

# **WOLKITE UNIVERSITY**



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

**SENIOR ESSAY RESEARCH ON TITLE: FACTORS THAT AFFECT  
WOMEN PARTICIPATION IN EDUCATIONAL LEADERSHIP  
POSITION IN RASZESSILASE PRIMARY SCHOOL OF WOLKITE  
TOWN ADMINISTRATION, GURAGE ZONE, SNNPR, ETHIOPIA**

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## LETTER OF APPROVAL

This is to certify that the senior essay prepared by Mathiwos Girma entitled ‘FACTORS THAT AFFECT WOMEN PARTICIPATION IN EDUCATIONAL LEADERSHIP POSITION IN RASZESSILASE PRIMARY SCHOOL submitted in partial fulfillment of the requirement for the Bachelor of Arts Degree in Educational Planning and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Approved by

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**Abstract**

*The main purpose of this study was assessing women participation educational leadership in in Ras zessilase primary school in the Wolkite town administration. To accomplish this study data was collected from 48 female teachers based on simple random sampling technique, 2 principals and 1 supervisor by purposive sampling technique. The data gathered was analyzed by using qualitative (descriptive) and quantitative (percentage) methods. The study was identified and minimize hinder of women participation in educational leadership. This study was improving women participation educational leadership in Wolkite town administration. This study was conduct through both qualitative and quantitative approaches to present the required data of the researcher. To achieve the research objective a descriptive survey method was employed, because this method helps the researcher to assess the current principal leadership practice relating to improving, motivating, coordinating, and initiating teachers to improve job performance.*

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## **ACRONOMY**

A.A - Addis Ababa

FDRE- Federal Democratic Republic of Ethiopia

MOE- Ministry of Education

PTA-Parent-teachers –association

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

Women represent more than half of the world population and therefore; it is only fair that they should have equal participation and representation in world democracies. Their contribution to the social and economic development of societies is also more than half as compared to that of men by desirable quality of their dual roles in the productive and reproductive spheres (UNDP, 2015). The presence of women in leadership position worldwide brings development, and ensures social justice through gender equity at leadership and decision making levels (Panigrahi, 2013). It was believed that women's equal participation in decision- making is not only a demand for simple justice or democracy but can also be seen as a necessary condition for women's interests to be taken into consideration (Report of expert meeting group, 2010). Ensuring women involvement and representing them in leadership across sectors and throughout all government services is essential to build good governance, transparency, accountability, and to improve the quality of women's life (UN Global Compact, 2011).

According to Nigist (2008), equal participation of women in leadership and decision making plays a crucial role in the advancement of women and without the active participation of women and the incorporation of women's perspective at all levels of decision making, the goals of equality, development and good governance can't be achieved. Similarly the United Nations economic commission for Africa (2013) asserts that women's equal participation is a necessary condition for the interest of women and girls to be taken into account and is needed in order to strengthen democracy, good governance and promote sustainable development.

In line with this Eugenia (2010) stated that more women we will have in leadership and management positions in the world, the more stable and dependable world will have. Many governments realized that without the active participation of women at all levels of leadership; the goal of equality, development and peace cannot be achieved. It is supposed that to ignore females participation in all aspects of social, political, and economic activities are a loose half of

the potential of the world's population (Cubillo, 2013).<sup>2</sup> It is also believed that ignoring female's participation in all aspects of social, political and economic activities is a loss of half of the potential labor force of the world's population. In spite of that, a survey study conducted by UN in some countries of Africa, Asia, Latin America, and Eastern Europe shows excessively low percentages of women's participation in various ranking positions in many professions including leadership position (Alem, 2013). Women are less participated and low represented in leadership positions in developing countries. Women's low access to information and media, less employment opportunity, organizational barriers coupled by cultural factors reduce their leadership power in the society in general and in organizations in particular (UNFPA, 2005). Ethiopia is a patriarchal society that keeps women insubordinate positions (Haregewoin and Emebet, 2003).

The socialization process, which determine gender role is partly responsible for the subjugation of women in the country. The differences in the ways in which individuals are treated through the socialization process due mainly to their sex status leads to the development of real psychological and personality difference between males and females (Almaz, 1991). Women constitute 71.3% in the clerical and fiscal type of jobs in federal government employment list. Women representations in administrative and professional jobs category is only 25% and 18% respectively, which clearly indicates middle and upper management positions overwhelmingly dominated by men (Federal Civil Service Commission, 2005).

Women take the large parts of world's total population how everywhere in the world their educational leadership and economic status is lower than of men (Dairy klasen] Stephen, 2005). 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 rule 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.

More over few studies have been conducted to examine to what extent improved women participation in educational leadership in education system is employed in Wolkite town administration in Raszessilase primary school. Having this idea in mind the researcher were develop interest to study factors that hindering women participation in educational leadership Wolkite town administration in primary school.

## **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. The focus on leadership development in school is the result of external policy reforms aimed at driving school improvement forward by changing the practice of school leaders (Bath, 1986; Hallinger & Wimpelberg, 1992). 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 on women in empowering educational leadership. Thus to day factors that affecting 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.

In general, particularly in study area, there is no largely participation of women in educational leadership in Wolkite town administration in Reszessilase primary school, due to different reason like: cultural, educational level, and other social related issues. Therefore, it is the intention of researcher to explore this study to address the factors affecting women participation in educational leadership in study area.

## **1.3. Basic research question**

Thus this research had the following basic research question to be answered through the findings of the study.

- 1 To what extent women are participating in school in educational leadership position in Raszessilase primary schools in the Wolkite Town Administration?
- 2 To what extent are women effective in educational leadership in Wolkite Town administration in Raszessilase primary school?
- 3 What are the factors that hinder women from participating in educational leadership position in primary school of Raszessilase Town Administration?

