WOLKITE UNIVERSITY



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

IMPROVING WOMEN PARTICIPATION IN EDUCATIONAL LEADERSHIP POSITION IN THE CASE OF ABA FRANSUA MARKOS PRIMARY SCHOOL

A SENIOR ESSAY 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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THE PARTIAL FULFILMENT OF REQUIREMENT FOR DEGREE OF BACHELOR OF SCIENCE IN EdPM

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ACRONOMY

FDRE- Federal Democratic Republic of Ethiopia

MoE- Ministry of Education

GII- Gender Inequality Index

ABSTRACT

This study aimed at improving women participation in educational leadership position case of Abafransua markos primary school. To conduct this study, descriptive survey method was employed. The participants of this study were 39 out of which 18 female teachers, 26 out of which 10 male teachers were selected by using simple random sampling techniques and the 2 school principals by purposively. The data were collected by using questionnaire and interviews. Both quantitative and qualitative methods of data analysis were employed in order to reach at the findings. Finally, the research came up with the following major findings. Most of them respondents (44%) 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 (44%) 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. The majority of the respondents (67%) responded that lower participation of women participation in educational leadership position is highly inter connected with the lower developments or growth of economic of over country as well as Abafransua markos primary school in Gubre sub city. The economic in capability of women in their respective society can hinder them not to participation. 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.

CHAPTER ONE

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).

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 position. 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 position. Thus to day factors that hindering empowering women in educational leadership position 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 position in education system is employed in Abafransua Markos primary school. Having this idea in mind the researcher was develop interest to study to improving women participation in educational leadership position. 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). Several reports 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 position 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 position in Ethiopia, it is imperative to see the proportion of women‘s share in the teaching force. Females (Education statistics Annual Abstract, 2005)

In general, the participation of women in educational leadership position in Gubre sub city particularly in Abafransua markos primary school. Therefore, to was the intention of researcher was asses to explore women participation in educational leadership position in Abafransua markos primary school, Gubre sub city.

1.3. BASIC RESEARCH QUESTION

1. What are the levels of women effective in educational leadership position in Abafransua markos primary school?
2. What are the factors of hindering women participation in educational leadership position in Abafransua markos primary school?
3. What measures the woreda education office has undertaking to improving women leaders in educational areas in Abafransua markos primary school?

1.4. Objective of the study

This research has both general and specific objectives.

1.4.1. General objective

The main aim of this study was to examine factors that hinder empowering women in educational leadership position in order to contribute for policy revision in this regard.

1.4.2 Specific objectives

The following were the specific objectives of the research

1. To know the level of women participation in educational leadership position in Abafransua markos primary school.

2. To identify the factors that women participation in educational leadership position in Abafransua markos primary school.

3. To find out measures the woreda education office has undertaking to enhance women leaders in educational areas in Abafransua markos primary school.

1.5 Significance of the study

This study would have several importance stated followings: the researcher believes that the findings of the study: it was helping the educational leaders to solve problem of women participation in educational leadership position. This study was expected to solve problems of women participation in educational leadership position of Abafransua markos primary school. It may enhance the horizon of women in educational leadership position decision making position. It may help as related reference for who interested to conduct on the related issue. Create awareness among different level of educational organizations and their stakeholders about the importance of involving females in decision making positions. Stimulate the concerned bodies to give attention to the involvement of female teachers in decision making positions in educational organizations. Increase the representation of females in educational leadership position. Become a base for other scholars who would like to conduct further study on this issue. It may enable to analyze the theoretical approaches practically with the issue of study at Abafransua markos primary school.

1.6 Delimitation of the study

This study contained conceptual and geographical delimitation. Conceptually, this study delimitated to the topic, improving women participation in educational leadership position in Abafransua markos primary school. Geographically, the study delimited to Gurage zone, Gubre

sub city , particularly in Abafransua markos primary school. The study primarily aims at identification of major factors that affect the women participation in educational leadership in Abafransua markos primary school. Women's issue is diverse and requires in depth investigation. Women role in reproduction, production and household management and community welfare is vast. Each issue of women needs a separate and detail treatment. However, this particularly research focuses on the current factors that women participation in educational leadership position in Gubre district particularly in Abafransua markos primary school.

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 position and the act of joining with others in doing something

1.8 Organization of the study

This study was organized in five chapters one deals about introduction which consists of back ground of the study, significance of the problem, objective of the study , significance of the study, delimitation of the study, limitation of the study operational definition of the study and organization of the study chapter two deals about the review of the related literature chapter three deals about the research design and mythology chapter four deals about data presentation analysis and inter predation and lost chapter five deals about the summary of major finding, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concepts of Leadership

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 and a hierarchical power structure and carries with it arrange of emotive nations such as responsibility, authority and power. They are very uncountable with the motion of the leadership with 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 position 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 was 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 was 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 hoc 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 Abafransua markos primary schools. 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 position.

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 position.

