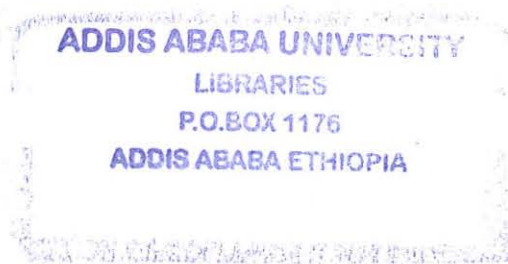


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**WORK SITUATIONS OF WOMEN TEACHERS IN
RURAL PRIMARY SCHOOLS OF NORTH SHOA
ZONE IN AMHARA REGION: CHALLENGES AND
OPPORTUNITIES**

BY
AKLILU NIGUSSIE



JUNE, 2010
ADDIS ABABA

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES

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ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS OF THE DEGREE OF MASTERS OF ARTS IN
CURRICULUM AND INSTRUCTION**

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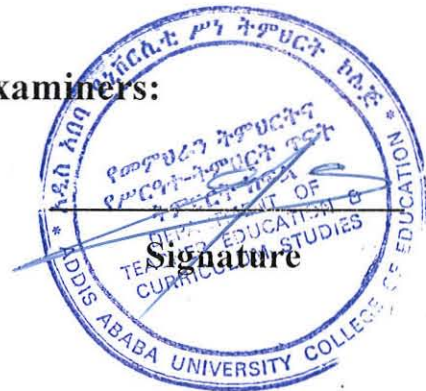
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By
Aklilu Nigussie

A Thesis Presented to the School of Graduate Studies, Addis Ababa University, in Partial Fulfillment of the Requirements for the Degree of Master's of Arts in Curriculum and Instruction

Approved by Boards of Examiners:

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Chair person, Department,
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Signature


Signature

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Acronyms and Abbreviations

AED	Academy for Educational Development
AREB	Amhara Region Education Bureau
BEP	Basic Education Program
BESO	Basic Education System Objective
CPD	Continuous Professional Development
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FGD	Focus Group Discussion
GCE	Global Campaign for Education
MOE	Ministry of Education
PTA	Parent-Teacher Association
TARs	Teachers' Association Representatives
TEIs	Teacher Education Institutions
TESO	Teacher Education system Overhaul
USAID	United States Agency for International Development
WAD	Women Affairs Development
WEOs	Woreda Education Offices
WWAOs	Woreda Women's Affairs Offices

Abstract

The purpose of this study was to assess work situations of rural primary school women teachers in relation to challenges and opportunities. It was conducted in North Shoa Zone of Amhara Region using mixed approach-both quantitative and qualitative methods. Three data collecting instruments: questionnaires, interview and FGD were used. The sources of data were 180 Primary school female teachers, 18 principals, 18 cluster resource center supervisors, 20 education experts, 7 TARs, 6 heads of WEOs, 6 WWAOs heads and 6 PTA members selected by using simple random and purposive sampling techniques. The major findings of the study were community's lack of confidence in female teachers' performance, poor administration capacities of principals and CRC supervisors in getting women teachers benefited from affirmative actions and danger of sexual harassment that challenged rural primary school women teachers in their day-to-day performances. The existence of priority during recruitment, placement, transfer and leadership positions and recognition of their rights though limited in coverage were found to be opportunities to female teachers. Finally, to minimize problems facing rural primary school female teachers, mobilizing the community for cooperation, the need for short and long term trainings and harmonized working conditions between WEOs and WWAOs were forwarded to empower female teachers consistently.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Historians often use the terms domestic or social feminism to describe the work of women in the progressive era. Such descriptions were rooted in the notion that these women believed they had a moral duty to bring the unique perspectives of women, as potential mothers in to the public sphere (Sadker and Sadker, 2003 cited in Sadler and Silber, 2007). They also added that having a feminist consciousness helped female teachers working for their rights in society and in school to keep focused on problem of sexism and work toward ending sexist exploitation and its institutionalization in schools that were modeled after the patriarchal family (P.15). The persistence of gender inequalities in the teaching profession is one factor which contributes to female under enrollment in all levels of education and vice-versa (Yelfign, 2004).

A significant factor that emerged from British literature is the impact of industrialization during the nineteenth century which lead to the mass development of elementary schooling that was premised upon the recruitment of large numbers of female teachers since women provided a particularly useful pool to draw upon (Mahlase, 1997:5). All aspects of women's lives linked to their reproductive cycle became fertile ground for exploitation in schools- institutions that were and still are, setup according to a masculine model of work (Sadler and Silber, 2007:5). Thus, the strength and natural talent of women in teaching were seen as wives and mothers.

An ideology of strict traditional male and female sex roles in the family became the model for the teaching profession. By the turn of the twentieth century, the teaching profession was becoming increasingly

feminized (Sadler and Silber, 2007:3). They further explained that “As the pattern of feminization of teaching became entrenched, female teachers’ salaries were lower than males’ and the prestige of the teaching profession plummeted. On top of this indignity, women teachers’ social and personal lives were more restricted than men’s. (P. 4)”

Female teachers were, and still are in many cases, in positions that are structured without the possibility of promotion. Teaching is structured to accommodate the in-and-out of patterns of women’s employment (Biklen, 1995:26 in Sadler and Silber, 2007) . On a similar issue, Sadler and Silber (2007:5) further explained that another form of women teachers occurred because teaching had become known as “women’s work”. Women teachers were seen as “careerless” and “Semiprofessional” which translated into lower pay than the earnings of “true, elite professions.” According to Gaynor (1997:27), living condition is also a major factor that affects the deployment of women teachers in rural areas of certain countries. Above all, family responsibility, male dominated nature of schools, low status of teaching profession, sexual harassment, administrative practices and regulations are barriers that contribute to problems facing women teachers in developing countries (ILO, 1991; Gaynor, 1997).

Cultural and safety conditions in rural areas may also make the employment of female teachers more of a problem (UNESCO, 2008:29). In order to compensate such demands, Governments use different strategies to deploy teachers so as to ease geographic disparities. In a system introduced in Turkey in 2000, state school teachers have to complete three to four years in underserved region (UNESCO, 2008:29). In this regard, the Education and Training Policy of Ethiopia (TGE, 1994) priorly stated that special attention will be given to the participation of women in the recruitment, training and assignment of teachers (in article 3.4.10).

The study conducted by GCE (2005) in nine Sub-Saharan African countries, including Ethiopia, revealed that most of them have long been established quotas for the recruitment of female teachers, yet none had managed to fill these quotas (UNESCO, 2008:29). This study underlined that the prime reason for the failure was governments could not develop effective incentives to encourage female teachers to work in rural areas. Besides, access for young women to teacher training colleges is still severely limited. Gender differences were being built into the teaching profession. Men and women were not being trained to become the same types of teachers. Thus, teaching become a site of gender struggle and in which women teachers seem to question men's traditional superiority in the family (Oram, 1987 cited in Mahlase, 1997:5). Though the demotivating factors are enormous for teaching in the primary school in Ethiopia, the major ones include: workload, lack of job satisfaction, lack of transfer, administrative problems, distance from schools, negative attitude in the community towards schooling and poor attendance in the classroom (MOE/AED, 2008:20). Safety and living condition, multiple demands on women, masculine nature of schooling and schools, devaluation of the teacher profession and sexual harassment are the major impediment to the deployment of women teachers in rural schools (Kitissa, 2001:72).