## **1.4. Objectives of the study**

This study has both general and specific objectives.

### **1.4.1. General objective**

The main aim of this study was to examine factors that affect women participation in educational leadership position in primary school of Wolkite Town Administration.

### **1.4.2. Specific objectives**

More specifically, the study sought to:

- Explore what extent women are participating in school in educational leadership position in Raszessilase primary schools of Wolkite Town Administration.
- Identify the extent in which women are effective in educational leadership in Wolkite Town administration in Raszessilase primary school.
- Pinpoint major the factors that hinder women from participating in educational leadership position in Raszessilase primary schools of Wolkite Town Administration.

### **1.5. Significance of the study**

This study will be several importance's on women participation in educational leadership position in primary school in study area. It provides much importance's for different organization, local communities, individual, researcher, and other people. This study will be serve as “benchmark” or “stepping stone” for further study, where other researchers who want to study this issue more deeply. The finding of the study may create awareness on issue of women leadership and it may help women in order to develop good participation in educational leadership. The findings of the study also may enhance the horizon of women in educational leadership decision making position and help as related reference for who conduct on the related issue. In addition to the above, the findings of the study may enable to analyze the theoretical approaches practically with the issue of study at Wolkite town administration in prim Raszessilase primary school.

## **1.6. Delimitation of the study**

The research was conducted in primary school of Raszessilase at Wolkite town in the Gurage zone. However, because of various reasons like researcher objectives of the study, financial shortage and insufficient time for the study...etc., the study were to delimited to only one primary school with the assumption that by assessing the current situation of the school on the factors that affect women participation in educational leadership position in Raszessilase primary school. The main factor to implement a women participation in educational leadership position in the Raszessilase primary school could be identified and it could provide the information which is very essential to the school about how the women's are participate in the educational leadership in school. Women's issues are diverse and requires in depth investigation. Hence, this study were delimited to treating issues related to goal setting and women participation, women teachers' professional development, creating positive leading climate and culture, and major problems that impede the women participation in educational leadership effectiveness in primary school as well.

## **1.7. Limitation of the study**

The study faced the following limitations: Shortage of time, lack of access to reference related problem, some respondents was not willing to give the necessary information.

## **1.8. Operational definitions of key terms**

**Leadership:** is the art of influences other to direct their will, abilities, and effort to the achievement of leaders goal. In context of organization, leadership influencing individual and group effort towards the optimum achievement of organizational objectives John D. Rockefeller founder of Oil Company.

**Participation:** is defined as the act of taking in an activity or event. It refers also the process during which individuals, group and organizations are consulted about or have opportunity to become actively involved in project or program of activities (oxford dictionaries).

**Women leadership:** the person of having vision who are committed and devoted to develop younger women participation of leadership position in the various organization.

**Primary school:** according to the new structure of the education system, primary education lasts eight years (age group 7-14),and it is divided in to two cycles basic education (grade 1-4) and

general education (grade 5-8). And also refers to elementary (junior) school/first cycle (1-8) school.

### **1.9. 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 methodology chapter four deals about data presentation analysis and inter predation and last chapter five deals about the summary of major finding, conclusion and recommendation.

## **CHAPTER TWO LITERATURE REVIEW**

### **Introduction**

This section broadly reviews literature on the previous related studies significant to the study topic. It discusses in detail the factors that influence women's participation in leadership position and some of the strategies that have been projected to improve their situation. It also outlines the theoretical, empirical review and conceptual frameworks.

### **2.1 Theoretical review**

#### **2.1.1. An Overview of Leadership**

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, 2010).

Leadership has gone through many theories and study approaches to reach its today's status. These theories include trait (skills) theory, the behavioral approaches, contingency (situational) theory and the lately introduced transformational and transactional leadership theories (Ibid). The trait approach was one of the earliest systematic attempts to study leadership. It emphasizes attributes of leaders such as personality, motives, and skills (Yukl, 2010). This theory essentially says that leaders are born with certain traits or characteristics that make them leaders (Bertocci, 2009). In other words, a person is born either with or without the necessary traits for leadership. According to Bertocci (2009) the behavioral approaches stressed that leadership can be studied and learned. That means it can be thought in terms of the manner in which the leaders actually behave as observed by subordinates. Task behaviors facilitate goal accomplishment while relationship behaviors help subordinates feel comfortable with themselves, with each other, situation in which they find themselves.

The main purpose of this approach is to explain how leaders combine the two kinds of behaviors to influence subordinates in their efforts to reach a goal (Farahbakhsh, 2006). Situational (contingency) theory emphasizes the importance of 10 contextual factors that influence leadership process. The major situational variables include the characteristics of followers, the nature of the work performed, the type of organization and the nature of the external environment (Yukl, 2010). In other words, it emphasizes the interactions among leaders, subordinates and forces within the organization. Transformational theory- maintains that leadership is a process by which leaders and followers raise each other to higher levels of morality and motivation. Leaders inspire their followers to transcend their own self-interests for the good of the organization. Transactional leadership theory assumes the subordinates motivated by money and simple rewards that dictate their behavior (Ibid). In general, from these, we recognize that no single theory holds a definitive view of leadership.

### **2.1.2. Meaning and Concept of Leadership There is no universal definition of leadership.**

Leadership is the process of encouraging and helping others to work enthusiastically toward objectives (Davis, 1989). It is the human factor that helps a group identify where it is going and then motivates it towards its goals. Without leadership, an organization would be only a gathering of people and machines, just as an orchestra without a conductor would be only musicians and instrument. Early research tried to identify the traits that differed between leaders and non-leaders, or between successful and unsuccessful leaders: Some studies focused on personality factors, like intelligence, ambition, and aggressiveness; others examined physical characteristics like height, build and attractiveness.