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. equality. Nondiscrimination workers Promote Implement enterprise development, supply chain and marketing practices that empower women Promote equality through community initiatives and advocacy

CHAPTER THREE

3.RESEARCH METHODOLOGY

This chapter deals with research design , source of data, population, sample and sampling technique, data gathering instrument ,data collection procedures and data analysis methods.

3. 1 Description of study area

The study area was choosing in Gurage zone, Gubre sub city, particularity Abafransua markos primary school. Abafransua markos primary school have distance of 15km far from Wolkite city.

3.2 Research Design and Research Method

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.

3.3 Source of Data

The population of the study was at around Abafransua markos primary school engage in the work of educational sectors in general and teachers,educational expertise who is women specifically.

3.3.1 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.

3.3.2 Secondary data Source

As a secondary data source the student researcher was used different written materials such as school management related documents, annual report, record office, and teacher's portfolios documented in the school. But through the study process, the student researcher was suffered to get are liable and organized data.

3.4 Population, sample and sampling techniques

In Abafransua markos primary school there is 67 total populations of teachers. Out of these population 30 respondents is using take by random sampling techniques to draw its sample unites from total population in Abafransua markos primary school. Because it gives equal chance and reduce bias. The respondents of the study are includes female teachers, male teachers and principals. From the total 67 populations of Abafransua markos primary school 18 samples of female teachers 10 male teachers and 2 principals were taken as sample respondents.

Table: 3.4.1.the following table describes target population, sample size and sample technique

No	Types of respondents	Population	Sample size	%	Sample techniques

	Male teachers	26	10	38.4	Sample random sampling
	Female teachers	39	18	46.1	Sample random sampling technique
	principal	2	2	100	Available sampling
Total		67	30	44.7	Simple Random sampling

3.5 Data gathering tools

To come up with relevant data by supporting with different sources relate to the issue, which are either publish or unpublished document, books, journals and internet access, the researcher used interview and questionnaire as the tools to gather require data.

3.5.1Questionnaire

Questionnaire is one of the major instrument that was used for data collection in this study; because, it helps to collect much information from the large number of people. Both open and closed ended questionnaires were prepared and distributed these questionnaires were structurally distribute to 30 respondents, who are taken from those 67 teachers based on the each number of teachers in school.

3.5.2 Interview

The researcher conducted structured interview two female teachers and one school male teacher.

3.6 Method of Data collections

The researcher was used data analysis for both qualitative and quantitative data appropriate to each method of the study both interview and questionnaires are administering to gather the data after the effective collection of data the researcher analyze. The researcher was used descriptive analysis in form of tabular representation and content analysis for qualitative method on better understand the idea of the respondent. Besides, descriptive analysis was doing for the qualitative data through open ended questionnaires. In doing so, percentage was used for quantitative data through close ended questionnaires.

3.7 Ethical Consideration

To conduct any research the investigator was expected to be ethical. Before the researcher I have entry permission besides, during data collection the standards, moral and dignities of people under the study were venerate. I do not force the respondent to offered information whenever they appear not to play apart in study process. As researcher I kept the secret of the participation and used the gathering data predominately for this research problem while analysied data I replaced the name of the participant by lette

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 28 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 1 distribution of respondent by age educational level and experience***

No	Characteristics of respondents				
		Teachers		Principals	
		No	%	No	%
1	Sex				
	A. Male	10	36	1	100
	B. Female	18	64	1	100
	Total	28	100	2	100
2	Age				
	18-25	20	67	1	100
	26-33	6	20	-	-
	34-41	3	11	-	-
	Total	29	58	1	100
3	Educational qualification				
	Certificate (TTI)	19	66	1	
	Diploma	10	34		33.4
	Degree	-	-	-	-
	MA	-	-		-
	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 umlauted 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 years

Table -2 the positions of women at work place

No		Response	Respondents no	Percentage
1	What is the position that women usually assigned in educational leadership at your work place?	Team leader	8	26.6
		Department head	6	20
		Office head	4	13.3
		Supervisor	6	20
		Other	6	20
		Total	30	100
2	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
3	If it low level of women education that negatively affect their participation in educational leader ship?	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 position 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

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.

Table 3 factor affecting to exclude women from participation in educational leadership

Item	Postpones	Respondents number	Percentage
1. Do Gubre sub city excludes women from participation in educational leadership positon	Yes	14	46.7
	No	16	53.3
	Total	30	100
2. Do you behave that factors that participation women in educational leadership position have an impact on the society	Yes	18	60
	No	12	40
	Total	30	100
3. Do you think that the society has positive attitude towards women leaders ship in educational sector	Yes	-	-
	No.	30	100
	Total	30	100
4. 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 Gubre sub city do no excluded women from participation in educational leadership position. However , some of them 14(46.7%) answered that Gubre sub city has the social culture which excludes women from empowering in educational leadership position 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 halt 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

- Low qualification of women to the position they are assigned
- Lack of empowerment programs with regards to the issue

As they argued women have work holds or burdens with payments and without payment respectively.