In spite of the relative efforts that have been made by both the Federal Government of Ethiopia and the Amhara Regional Government to scale up good opportunities in the education sector, the work situations of teachers in general and those of rural primary school women teachers in particular do not seem encouraging. The situation in North Shoa Zone appears to be severely dangerous due to inaccessible geographical features more than anything else.

1.2 Statement of the Problem

In many countries, a sign of teacher shortage co-exist with relatively geographic disparities in countries like Bangladesh, Cambodia, Ethiopia, Mozambique, Uganda and United Republic of Tanzania (UNESCO, 2008:29). Tesfaye and Demewoz (2004:52) underscored the Ethiopian situation as daily observations tell that society pay little attention and attaches low status to teachers and teaching profession. This issue alarms that unless problems facing women teachers, in those remote primary schools, are not tackled timely, the chance to resign their job is so high. Such a coincidence will be good for the teachers where as miserable to those schools, woredas or the zone at large to cover those grade levels thereby keeping the quality of teaching. Clearly, there has been a great deal of investigation concerning women teachers in the west. However, very little interest has been shown specifically in the position of black women teachers (Ranger, 1988 cited in Mahlase, 1997).

From the researcher's exposure to the Amhara Regional State in general and his work experience and proximity to North Shoa Zone in particular, the number of qualified second cycle teachers mismatches with the sections registered in those previous academic years of the level. Rural women teachers were rare in number when compared with male ones. On top of this issue during the researcher's stay in one of the woredas of the zone as education expert, he had chances to acquaint with female teachers' complaining about the area they work in and move about. He also noticed frequent report for sick leave, request for resignation, complete disappearance from their job, absenteeism during working hours for dissatisfaction and work preference. Besides, both the local community and teachers themselves complain against one another in relation to the ill-success attained by students due to lack of

commitment to take the risks of the failure on either sides. Nevertheless, the case in every aspect is secret.

The researcher, therefore, intended to investigate the in-and-out of school de-motivating factors that possibly affect the work situations of rural primary school women teachers that directly or indirectly trigger the outcomes of the teaching-learning processes in the selected schools of North Shoa Zone. At the same time, opportunities offered to them were assessed and possible solutions were suggested based on the findings that will be helpful to alleviate the identified problems in the zone and/or in the region.

The researcher formulated the following research questions to be answered in the course of the study.

1. What in-school and out-of-the school challenges do rural primary school women teachers encounter?
2. With what opportunities are rural primary school women teachers currently being provided?
3. How do rural primary school women teachers themselves tackle work place challenges both within and out-of-the school?
4. What measures do stakeholders take to alleviate the challenges facing rural primary school women teachers ?

1.3 Objectives of the Study

The general objectives of the study are to:

- investigate the in-and-out-of school the de-motivating factors that rural primary school women teachers encounter in the sphere of the teaching-learning processes.
- assess the Possible opportunities rendered to rural primary school women teachers to encourage them in accomplishing the teaching - learning processes.

The specific objectives of this study are to:

- search out in-and-out-of school factors that hinder the smooth day-to-day activities of rural primary school women teachers.
- identify factors that negatively influence the participation of rural primary school women teachers with in-and-out of the school.
- indicate opportunities that furnish the work-situation of rural primary school women teachers in their school(s) and out of the schools.
- identify the mechanisms rural primary school women teachers have been using to tackle hindrances.
- suggest potential remedial measures to alleviate the de-motivating factors.

1.4 Significance of the Study

Countries with higher levels of women education experience more rapid economic growth, larger life expectancy, lower population growth and improved quality of life (Kwesiga, 2002:34). Almaz and Barbara (1990:20) on their part described that friendliness is misinterpreted as flirtation; unwanted pregnancy and unwanted marriage are the fate and marriage is the frequent result if single male and female teachers are assigned in the same rural primary school. In this case, the female teacher, but not the male teachers, was expected to carry the double load of mothering and house keeping, as well as the duties of teaching (Sadler and Silber, 2007:5).

Since studies made with regard to rural women teachers are, very much rare in Ethiopia, the challenges they encounter and opportunities offered appear to be unidentified. This study then was intended to address such deficiencies as much as possible in the North Shoa Zone of Amhara National Regional State. The findings of this study are therefore, essential for the following reasons.

1. It will indicate new experiences for practitioners to scale them up in a wider situation in the sector.
2. It will provide stakeholders with insights to pursue all their possible shares and responsibilities in the education sector of respective site.
3. It will enable decision-makers to take remedial measures on the identified problems.
4. It will encourage policy-makers to revise policy issues for accommodation purposes.
5. It will function as a spring-board to other researchers for further investigation on this area.

1.5 Delimitation of the Study

As far as the challenges rural primary school women teachers encounter is concerned, it would have been fruitful if the research includes all the second cycle primary school women teachers available in the Amhara National Regional State. However, in order to make this research work manageable and accessible, it was limited only to those selected rural government second cycle primary school women teachers of North Shoa Zone.

The Second cycle women teachers were preferred by the investigator in order to explore ample information from them supposing that they are better qualified than the first ones to deal with the issue at hand in depth.

North Shoa Zone was also selected by the researcher due to his proximity and the assumed accessibility of data in order to accomplish the research work. The study, hence, focused on the in-and-out-of the school issues that appeared to have direct impact with the outcome of the teaching- learning processes. Cluster resource centers with greater

number of second cycle primary schools were included for investigation once the selected woredas were identified. Besides, heads of woreda education, education experts, supervisors, school directors, TARs and heads of WWAs as well as PTA members were taken only from the identified woredas. Finally, the period for this study was 2009/10.

1.6 Limitations of the Study

The major limitations of this study were lack of literature and research works typical to female teachers in the teaching profession. Besides, lack of good-will and reluctance of some of the respondents in filling out the questionnaires and to take part in FGD and/or in the interview were hindrances.

In addition, the inconvenience of the woredas and smaller number of female teachers in the respective schools were again other obstacles.

In spite of all these limitations, this writer has attempted to complete the study as a clue for further study.

1.7 Definition of Terms

Challenge- a new or difficult task that tests some body's ability and skill (Hornby, 2006)

Opportunity- a time when a particular situation makes it possible to do or to achieve something (Hornby, 2006).

Feminine- Having the qualities or appearance considered to be typical of women (Hornby, 2006).

Feminism – the belief and aim that women should have the same rights and opportunities as men: the struggle to achieve this aim (Hornby 2006).

Gender- refers to the socially and culturally determined differences between males and females (IDS, 1996:3).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Women and the Teaching- Learning Process

Teachers' beliefs are important aspects in the educational process that affect the ways they present their lessons to their students, the types of instructional methodologies they employ and students' learning outcomes (Johnson and Grabowski 1993 in Yalaw, 2004). They also stated that learning outcomes are affected by the form of instruction. So, different instructional activities will differentially influence learning outcomes.