However, no consistent agreements that are stable across groups and tasks have emerged despite continued attempts (Ibid, 2005). Leadership behavior i.e. the way leaders engage in their activities or perform their role as a leader, and antecedents of behavior has been widely studied. It has been found that personal direction of leaders is associated with pattern of leadership displayed by individuals (Bass, 2008). Leadership literature has identified different styles of leadership based on leader's orientation towards task and people (Mitra, 2008). Transactional leadership behavior is associated with the leader being more tasks oriented and with low consideration towards people. Transactional leadership is characterized by behavior associated more with the "agentic attributes" (Mitra, 2008). While transformational leadership behavior is associated with the leader having high consideration of people.

It is characterized by behavior focusing on relationship and consideration of people and is associated with the "communal attributes" of feminine gender. Communal behaviors' at work include being concerned with the welfare of others (i.e., descriptions of kindness, sympathy, sensitivity, and nurturance), helping others, accepting others' direction, and maintaining relationships (Ibid). This indicating that gender characteristics impact on leadership behavior. Thus it could be influenced by the gender identification i.e. how individuals identify with characteristics attributed to males or females based on gender. People who see themselves as having more feminine characteristics are likely to exhibit the transformational leadership behavior. Hence, for this study the definition of leadership as a process of encouraging and helping others to work actively toward objectives is considered since the meaning of leadership is taking into consideration as facilitator (transformational leadership style) not as a power (transactional leadership style)

### **2.1.3. Leadership and Power**

Power refers to ability to control in such a situation (circumstances) when other human beings must obey and do what the duty requires. Power is the ability to impose one's will in social relations despite any resistance and without reference to basis of this opportunity. Political power is a definite aspect in relations between large social groups (Eba, 2012). The exercise of political power is related to needs, interests which are complied with and implemented in social groups. The term "politics" refers to the exercise of power. It is used to describe the key interests of social groups, citizen participation in state duties and also to characterize the main directions in the operation (economic, national, social, cultural etc.) of the State and parties (Murnieks, 2003).

Leadership can be defined organizationally and narrowly as the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are member (Yukl, 1994). Organizationally, leadership has a direct impact on the effectiveness of costs, revenue generation, service, satisfaction, earnings, market value, share price, social capital, motivation, engagement and sustainability. Leadership is even used as a universal means for any social problem. Leadership exists only in relationships and perception of employees involved (Yukl, 1994).

### **2.1.4. Leadership and management**

Naturally there is a great distinction between leadership and management.

**Leadership:** Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purpose (Rost, 1993).

**Management:** Attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing and controlling organizational resource. Leadership is sometimes said to be about people whilst management is talked about in terms control and creating predictable results. Unfortunately, management is today regarded by some as being a lesser skill than leadership. The reality is that managers must also lead people and so leadership of a kind is needed at every organizational level (Kotter, 1990).

However that neither is better than, nor a replacement for, the other and that: the real challenge is to combine strong leadership and strong management and use each. Management is about the control process, which ensures that lapses in performance are spotted and corrected through feedback. Managerial processes therefore must be as close as possible to fail-safe and risk-free. The leadership contribution is to motivate, inspire and energize people by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem, control over one's own life and an ability to live up to one's ideals. Good leaders motivate people by making the vision relevant to the particular group, supporting the employee with coaching, feedback, role-modeling and by recognizing and rewarding success. Adair (2002) used the original word meanings to emphasize this: leading is about deciding direction, coming from an Anglo-Saxon word meaning the road or path ahead; knowing the next step and then taking others with you to it. Managing is a later concept, from Latin 'manus', meaning hand, and more associated with handling a system or machine of some kind. This same notion of looking outwards or inwards is captured (Bennis, 2003).

### **2.1.5. Male's versus Female's Leadership Style**

Many research studies have assessed the styles of male and female leaders since the fifties and found that there definitely exists the difference in leadership styles. However, these differences take the form of highly overlapping distributions of women and men in other words, the differences are small (Eagly, 2013). One of the differences, is that, the female leaders are seen to adopt a more democratic and participative style than their male counterparts (Merchant, 2012).

Men in leadership positions are found to adopt a top-down style, in general. This is the command and control style. Although female managers are not generally more interpersonally- or communally-oriented than male managers, this tendency emerged to some extent in less male-dominated roles, where the tendency for women to be more participative than men strengthened as well (Eagly, 2013). Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as leading and women seeing leadership as facilitating (Eba, 2012).

Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized. Women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning. Various literature provide evidences that men utilize the traditional top-down administrative style; while women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information. This type of leadership that is considered to be effective in the current environment of continual change, and rapid globalization, increased labor market participation of women & other excluded groups (Eagly, 1990).

There is strong evidence to support the tendency for women to adopt a more collaborative, cooperative, or democratic leadership style and for men to adopt a more directive, competitive, or autocratic style; this emerged in all types of studies, even if the selection criteria for leadership positions may even out the gender differences (Bass, 1994).

#### **2.1.6. The Nature of Males and Females**

A common interpretation of the behavior and relation between, men and women emphasized the importance of the biological maternal function of the female in determining the nature and content of her being. A women's early life is a preparation for becoming, and her later life is devoted to being, a successful wife and mother.

Her activities, though not necessarily confined to the home, at least center around it, for her primary mission is to be a helpmate to her husband and to provide a warm and safe haven for her family. If she does work for pay, she will do best in jobs compatible with her household responsibilities and her feminine personality (Blau & Ferber, 1992). Men, on the other hand, are not constrained by their paternal function from fully 14 entering the world outside the home. On the contrary, their natural role as provider and protector spurs them on to greater efforts (Ibid). Thus, nature by itself has an impact for women for not to be influential to outside work and not make women more competitive in their assigned position.

