factors that hinder women participation in educational leadership have reciprocal impacts up on the largest society. 12(40%) of them do not believe that factors that hinder women empowerment have an impacts on the larger society. To support this response the respondents evidentially replied that half of the country's population are women. However the lack of leadership position at all aspects in general and at educational sector particular hinders social & economic development of the local community.

In general, the above table shows that there is the under representation of women in education sector. Besides to these the respondents discussed on the major factors that hinder women participation at leadership position in educational leadership or sector are

One of the main factors affecting women's participation in educational leadership is their low qualification for the positions to which they are assigned. Additionally, there is a lack of empowerment programs designed to support and prepare women for leadership roles. Many women are also burdened with both paid and unpaid work responsibilities, which create conflicts and reduce their ability to perform effectively in leadership positions. Furthermore, cultural beliefs and traditional outlooks continue to hinder women's opportunities by reinforcing the notion that leadership roles are more suited for men.

The above table 3 item 3 indicates that most of the respondents 30(100%) said that the positive attitude of society in high towards women clarified that the positive attitude of society is No. From this analysis we can understand that the perception of respondents to responded. The attitude of society towers women leadership of educational sector was high level.

However nobody said that they have very low attitude towards women leaders at the area. Generally over viewed that linked with the social and economic status of the eider community and specifically of women has a direct influence on their participation in educational institution to become a leader

So as the above table 3 item 4 shows, the highest number of respondents 20(66.6% clearly responded that the work that women perform at their home can affect them not to be leaders at educational sector.

But, some of them 10(33.4%) replied that women do not have work load that can hinder them not to leaders at educational sector. from this analysis we can understand in general, the response shows that women are the parts of society performing dual role inside home and outside home. therefore, this can hinder them in empowering as leaders in educational sector. Besides to these most of the time more women are affected by work indoor tasks at home because their family does not allow them to participate in any social affairs effectively.

4.4 The Impact of Ethiopia Economic Conditions on Women Participation in Educational Leadership

Table 5 Economic level of Ethiopia causes lower participation of women in educational leadership

Item	Response	Respondent	Percentage
1.It is possible to say that lower participation of women in education leadership is caused by lower economic growth of our country ?	Very strong	20	66.6
	Strong	10	33.3
	Total	30	100
2.Do you agree that the economic dependency of women on their	Very strong	18	60

husband can cause less participation of woman in education leadership	Strong	12	40
	Total	30	100

According to the above table 3 item 1 shows that most of the respondents 20(66.6%) responded that lower participation of women in educational leadership is highly interconnected with the lower development or growth of economy of our country .How every, few of them 10(33.4%) replied that it is not economy level of Ethiopia that lesson the women participation in educational leadership in Abba Fransua primary school.

Table 3 item 2 shows that in general the highest percentage of this table clearly stated that it is lower level of economy making Abba Fransua primary school women dependent on men not to be leaders at educational sector.

Thus, what respondents, for warded for suggesting better situation to enhance their participation is creating awareness giving educational leader potion and depilating job can possibly fill the gaps.

Objective Three: To assess the role of teachers' performance appraisal in improving students' academic performance at Aba Fransua Primary School.

Then, you present **the results related to this objective**, based on your questionnaire (quantitative data) and interviews (qualitative data).

Structure it like this:

Use descriptive statistics (frequencies, percentages) for questionnaire results.

Summarize key findings: e.g., "70% of teachers agreed that performance appraisal helped them improve their instructional methods."

2. Presenting Interview Data Results: For interview data, you summarize the key themes that emerged from the principals' and teachers' responses.

Organize the results by theme related to your objectives (e.g., impact on teaching practices, motivation, feedback quality).

Use short quotes from the interviews to support your points.

Narrate the responses, showing common patterns or differences.

CHAPTER FIVE

5. SUMMARY OF MAJOR FINDING, CONCLUSION AND RECOMMENDATION

This chapter discusses about the major findings of the study and draw conclusion on the basis of findings .At the end recommendations that are through to be helpful to address for warded

5.1 Summary of major finding

This study deals with factors that hindering women participation in educational leadership in Abba Fransua primary school. The intention of the study was to assess the participation and identify factors that hindering w omen participation in educational leadership and to suggest possible solution to the problem identified in the attempt to study the problems and in order to provide understanding of the actual situation of the problems. The study was conducted to identify the factors that hindering women participation in educational leadership and to finding the possible answer to the following basic question.

What are the levels of women effective in educational leadership in Abba Fransua primary school?

What are the factors that hinder women participation in educational leadership?

What measures the woreda education office has undertaking to enhance women leaders in educational areas?

The simple random techniques were used in the study to obtain the issue. Data were obtained through questionnaires from the samples canters respondents this was supported by interview conducted with two female teachers and one male teacher.

Questionnaire were prepared for thirty female teachers

The major findings of the study are given as follows

Most of them respondents (67%) clearly responded that the work that women perform at their home can affect them not to be leaders at educational sector. besides to these most of the time more women are affected by work in door takes at home become their family do not allow them to participate in any social affairs effectively.

The larger number of respondents (67%) believed that factor that hinder participation women in educational leadership have reciprocal impacts up on the larger sociality besides to these the respondent discussed on the major factors that hinder women participation at educational leadership position. Low qualification of women to the position they are assigned. Lack of participation capacity building programs with regards to the issue

The majority of the respondents (67%) responded that lower participation of women participation in educational leadership is highly inter connected with the lower developments or growth of economic of over country as well as Abba Fransua primary school in Gurage Zone.

The economic in capability of women in their respective society can hinder them not to participation effectively at educational leadership.

5.2. conclusion

The study aimed to assess the factors affecting women's participation in educational leadership at Abba Fransua Primary School in Wolkite City, Gurage Zone. It was found that the overall level of women's participation in leadership roles remains low. While some women hold leadership positions, their representation is significantly below that of their male counterparts.