In any setting of school system, teachers play a paramount role in students' learning. No matter how good the curriculum may be and how well it is organized, and whether or not teaching materials are available, ultimately, the quality of education rests mainly on the methodology of instruction employed by the teacher (Yalaw, 2004:18). Steedman(1987) cited in Mahlase (1997) rationalized that the family ideology helped because woman were seen as particularly suited for teaching young children due to their patience, nurturing and understanding of children. Kellough and Roberts (1994:29) stated that students want teachers who provide leadership and who enjoy their function as role models, advisors and mentors. It is due to such natural talent endowed to female teachers that made them get access to be teachers now a day.

2.1.1 The Role of Teacher-Student Relationship.

The ways by which students are taught either facilitate or slow down their motivation and readiness to learn, their attitudes to school, and their academic performance as well as their future life-style (Yalaw,

2004:17-18). The views, philosophies, values and conceptions teachers have determine the nature of instructional method they choose, the ways they discipline the class, and the type and the quality of interactions they make with their students. Accordingly, teachers are expected to adopt their instructions to accommodate such differences among the students in order to bolster learning rates and academic outcomes of students. An individual learns better and gets the most out of the total process of education when education is meaningful to him/her and he/she values learning as well as when he/she actively participate in the learning process (P.19). In this context, AED and MOE (2005) explained that through careful preplanning, effective classroom organization and instruction...positive teacher-student interaction, and regular assessment, teachers and students can achieve success, and pertinent information.

Researchers indicated that learner and learning centered approach is characterized by cooperative, collaborative, and supportive culture and it helps students and teachers to learn together which resulted in mutual understanding (Barr and Tagg, 1995; Lambert and Whisher, 1998 in Yalaw, 2004). It is not only the beliefs and knowledge teachers have about particular type of instruction that make them adopt any type of instruction but also the “practices, and working relationships among the teachers and students that make up the culture of schools” (P.23).

2.1.2 The Role of School Environment

Schools which are able to offer their teacher a safe, pleasant and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best (Choy, 1996; Cummings, 1999 and Darling Hammond, 1990 cited in Coulibaly, 1999: 44). Healthy learning environment creates capable teaching-force that results in positive teacher attitude (MOE/AED,

2008:28). Female teachers on their own cannot rectify gender inequalities which are inherent to the education system and to Ethiopian society. They can, however, work in a number of levels to initiate change in their schools and they can enlist the support of school administrators, other teachers, community members to ensure that this change is lasting.

2.1.3 The Attitude of Women Teachers towards the Teaching-Learning Process/the Profession

Satisfaction with one's profession is the result of various attitudes held by the person related to the job and other specific factors such as salaries, supervision, steadiness of employment, condition of work, advancement opportunities, recognition of ability, fair evaluation of work, fair treatment of employer as well as individual characteristics and colleague relationships outside the job (Blurn and Naylor, 1984 cited in Manna and Tesfaye, 2000:5)

Low socio-economic status fosters low and (probably) negative attitude towards the profession. Such an attitude would marginalize preference of the profession over other professions, and would repel those who are taking-up teaching (Tefaye and Demewoz, 2004:51). However, a research made in the South African context by Mahlase (1997:170) pointed out that whether from a professional or working class family, or from a rural or urban family, it seems women saw teaching as one of the few possible avenues for social mobility, albeit within the sex-segregated labor market. Similar to academic achievement, there is evidence to suggest a strong relationship between preference to teaching career and gender. The finding is that females prefer teaching career more than do their male counter-parts (eg., Manna and Tesfaye, 1998 cited in Tesfaye and Demewoz, 2004:56). Preference to teaching by women is mainly

attributed to the assignment and choice of career in consistence with traditional gender role attitude held by our society (Tesfaye and Demenez, 2004:57).

Study in Australia indicated that many women saw teaching as offering them a mixture of a secure job, a good income as well as escape route for those seeking economic and social independence from the family (Mahlase, 1997:71). Based on the results along British subjects, Goodland (1984) cited in Tesfaye and Demewoz (2004) concluded that teachers who have gone in to teaching because of inherent professional values were more satisfied and more committed as compared to those whose entry in to the occupation was for economic reasons. However, Mahlase (1997:72) indicated that significantly two-thirds of the women teachers entered teaching for negative reasons.

2.1.4 The Attitude of Students towards Women Teachers.

The strategies that teachers used to exercise control were conventional and traditional and tended to aggravate their position (Mahlase, 1997:177-178). Young women teachers who employed progressive teaching method met resistance from students. Overcrowding, lack of resources and students' alienation to schooling prohibited the full implementation of progressive teaching method by most teachers especially of women teachers. If women teacher expressed their solidarity with students through engaging in public collective resistance, they run the risk of undermining their authority (P.178) This condition may alarm that whenever students are not satisfied with the over all aspects of their teachers, most probably, they are reluctant to welcome ideas initiated by teachers. They may involve in their own business thereby paying little attention to what teachers say. Female teachers are suspected to become victims when such atmosphere is experienced.

Increasing the supply of female teachers is an important strategy as a role model for girls that increase sense of security in schools (World Bank, 1988 and UNESCO, 1997). This implies that girls are encouraged and get a sort of motivation to proceed their education thereby having positive attitude towards their teachers. Such essence creates a sense of unity, collaboration and cohesion among them for betterment of educational outcomes

2.1.5 Attitude of the Community towards Women Teachers

Some scholars construe that due to the impact of sex typing in assigning sex roles, teaching is considered as the extension of women's role as mothers and care givers in the family (Tesfaye and Demewoz, 2004:57).

According to Newman (2002:4), Americans view teaching as women's work. Females have two advantages over the males who had dominated the occupation. The character and personality of women were regarded as better suited to working with young children and woman constituted a cheap and reliable labor forces. Fortunately, most people recognize the critical importance of teachers. President John F. Kennedy Said, "A child miseducated is a child lost." There are many testimonials to the worth and values of teachers (Sadker and Sadker, 1997:11). They strengthened such issues saying that ironically, the importance of educating our children is widely recognized, but the key people in this process female (teachers) are not always highly valued. There are several reasons for this paradox, one of which is the sexist nature of our society. Almost all occupations with large numbers of women seem to have prestige problems, and teaching is no exception. Sadker and Sadker (1997:11) also added that people's work is frequently measured by the size of the pay check they bring home ... the wallets of most teachers are modestly endowed. Many people, however, saw teaching as a natural vocation for females (Hoffman, 1981 cited in Sadler and Silber, 2007).