#### **2.1.7 .The Women and Leadership in Ethiopia**

From ancient Greek to today's history, surviving sources are devastatingly written by men for men. Temples, buildings and battle memorials all speak of a man's world. Even Athenian democracy which the modern world celebrates, denied women the power of making decisions by disallowing the fundamental right to choose their leaders through the right to vote (Brenda, 2015). Thucydides, a 5th century historian comments "that the greatest glory for women is to be least talked about by men, whether in praise or blame" (Scott, 2009). The range of female influence and experience in ancient history has slowly been brought to the fore; between the fall of Athens in 404 BC and the rise of Alexander the Great in 330s BC. Women who held only household responsibilities, moved to working outside as nurses, wool workers and grape pickers. A social aspect of the woman's role in ancient Greek was of divine power as priestesses or goddesses. According to Plato (1976) explains the economic and cultural roles of women during this time to have changed with the changing political period. Ethiopia is a patriarchal society that keeps women in a secondary position (Haregewoin, 2003). There is a belief that women are passive, submissive, patient, and tolerant of tedious work and violence, for which culture is used as a justification (Hirut, 2004). Like many African Countries, the majority of Ethiopian women hold low status in the society. Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991). They have been left without equal access to education, training, and rewarding employment opportunities, and their involvement in policy formulation and decision making processes has been minimal.

Obviously, women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, societal, and cultural marginalization. According to Meaza (2009), although there are many women who have played important political and leadership roles in the history of Ethiopia, only few are visible in the existent literatures. The same source has indicated that women have played important political roles mostly by wielding proxy power through birth or marriage. In support to this idea, as Teshome (1979) stated, in Ethiopian history, women did great contributions in both out and in door activities especially in battles and other activities. They have been actively participating in rural area in agriculture, commercial, undertaking reproduction and social responsibilities. However, their misfortunes of living in the shadow of men have hidden from view such highly notable performances. They have been forced to lose confidence in themselves and so have been unable to act on their own action directly concerning themselves. Literatures describe that even if women's formal participation in the highest leadership position was formally closed, it is documented that throughout the world, women had played critical roles in times of wars and peace as community organizers and activists.

Above all, for instance, un Ethiopian women history, contributions and brilliant leadership role which have Emperor Minilik's (1877-1913) first formal wife, Bafena and second legal wife Empress Taitu had played is unforgettable history and comes first when one talk about Ethiopian women contributions( Eba ,2014). For instance, Taitu was acted as the chief advisor of Emperor with particular influence in the area of foreign relations. She holds high profile in the history for patriotism and uncompromisingly pursuing Ethiopia's independence (Meaza, 2009). These historical facts make it clear that despite their strengths, contributions and demonstrated leadership abilities, it has never been easy for Ethiopian women to ascend to formal political power (ibid.). Now a day the FDRE government has adopted various enhancing instruments to promote equal participation of women in every subject of the nation's decision making positions among which the FDRE constitution is the most promising and binding one which had ever been existed in the history of the country. However some efforts have been made still the participation of women in leadership and decision making position is minimal as per to their counterparts (Eba, 2014).

#### **2.1.8. Factors that Affect Women's participation on Leadership Position**

There are several factors affect women's participation in leadership position includes personal, institutional, cultural and societal. These have been highlighted as major factors that prevented women from ascending to senior positions in the organizations despite being qualified. It has also been indicated that at personal level, factors such as lack of confidence and fear of public office are deterring women from taking senior management positions, at the institutional level, discriminatory recruitment, appointment and promotion procedures, political appointments, unclear promotion criteria, absence of documented staff development policies for senior managers and few opportunities for further training deride women's participation in decision making.

In addition, social, religious and cultural factors such as discrimination against female child education and general beliefs about women's domestic roles have been identified as eroding women's self-perception just as those women who succeeded in public domain were seen as failures in their domestic roles. Underrepresentation of women in senior leadership is problematic for several reasons. First, a lack of women in senior positions may discourage the lower-level women to aspire to an upper level position, because they feel that it is unsustainable at all. Highly qualified and experienced women may thus not apply for upper level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of their workforce. Further, when employees perceive a lack of women in upper management, they may form ideas about the understood values and culture of the organization, such as it is an "old-boys club," or discriminatory in its hiring and retention practices (Willis, 2000). Therefore there are so many reasons that obstacle women from moving to leadership position and from those factors some of them are described as follows:

#### **2.1.8.1 Social - Cultural Factors**

Willis (2000) culture is that which surrounds us and plays a certain role in determining the way we behave at any given moment in time. By no means a static, concept defines culture is both defined by events that are taking place both locally as well as regionally and internationally, it is shaped by individual events as well as collective ones, and it is a feature of the time or epoch we live in. Because it is so vast, culture is also often used as a tool to validate all manners of actions not, all of which may be acceptable to all concerned and are often intimately, connected to issues of identity. Cultural frameworks are not always imposed, but are open to manipulation and interpretation from many angles and sources. According to Mbugua, (2007) in any ethnic group in Africa a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl. This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only diminish girls' access and performance in the education but also tend to push girls to doing the so called 'feminine careers'.