Several factors contribute to this limited participation. These include a lack of qualifications among women for leadership roles, insufficient empowerment and training programs, and the dual burden of domestic and professional responsibilities. Cultural attitudes that prioritize men in leadership roles further hinder women's advancement. Additionally, the broader economic challenges in the country play a role in limiting women's opportunities for leadership development.

Regarding efforts by local authorities, the study found that while there are some initiatives by the Woreda Education Office to improve women's participation—such as awareness campaigns and leadership training—these efforts are not yet sufficient to bring about meaningful change.

improving women's participation in educational leadership at Abba Fransua Primary School requires a multi-faceted approach, addressing personal, societal, and institutional barriers. More targeted interventions, policy support, and cultural change are necessary to ensure gender equity in leadership within the educational sector.

5.3. Recommendations

Besides is aim objective this study has aim to point out some vies able recommendations that would be helpful in the future to improve factor affecting women empowerment in educational leadership in Abba Fransua primary school of Gurage Zone.

Based on the result of the analysis and interpretation of data the following suppositions and recommendations are given.

- **The woreda education office** should give higher emphasis on women to promote their low level of qualification for adjusting to school principal, department head, team leader's club head, unit leader leading position of school level.
- With regards to women participation capacity building programs should be prepared to improve women participation at leadership position in education.
- In connection with women's work load inside and outside home all family numbers should perform it cooperatively for guiding family low. Therefore, students' researcher

recommended that community. Woreda education office, gender office, school principals and PTA should be able to improve women participation on responsibility

- **The government of the woreda** should give its focus on economic poverty of women so as it is the cause for lower participation of women in the sector's leadership.
- **The community of Gurage Zone** must give equal opportunities to women with men without back ward consideration of traditional view to assign them at leadership position
- **Abba Fransua primary school office** must promote women's education status, since respondent profile shows the most respondent have diploma.

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Appendex

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire

Questionnaire to be filled by fewest teachers and woreda education sector female in educational leadership

The purpose of this questionnaire in to assess the major factors that affecting female in educational sector leadership in Gurage Zone

Therefore the aim of collecting relevant data from you is for a research purpose. Your genuine responses was to help the effort to be effective female leader in educational sector at Gurage Zone the responses you filled have a greater value for the success of this study.

Please try all the items and feel free to reply because your responses are kept confidential.

NB. Do not to write your name

Provide your response by putting an “x”

In the space provided

You can write additional information in the space prompted addresses you

Thank you in advance!

Part –I personal profile of the respondents

A. Age 18-25 B 26-33 C 34-41

Educational level;- A/ BSE B diploma certificate

Experience A 0-5 B 6-11 C 12—17

Part II: - specific data if the respondents

Is the lack of work experience can women not to be leaders in educational sector?

Yes B. No

Do you agree that the economic dependency of women on their husband can cause loss participation of women in educational leadership?

Very strong B. Strongly C. medium D. weak

Do you think that social culture of Gurage Zone excludes women from participation in educational leadership

Yes B. No

If your answer related to question “3” is yes how?

.....
.....

Do you believe that factors that hinder empowering women in educational leadership have an impaction the society?

Yes B. No

How if your answer is “yes” on question “5”?

.....
.....

What are the major factors that hinder women participation on leadership position in educational sector at Abba Fransua primary school?

.....
.....
.....

What are the positional that women usually assigned in education leadership at your work place?

A. team leader B. Department head C. office head

D, supervisors E. other you can more than one

Is it low level of women education that negatively affects their participation in educational leadership?

A. Yes B. No

How do you agree for the empowerment of women as leaders in educational sector contributing on development?

A. Very strongly B. Strongly C. Medium D. Weak

Is it possible to say that lower participation of women in educational leadership position is caused by lower economic development of our country?

Yes B. No

What do you suggest the possible solution on to enhance women government in educational leadership at Gurage Zone..?

.....
.....
.....

Do you think that the society at Gurage Zone has positive attitude towards women leaders in educational sector?

A. Very high B. High C. medium D. low

Is the work that women perform at their low can affect them not to be leader in educational sector?

Yes B. No

If your answer for question number “14” is “yes” explain?

.....
.....
.....

Do you think that women have capability to handle power and exercise the empowerment in educational leadership?

Yes B. No

If your answer for question number “16” is “yes” how?

.....
.....

What are the possible measures that woreda education office has been under taking to promote women empowerment in educational leadership?

.....

.....

What in your current job position at work place?

A Team leader B supervisor C head office D teacher

How do you compare the current situation of women leaders with that of the previous one in educational sector?

.....

.....

Interview questions

Interview questions conducted with two female teachers and a woreda educational officer at Abba Fransua primary school.

Dear responders. The purpose of the interview is to student on factors the affect female in educational leadership effectiveness in Abba Fransua primary school in Gurage Zone so your genuine information has a greater role for the success of the my study and you are kindly role for the success of the my study and you are kindly requested in explain and generate ideas for the following questions.

What are the major factors that hinder women participation on leadership position in educational sector at Abba Fransua primary school?

.....

Do you think that social culture of Gurage Zone excludes women from participation in educational leadership?

.....

.....

How do you compare the current situation of women leaders with that of the previous one in educational sector?

.....

.....

Do you think that women have capacity to handle power and exercise the empowerment in educational leadership

.....

What are the possible measures that woreda education office has been undertaking to promote women empowerment in educational leadership...

.....

Do you think that the community at Gurage Zone has positive attitude towards women leadership in educational sector?

Yes

No

What are the positions that women usually assigned in educational leadership at your work place...

.....

What do you suggest the possible solution to enhance women empowerment in educational leadership at Abba Fransua primary school?.....