2.2 Challenges Facing Rural Primary School Women Teachers

2.2.1 Socio-cultural Barriers

Multiple Demands of Women Teachers

In any culture, the definition of women's and men's domain of work and social activity are determined by a complex and dynamic range of factors (Sales, 1999:41). Schools are patriarchal structure that segregates jobs by sex. The structural and systemic gendering role differentiation in schools is natural in our culture (Carter, 2002:3). According to Sadler and Silber (2007:4), the school teachers were expected to do the same things as the home makers such as teaching traditional values and morals to children. Other areas in female teachers' lives were controlled by patriarchal structures in schools involved-work and family life, pregnancy and child care (Sadler and Silber, 2007:5). Even though female teachers' salaries were lower, they usually had more responsibilities, especially when it came to mothering students. They washed students' hair, cleaned buildings and sewed (Smith and Vaughn, 2000).

In a similar issue, Gaymor (1997:27) pointed out that the burden of responsibility for the family still falls mainly on women. Based on a study made on female teachers, Evans et al (1994:156) indicated that all teachers described their working day as characterized by having too much to do, therefore, giving them a reduced sense of job satisfaction and increased stress.

People's Conception of Teaching as Feminine Work

The commonly accepted conception of male and female roles in schools was those based on the traditional family-"managed by the men patriarch and nurtured by the selfless female." They further added that, although some people may view the flexible nature of the teaching

profession as desirable for balancing work and family, this structure plays a large part in the overall devaluation by society of teaching and its low salaries. However, females are considered more suitable than males as infant teachers on the ground that innate gentleness is more commonly found in them than in males (Lewnhak, 1992:185). Women are also seen to be lacking in confidence and are less willing to leave classrooms for administration posts (Byrne, 1978 cited in Malhase, 1997:7).

Such aspects reflect two antagonistic perceptions of the society on female teachers which implies that society gives less regard to female teachers in relation to the profession whereas their impact in giving positive treatment to children is respected that may erode their dedication and innate personality which later influence their passion towards the profession and the society whom they deliver genuine service

Fear of Sexual Harassment

Based on the issue that rural female principals attested, women teachers perceived their lack of masculine traits such as “physical power” as a disadvantage especially in so far as disciplining boys was concerned (Mahlase, 1997:91). Young women teachers also shared this opinion because women as a category lacked the aura of strength and the potential to inflict physical damage, they were considered less threatening by boys (p.92).

Sexual harassment disrupts women’s drive for autonomy outside of the home and family by sexualizing women’s work-role and by making sexuality a condition of economic survival (Studd, 1996:54). Though harassing behavior varies culture to culture, Gaynor (1997:41) wrote that sexual harassment is any uninvited and unwelcome physical contact, comment, suggestions, joke or attention which is offensive to the person involved and causes that person to feel humiliated, patronized or

embarrassed. She further extends her idea saying that sexual harassment can be seen as a reflection of a male dominated society in that it underscores males exercising power over women. On a similar aspect, Mahlase (1997:88) revealed that women who refused to acquiesce to male demands suffered serious reprisals. Clearly, women were most vulnerable in terms of their careers and promotion prospects. Consequently, Gaynor (1997: 41) showed that sexual harassment may create an intimidating working environment that adversely affects school work or job performance, causing a person to seek to leave the school and/or the profession at all. Mahlase (1997:172) reported that some even claimed that they were transferred from their previous schools by principals and inspectors as a result of reporting sexual harassment.

Let alone women teachers who are harassed, the intensification of harassment hampers their overall performances in those rural areas where the school environment is ill-facilitated in relative speech to enhance their working conditions.

Lack of Community Involvement in the Teaching Learning Process

In a conventional term, parent involvement has taken to mean parents and teachers working in a close partnership for the benefits of the child (Valerie Morgan and his associate, 1992 cited in Yalew, 2004). AED/BESO (2008:27) indicated that with meaningful relations between the school and the community, teachers, not only feel they are part of the community but also become more sensitive and responsive to the needs of their communities. Many educationalists value the involvement of parents in the teaching activities in collaboration with trained teachers in a bid to improve school attendants, the quality of teaching and social cohesion in schools (Delors et al, 1996 cited in AED/BESO,2008:27-28)

On the same topic, Esteem (1992) cited in (Yalew (2004) again underlined that students at all grade levels do better academic work and have more positive attitude, higher aspirations and other positive behaviors if they have parents who are aware, knowledgeable, encouraging and involved. Nevertheless, Malhase, 1997:133) stressed that women teachers also expressed great anxiety about the lack of parental involvement in the education of their children. Such lack of communal interaction with the school community overwhelmingly increases the burden of female teachers' work.

2.2.2 Socio Economic Barriers

Safety and Living Conditions

Teachers may prefer urban postings for several reasons; mostly related to quality of life, working conditions, opportunities for professional development and access to health facilities (UNESCO, 2008:29). Gaynor (1997:27) emphasized that physical safety is important since women are at greater risks than men, particularly, in civil unrest situations. In such context, Sales (1999:412) discusses that those women who travel without a male family members are liable to suspicious of morale as well as literal wandering although teaching is seen safe and suitable through its compatibility with traditional norms and life styles. UNESCO (2008:29) nonetheless, emphasized that cultural and safety conditions in rural areas may also make the employment of female teachers more of a problem. As a result of such a demanding issue, Sales (1999:412) tends to show that all questions, like questions of reputations, home commitment and barriers to mobility come to the fore. In addition, as Siebold(1996:3-4) noted that lack of water and sanitation facilities, poor condition of teachers' residence, isolation of schools and the difficulty of travel are critical to the living condition of female teachers although it regards male teachers, too.

Therefore, it is possible to deduce that the ill-expectation of the society to female teachers by profession and deep-rooted poverty the country has adversely affect the safety and living conditions of women teachers let alone in those rural areas but every where in the country

Devaluation of the Teaching Profession

Women dominates as classroom teachers yet gender equity has not received much attention in the teacher education program-is testament to the historic devaluation of females in the teaching profession and a blindness to the gender and racial bias in the social, economic and political structures of schools (Pryor and Madas, 1998 in Sadler and Silber, 2007:2). Studies reports of the African context suggest that the status of teaching profession is declining due to poor conditions and lack of incentives and many teachers are, hence, focused on meeting their basic needs rather than delivering quality education (Gaynor, 1997:29). Moreover, the low status of teaching profession, most of the time, has to do with the low salary, poor teachers' conditions of service, absence of remuneration, discipline problems, lack of administrative, parental and community support and work load in general(Gaynor, 1997:29-38; McNergney and Herbert, 1995:12-13 and ILO, 1991:41). Teachers generally tend to leave and be absent due to they are not satisfied with teaching profession (Gaynor, 1997:37) In his findings, Mahlase (1997:86) also asserted: "the women teachers were quick to realize that even though they worked harder than men, they were being under-paid-an indication that 'female labor was under valued."

McNergney and McNergney (2004:6) stated that teaching is some times called a "semi-profession" because teachers do not enjoy the same privileges as some other professions. These authors further explained that some people may want to try teaching for a while, but then move on

to another career or they may choose teaching as a second career. Teachers as social and economic group and teaching as a profession are reported to be accorded low socio-economic status in Ethiopia (Tesfaye and Demewoz, 2004:51).