One of the earliest biological justifications for male superiority comes from Aristotle 5th century B.C (Amrot, 1998). He stated that the world is a hierarchy composed of ruling elements and women are “naturally” fit to the second. In his own words he described it as “The male is naturally fitter to command than the female and female and women benefit most by being subject to male royal authority”. It is mainly because during that time the inequality of men and women was a legally and socially accepted fact. Therefore, this simply shows his ideological difference from contemporary thinkers. While society believes in the superiority of men, we are in the decade of woman in which the involvement of women in many aspects is a hot issue. As Amrot, (1998) the women manager confirmed it as follows: “The 1990’s have been named the decade of Women ...changes in values technology, labor availability the work force, life styles, public attitudes, family roles, globalization, legal requirements, company recognition, emphasis on team work and employee involvement are all factors that will enhance women’s opportunity to compete and survive in tough economic time.” A significant social feature resides in the double if not triple responsibilities of women: In most countries, women are perceived to have primary responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market (Willis, 2000).

### **2.1.8.2 Institutional Factors**

According to Mbugua (2007) organizational culture is defined as the realities, values, symbols and rituals held in common by members of an organization and which contribute to the creation of norms and expectations of behavior. It defines conduct within an organization, determines what is and is not valued, and how authority is asserted. The values, which support the great majority of organizations, and thus define success, often include money, power and status.

As Mbugua (2007) the corresponding behaviors include working long hours and putting in face time (as proxies for productivity), competitiveness and a willingness to put work above all else. These values and behaviors, which some authors define as being masculine, have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'. The organizational and managerial values in some organizations tend to be characterized by stereotypical views of women's roles, attributes, preferences and commitments. These in turn influence decisions about who is suitable for particular positions, which is seen to have potential and so forth. When women find themselves selected or assessed on the basis of group membership rather than on their experience and abilities, they experience gender discrimination. According to Miller (2006) leadership continue to be the domain of men that is 'thinks manager, think male'. This has implications for women and men, rightly or wrongly, are perceived in a particular way in society, which permeates organizations. They are assigned gender roles, which are shared beliefs that apply to individuals on the basis of their socially identified sex.

### **2.1.8.3 Personal factors**

Low Self-confidence and self-esteem According to Karl (2012) the reason why self-confidence and self-esteem are connected is because if you have no self-belief and you doubt yourself and your capabilities you will not challenge yourself and you will stick with things which are safe and this was genuine by the study conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self- perceptions and lack confidence in their qualifications and experience (Turan , 2006).

This fear of being a leader is still even the educated female has the notion of masculine. Moreover Morris (2000); strengthens this “The perception of management as masculine prevents women from applying for promotion positions, because they believe they do not have the qualities to be managers as cited by Commbs, (2004) Attitude can be negative or positive hence, the importance of curriculum designers to represent images that create in girls and boys, positive attitudes towards taking different responsibilities, including leadership. Family and Home Responsibilities Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women’s lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments.

According to Shake shaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility and the study documented family responsibilities as one reason why women were not choosing to enter administration. Hewitt (1989) Personal and family impact ‘included the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours. These factors interrupt into, and reduce, physical and psychological time and space which principals wish to allocate to themselves and their families. It would appear that an increasing numbers of senior leaders are re-assessing the extent to which becoming a principal enables them to maintain a preferred balance across the different dimensions of their lives.

#### **2.1.8.4 Gender Stereotype Factors**

Gender stereotypes are generalized beliefs about the characteristics and qualities attributed to men and women in a society. In general, men are characterized as aggressive, risk-taking, decisive, and autonomous (agentic attributes), whereas women are characterized as kind, caring, relational, and humble (Mitra, 2008). Gender stereotypes can be described as the characteristics, attitudes, values and behaviors that society specifies as appropriate for the particular gender. The differences may have arisen not just from biological differences but also from sex role socialization during childhood and the way in which men and women develop psychologically. Gender stereotypes have consistently demonstrated that men are generally seen as more agent and more competent than women, while women are seen as more expressive and communal than men (Duher, 2007).

Gender stereotyping also explains why women and men are over-represented in particular types of jobs. Women dominate in “care” occupations such as nursing, teaching, social care and especially child-care. Men tend to be concentrated in construction and management areas associated with physical strength, risk-taking or decision-making. Such gender biases are also reflected in organizational practices. Male-dominated sectors tend to be more unionized, and men are more frequently selected for managerial positions because, some argue, they are perceived to be more willing to work longer hours and supervise others. Occupational, sectarian or time-related segregation can also be explained by women’s preferences for job security or the manner in which societies force them to balance work and family responsibilities.

### **2.1.9. Strategies for Women Empowerment in Leadership position**

Provision of specific training According to ILO (2005) women leaders are supposed to be well versed in different fields including technical learning in their specific areas by taking or giving Knowledge-Based Training there should be concrete knowledge on the structure and function of the specific leadership system, where women leaders are working. Restructuring Social and Work Environment According to the ILO (2005) which is the primary means of action to improve the working and living condition of women and men, and promote equality in the work place organizations are expected formulate gender sensitive policies for both gender and social changes by:

Improving women's access to training to help them run organizations effectively, Placing women in strategic positions, removing structural barriers and biases in their own policies and programmer to provide sound base for women empowerment, setting complementation of agreements and protection of women's right, develop clear recruitment and selection criteria for career. Affirmative Action Intended to eliminate and prevent discrimination and to offset disadvantages arising from existing attitudes, behavior and structures based on stereotypes by having commitment of members states of the UN are committed themselves to the equal representation of women and men in decision –making positions at all levels (ILO, 2005).