The sum of these creates clashing of activities not to perform effectively. Additionally cultural out looks or beliefs by it has hindering effects

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 position 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.

Table 4. 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 husband can cause less participation of woman in education leadership position	Very strong	18	60
	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 position 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 position in Abafransua markos 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 Abafransua markos 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.

CHAPTER FIVE

5.SUMMARY OF MAJOR FINDING, CONCLUSION AND RECOMMENDATION

This chapter discuses 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 position in Abafransua markos primary school. The intention of the study was to assess the participation and identify factors that hindering w omen participation in educational leadership position 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 position and to finding the possible answer to the following basic question.

1. What are the levels of women effective in educational leadership position in Abafransua markos primary school?
2. What are the factors that hinder women participation in educational leadership position?
3. 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.

The major findings of the study are given as follows

1. 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.
2. 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
3. The majority of the respondents (67%) responded that lower participation of women participation in educational leadership position Gubre is highly inter connected with the

lower developments or growth of economic of over country as well as Abafransua markos primary school in Sub city. The economic in capability of women in their respective society can hinder them not to participation effectively at educational leadership position.

5.2. Conclusions

Based on the finding of the study the following conclusions have been drawn

1. The factors that hinder empowering women in educational leadership position have reciprocal impacts up on the larger society the major factors that hinder women participation at leadership position in educational leadership. Low qualification of women to the position they are assigned at lack of empowerment programs. Woken load of women performing inside and outside home without payment and with payment respectively without consideration of role conflict. Culturally the community of the area gives priority to men for any activities including leader ship position
2. Besides to these the lower participation of women in educational leadership position is highly related with lower economic level of our country

It is the work that women perform at home that affects them not to be leaders in educational sector according to the largest response obtained.With regards to finding most of them are teacher with women of leadership position in educational sectors.

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 position in Abafransua markos primary school of Gubre sub-city .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 responsibilityThe government of the Cheha 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 Gubre sub-city must give equal opportunities to women with men without back ward consideration of traditional view to assign them at leadership position Abafransua markos primary school office must promote women's education status, since respondent profile shows the most respondent have diploma.

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Appendix

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 position

The purpose of this questionnaire in to assess the major factors that affecting female in educational sector leadership in Gubre sub city

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 Gubre sub city 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

1. A. Age 18-25 B 26-33 C 34-41
2. Educational level;- A/ BSE B diploma certificate
3. Experience A 0-5 B 6-11 C 12—17

Part II: - specific data if the respondents

1. Is the lack of work experience can women not to be leaders in educational sector?
   A. Yes B. No
2. Do you agree that the economic dependency of women on their husband can cause loss participation of women in educational leadership position?
   A. Very strong B. Strongly C. medium D. weak
3. Do you think that social culture of Gubre sub city excludes women from participation in educational leadership position
   A. Yes B. No
4. If your answer related to question "3" is yes how?
   ……..
   ……
5. Do you believe that factors that hinder empowering women in educational leadership position have an impaction the society?
   A. Yes B. No
6. How if your answer is "yes" on question "5"?
   …….
   ……..
7. What are the major factors that hinder women participation on leadership position in educational sector at Abafransua markos primary school?
   …… ……. …….....
8. What are the positional that women usually assigned in education leadership position at your work place?
   A. team leader B. Department head C. office head
   D, supervisors E. other you can more than one
9. Is it low level of women education that negatively affects their participation in educational leadership position?
   A. Yes B. No
10. 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
11. Is it possible to say that lower participation of women in educational leadership position is caused by lower economic development of our country?
    A. Yes B. No
12. What do you suggest the possible solution on to enhance women government in educational leadership position at Gubre subcity ..?
    ……..

……

……..

13. Do you think that the society at Gubre sub-city has positive attitude towards women leaders in educational sector?

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

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

    A. Yes B. No

15. If your answer for question number "14"is "yes" explain?

    ……

    ……

    …….

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

    A. Yes B. No

17. If your answer for question number "16" is "yes" how?

    ……

    ……..

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

    …….

    ……

19. What in your current job position at work place?

    A Team leader B supervisor C head office D teacher

20. 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 principals and a woreda educational officer at Abafransua markos primary school.

Dear responders. The purpose of the interview is to student on factors the affect female in educational leadership position effectiveness in Abafransua markos primary school in Gubre sub city 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.

1. What are the major factors that hinder women participation on leadership position in educational sector at Abafransua markos primary school?

   ……

2. Do you think that social culture of Gubre sub city excludes women from participation in educational leadership position?

   ……..

……..

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

   ……..

   …….

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

   ……..

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

   ……..

6. Do you think that the community at Gubre sub-city has positive attitude towards women leadership in educational sector?

   Yes …….

   No ……..

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

   ……..

8. What do you suggest the possible solution to enhance women empowerment in educational leadership position at Abafransua Markos primary school?.....