Low Wages /Lack of Incentives/ for Female Teachers

In the early years of the common school movement, there was a dramatic increase in the number of schools and that naturally increased the demand for more teachers to fill these salaried positions (Sadler and Silber, 2007:13). Because women could be paid much less than men at this time, their hiring was an expedient measure that flaunted them current sentiments against women in the work place. The rigid sex-role expectations and practices in schools laid the foundation for exploitation based on pay inequality. School districts all-over the United States established inequitable pay scales for male and female teachers (Sadler and Silber, 2007:4). In relation to this, Gaynor (1997:37) explained that low income, length of the working day, little chance of promotion and falling social status of the profession are reason for leaving the profession. In coincidence with such realities, teaching appears to fail increasingly in attracting and returning the academically most able college graduates, reinforcing the general view of teaching profession as a low status, low salary occupation only chosen by those with no better options (Becker and Beumole, 1996 cited in Tesfaye and Demewoz, 2004).

2.2.3 In-School Factors

Administrative Practices

In the late 19th and 20th centuries, unmarried women were preferred for teaching jobs, because they were assumed not to have a struggle of loyalties between serving both husband and employer (Sadker and Sadker, 2003 cited in Sadler and Silber, 2007). According to the report of

National Center for Education Statistics (2000) cited in Sadler and Silber (2007:2), teachers are predominately female (75%), and administrators are still predominately male. Only 10% of superintendents are women, and about 35% of school principals are women. Uniform standards of evaluation have been applied across all schools notwithstanding the conditions facing the poorest rural primary schools (Mahlase, 1997:174). Consequently, a stress was a characteristics feature of women teachers' work as they were expected to teach a range of subjects for which they were not trained. According to Sadler and Silber (2007:4), illustrative of requirement that female teachers be controlled and be paragons of morality for children are these selected part of a North Carolina contract in the 1920s such as:

- ❖ I promise not to go out with any young man as it may be necessary to stimulate Sunday school work.
- ❖ I promise not to fall in love, to become engaged or secretly married.
- ❖ I promise to remember that I owe a duty to the town people who are paying me my wage that I owe respect to the school board and the superintendent that hired me, and that I shall at all times consider myself the willing servant of the school board and town people (Knicker and Nylor, 1981 cited in Sadler and Silber 2007).

Oram (1987) cited in Mahlasie (1997) remembered that women teachers could be manipulated through the criterion of marriage bar (i.e. no married women were hired as teachers and marriage or even the intension of marrying was automatic cause for the prompt dismissal of women teachers. The attitude and behavior of head teachers, and in particular, the ways in which they shape the work place culture in primary schools has been found to be a key determinants of teachers' moral and job satisfaction (Nias, 1998;Evans, 1992,1992a, 1992b, cited in Evans et al, 1994:96). Other criticisms were that women teachers were blocked by principals from pursuing studies and from taking promotion in to other schools (Mahlase, 1997; 87). In addition many women

teachers also complained about unfair allocation of subjects and resources for various subjects at school level. With such disadvantage, AED/BESO (2008:98) underscored the Ethiopian situation that within the comprehensive school reform, the school leadership and management need change in order to:

- emphasize the creation of positive relationship among students and orderly school environment.
- ensure high moral of teachers and their emphasis on academic activities.
- control students' and teachers' absenteeism, up-hold high level student –teacher relationship

AREB (2006:56) stated that due to frequent turnover of supervisors and school directors in the region, the need for training them become mandatory every year. As a result, the issue of developing their administrative role is urgent.

Masculine Nature of Schooling and Schools

Teaching has been Viewed as “women’s natural profession” which prepare women to be subordinate although the prevailing attitude is the ‘natural order’ – men lead and women to follow (Pigfold, 1993:5). In addition, “under representation of women in decision making positions in different areas prevented them from having impact on many key institutions and policies”, a 1996 platform at Beijing conference (MOE/WAD, 2004:13). The male ethos and behavior does not make the teaching profession welcoming to women (Gaynor, 1997:25). Carter (2002:2), however, exclaimed that demands of the work place forced women teachers to assimilate themselves to a male work model or drop out of the paid labor force altogether. According to Gaynor (1997:25), even though women are participated in social and economic development, their value of input and perspective, in shaping education generally, are not recognized with in the school system. To this end, she added

education policy and management also rarely address the concrete steps required in making schools more appropriate for women both as students and as teachers in order to enable them to play a full fledged role in the society as equal citizens.

Based on a research made in the South African context, Mahlase (1997) ascertained that in the “modal location” of men and women teachers, women are not only found at the bottom of the hierarchy but also division of labor evolves where they are concentrated in particular subjects and given particular types of responsibilities. On a similar respect, the career patterns of female teachers often steer them on to posts and responsibilities which reflect perceptions of women’s abilities and interests (i.e caring and nurturing) and limited career prospects such as pastoral caring, girls welfare, lost property and social functions. Mahlase (1997: 87) further explained the severe masculine nature of schooling as follows:

... Women are always ready to receive order from principals and hence they are given more work than men ... if a man is chosen as a chair-man for condolences, women do the spade work. If there is a sports competition, they do the catering, take care of visitors, maintain discipline. ... when they under take school trips, female teachers have to make sure that all children are in the bus before they leave for home, because all male teachers are drunk by then.

In all the previous cases, such masculine nature of schooling could make female teachers inferior to male colleagues as well as to the administrative bodies. Simultaneously, this normative influence spoils their confidence and self-esteem to run their duties by their own initiatives taking the risks. Similarly, Ball and Goodson (1985) cited in Mahlase (1997) denoted that for many women teachers, careers are constructed in both objective and subjective senses, in radically different ways from those of male career

2.2.4 Personal Factors

Family Responsibilities of Women Teachers

Women teachers (widows, and divorce) usually had major financial responsibilities. They frequently supported, at least in part, their parents, in-laws, grand- parents, and even siblings as the sole bread-winner of the families (Mahlase, 1997:85). On top of such a huge responsibility, Mahlase showed that with no marked difference between urban and rural women teachers, surprisingly, the majority of them had no other ways of earning money besides teaching. Women teachers faced with problems associated with their biological roles as mothers and with special burden of responsibilities despite sexual discrimination in employment is condemned by law and national practices (ILO, 1991: 121). In this respect, Devries (1989) cited in Mahlase (1997) expressed the plight of teachers in South Africa in the following terms:

The teacher may be castigated for neglecting her duties to her students, yet in this case, the Department of Education and Training (DET) has placed a triple burden on the teachers, to teach, to manage a household and this is a social fact: most of the teachers studying are women with a responsibility to their families and homes and to study to obtain qualifications.

In the context of the above issues, it is very difficult for female teachers to contribute what the teaching profession demands from them. Drastic change perhaps is mandatory to favour them involve like their male counter parts in the teaching profession.

Issue of Maternity Leave

The issue of maternity leave was a bone of contention amongst many women teachers (Mahlase1997:86). They were also aware that they were being discriminated against on the basis of their roles of child-bearers. Currently, all countries reported that equality of opportunity and treatment exists for men and women teachers regarding promotion. They

stated that there is no legislative regulation specifically contained discriminatory provisions (ILO, 1991:46 and Sales, 1999: 415-416). Nevertheless, taking the main factors (job experience and job qualification) in to account, women teachers usually lack seniority, because they either may have interrupted their career to give birth to children and to bring them up or they may have marked part time at some stage of their working lives (ILO, 1991:46; Gaynor, 1997 and Sales, 1999:416).