As Young, (2005) suggested affirmative action in favor of women should not be considered as discriminatory against men. Gender Mainstreaming It is a means of integrating equality concerns across the broad in to all policy objectives in order to promote equality of all workers, irrespective of sex. The main areas of concerns are; Promoting and realizing fundamental principles and rights at work to ensure the principles of non-discrimination, creating greater opportunities for women and men to secure decent employment and income, enhancing the coverage and effectiveness of social protection for all in order to improve socio-economic security of all people and Awareness raising and capatown building activities (ILO, 2005)

## **2.2 Empirical review of the study**

It is not only Ethiopia women who are underrepresented and encountered influence of challenges to get equal participation on leadership position, but such delay are both international and regional. Under this subtitle, we were taken a quick view on the other similar researches that were made under various geopolitical settings on the factors affecting women participation on leadership position. The study under taken by Mehrotra (2005) on the title of Gender and Legislation in Latin America and the Caribbean: shows that women barriers to leadership participations and decision making process are not restricted to the women in Latin America, but it is a political problem that exists throughout the world.

The main finding of the study shows that Social and economic obstacles to women's participation include: the unequal partition of and responsibility for household work, the difficulty of balancing professional life and attention to the home, judgments emanating from their civic status, preconceived ideas about women and "their role", economic dependence, and relatively lower levels of education and formal training .

The socio- economic and structural impediments to women's political participation must be immediately removed; as long as they continue in force, women's access to the decision-making process will be severely impaired and the constructive and positive energies of women will not be available for the betterment of the human condition. Petty grove (2006) had made analytical research on the hindering Leadership challenges encountered by the Jordanian women. The major finding of her study shows that the gender roles in Jordanian society under the focus, and underlined the tribal structure as one of significant factors that effected women in public and privates sphere. In public sphere, it was found that tribal social structure affects women political activity and women's abilities to participate in the political activities.

As the fundamental building block of the tribe, the critical aspects of tribal structure can be traced down to the family unit, it is widely understood that the family structure in Jordanian society create significant and social and strategic barriers to women's empowerment and participation as a decision-makers in the public sphere Within the family, women generally are not involved in making decisions, as gender roles within the family are based on patriarchal values. Additionally the finding also shows that Women's commitment to the family or tribe creates a barrier to oppose which is very difficult to succeed. The family unit, as the strongest socializing factor has created homogenous belief, which in turn leads to homogeneity in political views. The data collected from the interviews made as the primary study sample shows, women could not theorize about the possibility of dissenting against their families.

It was exposed that Jordanian women had no economic and educational barriers as a justification of their political backwardness. They were mobilized and organized themselves in various social organizations. Women have also equal access in terms of education and others social services provided by the state. But there are other challenges that can be attributed to their absence from political participation, particularly religious and culture. The research under taken by Oedl-Wieser (2008), on the title of *The Rural Gender Regime in Austrian Case* shows that the representation of women in the Austrian political arena differs considerably across level and place, at high political level more women are participating but at regional and local level very few women are active in politics. Additionally the findings of the research show that women are thus generally poorly represented in politics but this is especially true for the rural areas. This can be explained by the conservative rural gender regime and the ongoing male dominance in the areas of political and economic citizenship.

Some changes may be witnessed in the domain of rural development were gender-sensitive projects have been implemented, but in many rural municipalities and especially in the agricultural world the gender roles are firmly established and not very flexible. This means that in addition to their professional and political work women are still primarily responsible for the household and care work. Women's involvement in politics often depends on the agreement of the partner. These circumstances make it much more difficult for women to be active in local politics than for men. Ogbogu (2012) under took the research on the title of "The Role of Women in Politics and in the Sustenance of Democracy in Nigeria". The main finding of the study shows that the obstacles that limited women's role in the political sphere, social culture is recognized as the most complex challenge that lies in front of women's political ambitions.

The observed low trend in female participation in the politics is not unconnected with the fact that more male constitute the membership of the most political parties and therefore readily available to be voted for. Also this trend demonstrates that social construction of male and female roles in Nigeria such that male rule, while the female follow (Ogbogu, 2012). In the study, most of the females' respondents indicated that exclusion from political is emphasizing by the fact that most political party networking and caucus meeting are held in the nights. The timing of such meetings are unsociable hours are not appropriate for women. Due to the prevailing gender-related labour assignments



## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

In this chapter, descriptive of the study area the research design, source of data, data collection instrument, process of data analysis and ethical consideration have been discussed.

#### **3.1 RESEARCH METHODOLOGY**

This study was conduct through both mixed approaches, (both qualitative and quantitative research approach) were employed. Qualitative data a type is used to gather detain information from the interviews and from other written documents. Quantitative data a type is used to collect numerically data through the use of questioners and observation.

#### **3.2 RESEARCH DESIGN**

To achieve the research objective a descriptive survey design were be employed, because this method helps the researcher to assess the current principal leadership practice relating to improving, motivating, coordinating, and initiating teachers to improve job performance. Descriptive survey were used to describe the nature of existing conditions (Kumer, 1999)

#### **3.3 Source of Data**

This study was employed by both primary and secondary source of data.

##### **3.3.1 Primary Data Source**

The primary data were gathering directly from Raszessilasse, Wolkite town education office workers, principals, teachers and educational expertise who are women specifically data were collected.

##### **3.3.2 Secondary Data Source**

Secondary data were collected from Internet, journals, education office document, and written materials that are directly related to the factors that effects of women participation in educational leadership both of published and unpublished documents.

### 3.4 Tools of Data Collection

The researcher was used interview and questionnaire as the tools to gather required data from study area.

#### 3.4.1 Questionnaire

The questionnaire were consisted both close ended and open ended question. These questionnaires were structurally self- administered and distributed to 28 respondents.

#### 3.4.2. Interview

The researcher was conducted structured interview two female principals and one educational expert at educational sector in the Wolkite town administration, Raszessilase primary school.