Women were only allowed three months leave for confinement ...motivation to return to work was more likely to be financial necessity rather than a desire to engage in work itself (Mahlase, 1997:172). In the actual situation, major source of strain in women's lives was that parent hood-could not be postponed in order to develop a career since there were pressure on women once married to prove their worth by bearing children (p.173).

2.3 The Attention Given to Women Teachers

2.3.1 Pressure from International Organizations

Currently, in a globalized ideal, the issue of women is the priority agenda in freeing them from social, cultural, economical and political dominance of patriarchal work situations. According to Finkelman (2004), until the mid 1960s, legal barriers prevented blacks and other racial minorities in the United States from entering many jobs and educational institutions. Although women were rarely legally barred from jobs or education, many universities would not admit them and many employers would not hire them. However, the 1964 Civil Right Act which prohibited discrimination in public accommodation and employment was the first modern legislation to address these barriers. Title VII of the Act specifically banned discrimination in employment, laid the ground work for the

subsequent development of affirmative actions. The Equal Employment Opportunity Commission (EEOC), created by the Civil Right Act of 1964, and the office of Federal Contract Compliance become important enforcement agencies for affirmative action. Emezat (2001) state that the concept of affirmative action spread and gained acceptance in other countries like Canada, Australia, India and South Africa, who have incorporated affirmative action in their constitutions. Internationally, the concept came to be relevant in relation to group rights.

As a result, ILO /UNESCO (2008) forwarded remedial measures to help countries alleviate problems women teachers with family responsibility face which serve as an international rules and regulations. These include:

- Marriage should not be considered as a bar to the appointment or to the continued employment of women teachers, nor should it affect remuneration or other conditions of work.
- Employers should be prohibited from terminating contracts of service for reasons of pregnancy and maternity leave.
- Arrangements such as crèches or nurseries should be considered where desirable to take care of the children.
- Measures should be taken to permit women teachers with family responsibilities to obtain teaching posts in the locality of their home and to enable married couples, both of whom are teachers, to teach in the same general neighborhood or in one and the same school.
- Women teachers with family responsibilities who have left the profession before retirement age should be encouraged to return to teaching.

2.3.2 Experience of Other Countries

As gender is a development issue, focus has been given at national and international level. For this reason, different organizations, both Government and Non-government, have incorporated gender issues in their policies, strategies and plans and have under taken various interventions (MOE/WAD, 2004: 14).

In **Cambodia** for instance, gender parity constraints among teachers in rural and remote areas is a problem. There are fewer female teachers in those areas. One reason is the absence of female role models. Female students also restricted to travel to secondary schools that are located in far places. This also lowers the number of female trainees in rural areas. To minimize the problem, policies to address gender parity constraints have been in place. As a result, Teachers Training Colleges (TTC) candidates were recruited by lowering admission criteria. Moreover, urban women teachers were deployed to rural and remote areas through incentive pay (MOE/WAD, 2004: 14).

In **India**, recommendation to promote girls education were also made to appoint more women teachers in rural areas and provide them with secured residential accommodation. Such a measure was also expanded pool of women teachers to provide intensive training, regular educational support and safe accommodation for rural female teachers creating forum for teachers and working with them on continual basis has also been considered as a successful model (MOE/WAD, 2004:14).

In **Nepal**, the formulation and adoption of relevant policies in various sectors is a spring board for making women beneficiaries of available opportunities on an equal basis with men (MOE/WAD, 2004:24)

2.3.3 General Roles Played by the Ethiopian Government

In order to address the right to education for every nation, the Federal Democratic Republic of Ethiopia had endorsed the issue of women in the constitution with special article (Art 35 (3) that states "..., women are entitled to remodel and affirmative measures whose purpose shall be to enable them to compete and participate on the basis of equality with men in political, economic and social life, and to gain access to opportunities and position in public and private institutions" (MOE/WAD, 2004:18).

In this regard, the second article of National Policy of Women (1994) addresses again that The government shall facilitate conditions conducive to the participation of women in decision-making process in regard to community development, social welfare, division of land property, education and basic social services (P.18). In a similar consideration, Article 5 also asserted that the right of women to get career and vocational guidance at any institution of education and to have access to the same curricula as that of men and to choose their field. Based on the guideline of the constitution, ETP (1994) elaborates that education will be geared towards reorienting societies attitude towards the value pertaining to the role and contribution of women in development.

Teachers' training through distance education will be introduced as a cost effective strategy, and to give teachers in remote schools. Especially, women who have difficulty leaving their families and those who are unable to benefit from centralized training will be targeted for professional growth (MOE, 1999: 8-9). In a similar respect, MOE (2002: 35) describes that in order to inspire girls to successfully complete their education, the existence of role modeling is a vital strategy. MOE (2005: 46) also stated that the government will ensure equitable treatment for women, both in their initial recruitment to the teaching profession and in

their subsequent access to training opportunities and promotion within the education system. The Ministry again further promised that an expanded recruitment and training of women teachers at all levels will be put in place to increase the representation of women among school directors, supervisors, teacher trainers and woreda education administrative staff (p 35).

All the above issues indicate that the Federal Government of Ethiopia at large and the Ministry of Education specifically are devoted to sufficiently address the issue of women at national level in the constitution, as well as in the subsequent ESDP documents. As the Regional Government, including the Education Bureaus, is under the umbrella of such rules and regulations, Amhara Region Education Bureau has similar agenda as far as the issue of female teachers is concerned.

2.4 The Role of Women Teachers in Fighting Work Place Challenges.

Women educators made continuous contribution and had a significant impact on education through out the 20th century (Sadker and Sadker, 2003; Smith and Smith, 1994; Smith and Vaughn, 2000) cited in Sadler and Silber (2007:5). Their efforts came at a great cost and from heroic attempts by thousands of women, who struggled against the odds for success in an androcentric dominant culture and in a male-as-norm school system. "The history of women in teaching," as Biklen (1995:93) affirmed, "includes a history of women's struggle for agency both in the work place and outside it."

2.4.1 Strategies Female Teachers Utilized

One strategy female teachers used to overcome the low odds for success in school was to collaborate with other women's organizations that were working for work place equity (Sadler and Silber, 2007:7). Carter

(2002:11-12) also stated “Teachers’ reading and social groups metamorphosed in to organizations that actively campaigned for issues such as equal pay and female principal ships.” These memberships helped women teachers gain more individual and collective power and influence as well as gather support for their own professional issues (P.13). According to AED/BESO (2003:28), the roles of female teachers in fighting the odds of their work situation as partners are stated as:

- Work closely with Woreda and Regional Education Bureau for an ally as it believes that a special focus on the condition of female teachers and students is warranted
- Net work with woreda or bureau of women’s affairs and woreda administration
- Create gender sensitivity among key decision-makers and encourage them to mainstream gender as a priority.
- Form a task force consisting of teachers, PTA, departments, teachers’ association etc to work collectively for female teachers’ increased professional development and promotion opportunities and for the implementation of policy and guidelines.