### 3.5 Population Size, Samples and Sampling Techniques

In this study the researcher was used simple random sampling techniques to draw its sample unites from a total population of female teachers in Wolkite town administration

Primary Raszessilase School. In Wolkite town administration there are 5 primary schools, out of those Schools, Raszessilase primary school were selected by using simple random sampling and stratified sampling technique. This random sampling techniques were used for the reason that it gives equal chances for all those to be included in the study, and stratified sampling techniques helps to include similar or homogeneous population in the study. The respondents of the study was included teachers, principals and school board members and supervisors in the selected Raszessilase primary school. From a total of 73 teachers in the school, the sample size is 48(65.75%) of female teachers, 3(100%) principals and 1(100%) of supervisor selected as sample size.

Table1: Sampling technique and their categories

No	Respondents	Total pop		Sample size		Sampling technique
		No	%	No	%	
1	Female teachers	33	100	24	50	Simple random

2	Principals	3	100	2	100	Purposive
3	Supervisors	1	100	1	100	Purposive
4	<i>Male teacher</i>	<i>40</i>	<i>100</i>	<i>24</i>	<i>100</i>	<i>simple random</i>

### 3.6. Methods of Data Analysis

In this study the researcher was used both qualitative and quantitative and also both interview and questionnaires were administered to gather the data. It also through table and percentages which, it would be gathered through questionnaires by quantification. But the data which would be collected through interview from respective interview were analyzed by the description of words and sentences.

### 3.7. Data Collection Procedures

To conduct any research the investigator expected would be ethical. To get relevant data and to answer the research question the researcher will passes series of data gathering procedure .To do this, first researcher would be receive letter of authorization from educational planning and management department for our ethical, then prepared questionnaire and interview question. After that, the researcher was introducing himself for the respondent and the researcher was ask their willingness to fill the questionnaire. After the researcher gets the willingness of the respondents the objective of the study was described to the respondent. Finally a questionnaire was distributed to the respondent and later it was collected.

### 3.8. Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in can did or it.

## 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 five primary school self-administered questionnaires respondent by 30 female teachers out of the total thirty copies were filled in and returned. More-over, structured interview were conducted with supervisors, woreda education office and principals. The data gathered from the respondents in the form of questionnaire were organized tabulated were made under each table using percentages

### **4.1. Data Obtained From Teachers**

#### **4.1.1. General Characteristics of Respondent**

The classification of respondents of their age educational level and experience is presented in the following table f respondent by age educational level and experience.

Item	Responses	Respondents number	Percentage
1, Age	18-25	6	21.42
	26-33	18	64.28
	34-41	4	14.28
	Total	28	100
2. Educational	BA/ BSC	-	-
	Diploma	20	71.42
	Certificate	8	28.57
	Total	28	100
3. Experience	0-5	23	82.14
	6-11	5	17.86
	12-17	-	-
	17 and Above	-	-
	Total	28	100

According to the above table 1 item one show that most of the respondents 6(21.42%) are under the age category of 18-25 some respondents 18(64.28% of them have the age range of 26-33 few of them 4(14.28%) have the age interval of 34-41

This shows that relatively most respondents are full maturity age group from the analysis made the majority of the respondents were capable to give reliable information about female participation in educational leadership based on item two majority of the respondents 20 (71.42%) are the holders of diploma educational level where as some respondents 8(28.57%) own certificate. But name of the respondents are holders of BA/ BSC degree.

This shows that majority of female teachers at school level has diploma. This indicates that female teachers in service training program for unlauted to raise female educational level.

In connection with table item three indicates that the longest numbers of respondents (82.14%) have the work experience of zero up to five years. But none of the respondents have the experiences of more than 11 years

No		Response	Respondents no	Percentage
1	What are the partitions that	Team leader	2	7.14

	women usually assigned in educational leadership at your work place?	Department head	6	21.42
		Office head	“	“
		Supervisor	“	“
		Other	20	71.42
		Total	28	100
2	What is your current job position at work place?	Team / leader	2	7.14
		Supervisor	“	“
		Head office	“	“
		Teacher	26	92.86
		Total	28	100
3	If there are low level of women education that negatively affect their participation in educational leader ship?	Yes	18	64.28
		No	12	42.86
		Total	28	100

Based on the above table 2: Item 1 majority of them is other 20(71.28%) the position of women at their work place in educational leadership is team leader. But (21.48%) 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 26(92.86%) argued that their position is as teachers in their job. However, 2 (7.17%) of them stated that their job position is team 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

Table3: Social culture of Wolkite town administration in Raszessilase primary school to exclude women from participation in educational leadership.

Item	Postpones	Respondents number	Percentage

Do you think social culture of Wolkite city administration in Raszessilase primary school excludes women from participation in educational leadership?	Yes	12	42.86
	No	18	64.29
	Total	20	100
Do you believe that factors that participation women in educational leadership have an impact on the society?	Yes	18	64.29
	No	12	42.86
	Total	28	100
Do you think that the society has positive attitude towards women leadership in educational sector?	Very high	-	-
	High	12	42.86
	Medium	10	35.71
	very low	6	21.42
	Low	-	-
	Total	28	100
Is the work burden hindering women at educational leadership participation?	Yes	20	71.42
	No	8	28.57
	Total	28	100

So as table3: Item 1 , shows, most of the respondents (64.29%) of them replied that no social culture of Wolkite town administration in Raszessilase primary school do no excluded women from participation in educational leadership. However , some of them (42.86%) answered that Wolkite town in Raszessilase primary school has 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 (64.29%) believed that factors that hinder participation women in educational leadership have reciprocal impacts up on the largest society. (42.86%) 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: 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 itself has hindering effects the above table3: Item 3 indicates that most of the respondents 42.86%) said that the positive attitude of society in high towards women clarified that the positive attitude of society is medium (35.71%) as well as very low (21.42%). However nobody said that they have low attitude towards women leaders at the area.