Issues up on which female teachers undertake also include:

- Encourage the community to implement schemes to facilitate the mobility of female teachers including the construction of dormitories to them.
- Follow up action taken by those concerned in response to complaints like gender biases in the treatment of female and male teachers (P.27).

2.4.2 Struggle for Equal Pay for Women Teachers

The collaboration of two feminist grade-school teachers who were the founders of the Chicago Federation of Teachers came to represent power of women working together to make changes for better salaries (Sadler

and Silber, 2007:7). Carter (2002) on a similar issue pointed out that many of these women said the inequitable treatment they received while teaching prompted them to become activists for women's rights. Because most teachers worked for money to support themselves, their parents, or their siblings, they were not able to speak out for suffrage in small school districts, where opposition to suffrage was strong, for fear of losing their jobs. Carter (2002) underlined that having a feminist ideology and forming Alliances with women in other organizations strengthen teachers' efforts to work for their rights including among others, salary equity and the right to marry and take maternity leave. In Britain, women fought for equal pay and the lifting of marriage bar (Mahlase, 1997:179)

2.4.3 Struggle for Work Place Equity

Just as varied as the lives of female teaches, so are the definitions, understanding, and uses of feminism and feminist ideologies of female teachers and women in other occupations working for social, political, and economic change during the 20th century (Sadler and Silber, 2007:12). The dynamic nature of women's movement is evident in all of these terms used to describe feminism in various cultural and political contexts and in different places and times (Carter, 2002). The work of teachers in the progressive reform era gave them unusual opportunities to engage in political and personal change and they quickly discovered that professional skills were a valuable asset in assuming leadership. Carter (2002) contended that these women were engaging in feminist acts by participating in women identified groups led by women to demonstrate confidence in women's capabilities to effect change.

According to Rai and Critizer (2000) and Unterhalter (2006), based on the early 1970s feminist movement and its emphasis on brining women in to development, the gender and development approach have enforced launching and development of affirmative action for females both in

education and work place. Women teachers demanded equal treatment with their male counter parts in Britain and also fought for their right with in the teaching profession (Oram, 1987 Cited in Mahlase, 1997:179)

2.5 Opportunities to Facilitate the Work Situations of Rural Women Teachers

The 1957 ILO convention concerning indigenous and tribal people called for special measures implying preferential treatment, provided that such measures are not contrary to the expressed wishes of the groups concerned. The 1958 ILO convention adopted similar special measure to meet the particular requirement persons who for reasons of age, sex, disability, family responsibility, social or cultural status are generally recognized as in need of special assistance. Further more, the UNESCO Convention against Discrimination in Education (1960), convention on Racial Discrimination of 1965, convention on the Elimination of Against Women of 1979 also adopt positive attitude towards affirmative actions. Consequently, international law also accepted policies of affirmation Action (Emczat, 2001:6).

2.5.1 Female Affirmative Action in Education

Affirmative action in education refers to as polices and programs designed to advance equality of education opportunity for individuals from groups that have suffered systemic discrimination (Michelson, 2002:29). Gender discrimination which is based on perceived physical, culture, social ... differences between men and women cuts across racial and ethnic lines and has generated division of duties and rights with in society based on gender. These perceptions have been reinforced through social and familial structures and have played a major role in shaping the opportunities available to women both in the education and work force (Rai and Critzer 2000; Kwesiga, 2002; Unterhalter, 2006). In United States, women were under patriarchal rule and they were, like blacks,

considered to lack certain physical and mental abilities (Rai and Critzer, 2000).

2.5.2 Roles Played by the Amhara Regional State

In order to address quality of education to the community in the region, the Amhara Region Education Bureau (AREB) focused on gender issues and special needs education. Besides, Strategies are set to narrow the gap between towns and rural areas among zones and woredas in its ESDP III (AREB, 2006:44-45). Increasing the number of female teachers in rural areas and bringing them to leadership positions is keenly recognized as role model (P. 45). Among the main reasons initiating pre-service and in-service programs were the perceived mismatches between teacher education and school education and the lack of meaningful linkage between TEIs and schools (MOE/TESO, 2003:10-11).

Pre- service Training

According to ESDP III document of the region, recruitment guidelines for pre- service, training was prepared in a manner to encourage females. The Amharic Version in this regard says:

በሁሉም ቅድመ ሥራ ስልጠና ፕሮግራም ምልመላ ስርዓተ ጾታን ያገናዘበ ይሆናል። በምልመላ መስፈርቱ መሠረት ከአዲስ ገቢዎች መካከል ቢንያስ 55% ሴቶች ይሆናሉ። የሁለተኛ ሳይክል መምህራን መግቢያ መስፈርት ለሴቶች በመጠኑ ለቀቅ ይላል። ሴት ተማሪዎች ውጤታማ እንዲሆኑ የተዘጋጁ ልዩ የቴቶሪያል ክፍሎች ፕሮግራም ይጠናከራሉ (ገፅ፡78)።

For all teachers' pre-service training programs, recruitment focuses on gender issues. Based on the recruitment criteria then, 55 percent of the would-be teachers shall be females. The second cycle teachers' entrance criteria shall also be relaxed in amount to female candidates. Special tutorial programs shall also be strengthened to make students successful. (AREB, 2006:78)

Table 1. Pre- Service Training for Regular and Extension Programs

Level	1995	1996	1997	Sum
	2002/03	2003/04	2004/05	
Diploma	2,598	4,953	8,378	15,929
Male	1,774	3,087	4,930	9,791
Female	824	1,866	3,448	6,138

Source: AREB (2006:26) ESDP III document

According to this document, the data covers 99.59 percent of what was expected from ESDP II. However, even though the number of female teachers increases each year, it is below their male counter parts. The same document again revealed that during ESDP II, the number of female teacher-trainers has increased to narrow the gender gap from 0.47 percent in 2001/02 to 0.50 percent in (2004/05). This was achieved due to the application of encouraging system of female's recruitment.

In- Service Training

The region implements various methods to up- grade teachers' level of education. These are through summer, distance education programs and school clusters (AREB, 2006:27). The document again stated that strengthening females' forum at every stage prepares various capacity building training programs to enable those successful female education leaders to share their experiences (p. 80).

Table 2: Primary School Second Cycle Qualified Teachers in Percent

Level	Measurement	1994 2001/02	1995 2002/03	1996 2003/04	1997 2004/05
5-8	%	34	33	51.1	
Male	%	36.6	35.8	32.2	50.8
Female	%	36.1	39.3	38.2	52.4

Source: AREB (2006:19) ESDP III Document

According to 2004/05 data, from among the total of all primary school teachers in the region, the share of female teachers was 36.02 percent. Consequently, techniques that raise their share should be devised (AREB, 2006:26-27).