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 table3: item 4 shows, the highest number of respondents (71.42% 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 (28.57%) 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 on 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 5: The capatown of women to exercise their power for empowerment.

Items	Response	Respondents number	Percentage
1. Do you think that women have capacity to handle power and exercise their empowerment in educational leadership?	Yes	20	71.42
	No	8	28.57
	Total	28	100
2. How do you agree for the participation of women as leaders in educational sector contributing on development	Very strong	6	21.42
	Strongly	2	7.14
	Medium	20	71.42
	Weak	–	–
	Total	28	100

According to the above table5: Item shows that the most of their respondents 20( 71.42%) replied that women have the participation in educational leadership. However, some of them 8(28.57%) pointed out that women capatown to run the not have capatown to handle power and exercise the participation in educational leadership around in Wolkite town administration in Raszessilase primary school. This shows that to this effect, the reason is that they are not still participation well trained through continuous promotion. But, if this can be functional at the level of educational leadership through training family, community and educational leadership by participation programs it can be succeeded effectively. Depending on table 5 item 2 to show that most of the respondents 20(71.42%) replied that the medium agree for the empowerment of women as leaders in educational sector contributing on development, some of them 6(21.42%) and 2(7.14%) stated that the have very strong and strong agreement for empowering women to contribute on development of the country. But, none of

them answered that their agreement is weak on the question. From this analysis generally over viewed that the FDRE constitution at 1995 recognized and granted women equality in social, political, educational and economic terms the constitution guaranteed in convention has also passed considerable policy and legal procedures specific to gender equality in all its social, political, educational and economic development.

## **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 leader ship in wolkite town administration .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.

To what extent women are participating in school in educational leadership position in Raszessilase primary schools of Wolkite Town Administration?

To what extent are women effective in educational leadership in Wolkite Town administration in Raszessilase primary school?

What are the factors that hinder women from participating in educational leadership position in Raszessilase primary school of Wolkite Town Administration?

The main purpose to this study was to investigate the factors that affecting women participation in educational leadership in Wolkite town administration in Raszessilase primary school.

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.

## **5.2 Conclusions**

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

The factors that hinder empowering women in educational leadership 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 Besides to these the lower participation of women in educational leadership 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 its aim objective this study has aimed to point out some viable recommendations that would be helpful in the future to improve factors affecting women's empowerment in educational leadership in Wolkite town administration.

Based on the result of the analysis and interpretation of data the following suppositions and recommendations are given. The town 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 capatown building programs should be prepared to enhance women participation at leadership position in education. In connection with women's work load inside and outside home all family members should perform it cooperatively for guiding family load. Therefore, students' researcher recommended that community, town education office gender office, school principals and PTA should be able to improve women participation on responsibility. The government of the town 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 Wolkite town administration must give equal opportunities to women with men without backward consideration of traditional view to assign them at leadership position. Wolkite town education office must promote women's education status, since respondent profile shows the most respondents have diploma.

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## APPENDIX I

### WOLKITE UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by fewest teachers and town 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 Wolkite town administration. Therefore the aim of collecting relevant data from you is for a research purpose. Your genuine responses will help the effort to be effective female leader in educational sector at Wolkite town administration. 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

#### QUESTIONNAIRE

##### PART –I PERSONAL PROFILE (CHARACTERISTICS) OF THE RESPONDENTS

Age 18-25  33  34-41

Sex Male  Female

Educational level BSE  ploma  rtificate

Experience 0-5  1  —17

Occupation Teacher  Principal  Supervisor

##### PART II: QUESTIONNAIRE

## SPECIFIC DATA OF THE RESPONDENTS

The levels of women participation in educational leadership position

Very low	<input type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>
Low	<input type="checkbox"/>			Very high	<input type="checkbox"/>

Identify the effectiveness level of women in educational headship position

Very low	<input type="checkbox"/>	Moderate	<input type="checkbox"/>
Low	<input type="checkbox"/>	High	<input type="checkbox"/>

What are the roles of promoting women participation in educational leadership

Collaboration	<input type="checkbox"/>
Improving women live	<input type="checkbox"/>
Promote empowerment	<input type="checkbox"/>
Promote multiculturalism	<input type="checkbox"/>
Promote equality	<input type="checkbox"/>

Identify the factors that affect women participation in educational leadership position

Cultural factor	<input type="checkbox"/>	Technical factor	<input type="checkbox"/>
Economic factor	<input type="checkbox"/>	Institutional factor	<input type="checkbox"/>
Social factor	<input type="checkbox"/>		
Political factor	<input type="checkbox"/>		

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

Yes/no

On Q 5 if you say yes or no discuss the reason.

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.....  
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Identify the positions that women usually assigned in education leadership at your work place

Team leader	<input type="checkbox"/>	office head	<input type="checkbox"/>
Supervisors	<input type="checkbox"/>	Lab assistant	<input type="checkbox"/>
Department head	<input type="checkbox"/>	Other	<input type="checkbox"/>

The empowerment of women as leaders in educational sector contributing on development.

Very strongly  Strongly  Medium  Weak

**APPENDIX – II**

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MANAGEMENT**

**INTERVIEW**

This interview was conducted to get relevant data for this study

At ..... and female principals

W/ro -----

And w/ro.....to make a substantive argument

Dear responders. The purpose of the interview is to student on factors the affect female in educational leadership effectiveness is Wolkite town administration 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 Wolkite town administration?

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Do you think that sociocultural of Wolkite town excludes women from participation in educational leadership? Why?

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

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

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What are the possible measures that town educational office has been undertaking to promote women empowerment in educational leadership?

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

.....  
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What do you suggest the possible solution to enhance women empowerment in educational leadership at Wolkite town administration?

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***THANK YOU FOR YOUR COPERATION***