On the basis of the consensus reached for partnership between the Education Bureau and Bahir Dar University, the Gondar College of Teachers' Education is training teachers at degree level. Accordingly, 494 (490 Male and 4 female) teachers has started training since 2004/05 (AREB, 2006:27).

As indicated in the TESO document, efforts have been made to improve the quality and relevance of teachers' education training programs (p. 27). Generally, increasing the number of trainees, improvement of the training materials and raising the share of females in line with the TESO programs is noticed in the region. This implies that the regional education bureau has given due attention to female teachers.

2.5.3 Establishment of School-College Linkage program

Concept of School-College Linkage

Partnerships, in education, are a form of professional collaboration designed to provide mutual benefits to educators and students at a public school and college of education (USAID/BEP, 2007:12). There are increasing number of successful partnerships at pre-service and in-service levels, particularly those aimed at enhancing the knowledge creating capacities of individuals and professional communities (Day, 1999). This author again wrote that such extended partnerships, often called Networks or consortia, recognize the advantage of involving schools, universities, educational bureaus and other stake-holders in collaborative work. The guidelines for continuous professional development (2003) suggest that TEIs are going to have increasing links

with schools/ relevant stakeholders) to support the program working at school in their vicinity (USAID/BEP, 2007:38). This enables practitioners to exercise practical activities in the real situations.

The Need and Purposes of Partnerships

The traditional technicality model of teacher education falls short of mirroring school realities. Many student-teachers, graduates, and teacher educators were dissatisfied with teacher education (USAID/BEP, 2007:15). There is much attention for the role of the school in the local community,...through inquiry oriented approach aimed at promoting reflective way of learning for all involved in such project under the guidance of a more experienced colleague (P.16). TEIs (kombolca dnd Deber Berhan) interact with schools by way of assigning their students for practicum in the schools..... and by giving training on areas identified as important by the schools (P.67).

The worth of the school- college linkage program is remarkably delightful to those female teachers working in those remote and rural areas where the situation isolates them from facilities or access to upgrade their education. The establishment of mutual understanding and stake-sharing incidence initiates those female teachers to outshine their talents and enable them to deserve professional capabilities.

2.5.4 Establishment of School-Cluster Resource Centers

School clustering system is a kind of networking of schools and teachers working in those schools cooperatively that is employed as a practical means of enhancing teachers' professional development responding to the local school classroom needs. In this regard, Amhara Regional Education Bureau, AREB (2004/05:2) stated that school clustering came in to existence, historically, due to the increasing need of student-centered teaching- learning activities and new teaching methodologies in

order to update the previous acquired teachers knowledge and skills. AREB (2004/05) on its part mentioned three types of school- cluster models (hierarchical, horizontal and hybrid) where in:

- i. **Hierarchical model**- each cluster member school is supposed to be under the communication link of the cluster center only which was selected for a better resource and experience.
- ii. **Horizontal model**- each member school is assumed to have equal status in all activities that creates a feeling of mutual understanding and responsibility among teachers of the member schools
- iii. **The Hybrid model**- is the integration of hierarchical and horizontal models that tries to maximize the advantage of school clustering by mixing up all the positive sides of the two models. Hence, member primary schools have horizontal relationships among themselves besides their relation with the school selected as a resource center.

If teachers are effective in their school activities, they must not only be trained but also receive adequate support characterized by a system of evaluation and supervision that help them to diagnose their pedagogical difficulties (Delors et al,1996 cited in USAID/AED,2008:23). According to AED/BESO (2005:4), school clustering support program in the Amhara Region by TEI was started in 1999/00 though Bureau of Education declared a guide-line to establish and utilize school clustering as one means of continuous professional development in 2004/05. Maekelech (2002) reported that there is a growing consensus that professional development yields the best results when it is long term, school based, collaborative and actively involving all teachers, focused on students' learning and linked to the curriculum. Such a model of profession development reaches all teachers if it is socialized and gives central importance to teacher's own knowledge of their practice and the realities of their classrooms and schools. To this end, Villegas- Reimers (2003) underlined that CPD is important because it has a noticeable impact on teachers' work both in-and-out of the classroom.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The aim of this research was to assess the work situations of rural primary school women teachers in relation to the challenges that could mess their day-to-day activities and the opportunities offered to them in fighting such hindrances in the teaching – learning processes. In order to achieve this objective, descriptive survey was employed, because this design enables researchers to present all the status-quo of challenges as well as the assumed opportunities as they currently appeared in a narrative form based on the information sought from each respective source.

3.2 Sources of Data

In order to avail this research work with the necessary data, rural primary school women teachers, school directors, cluster school supervisors, woreda- and zonal education experts, woreda and zonal level TARs, PTA members, WWA heads and woreda education heads were used as data source for this study.

3.3 Population and Sampling Techniques

3.3.1 Population of the Study

Despite the fact that the research targets entirely women teachers, the male groups mentioned above were also included as data sources. Because they were already assigned dominantly in those positions, Mahlase (1997) supports this issue saying that “ I was sympathetic to this view since in my case it was important to study the inspectors of education, directors of education, secretary of education and male

principals who have an impact on the conditions under which female teachers work.” Likewise, such male personnel’s were also utilized to substantiate the information available for this research.

3.3.2 Samples and Sampling Techniques

In selecting the research areas, woredas in the zone, 25% (one –fourth) of them were selected. Hence, out of 24 woredas, 6 of them namely: Merhabete, Ensaro, Siadebir-wayu, Moret-Jiru, Basso-Werana and Angolella-Tera were considered using a simple random lottery system as major sites. Once the woredas were identified, 10% of cluster resource (i.e. 18 out of 188), centers with more number of second cycle primary schools were considered randomly in the study.

As to rural primary school women teachers is concerned, 15% (180 respondents out of 1191 teachers) were randomly identified by lottery method for equal chance as the main focus of the research work. In relation to cluster resource center supervisors, 10% (18 out of 188) were again purposively nominated in to the sample.

The remaining respondents, 18 school directors, 3 woreda education experts from each (18 experts), 2 zonal education experts, one woreda TARs from each (6 respondents), one zonal TAR, 6 heads of education and 6 heads of WWA were included into the sample. This indicates that since the woreda were selected using simple random lottery system, the woreda officials, education experts, TARs, supervisors, directors and rural primary school women teachers were taken from those nominated woredas in order to cross-check the prevailing reality and to decide on the outcome of the research work.

Concerning PTA members, purposively 6 respondents were confined in to the study for triangulation.

Selection of the Parent-Teacher Association members is purposive, because the majority of rural communities are illiterate relatively who usually think of school teachers, directors and supervisors to perform the in-and-out of school activities by themselves for the relevant outcome of the teaching –learning processes conceiving that their involvement is trivial. Due to such consideration, those individuals who were assumed to have better awareness, understanding and interaction about school related matters and the issue of rural primary school female teachers' lives were invited for discussion.

Table 3. N° of Female Teachers and Sample Taken from Each Woreda

Woredas	N° of Female teachers	Amount taken in percentage	Sample taken
1. Angolella-Tera	68	15	33
2. Basso Worena	93	15	45
3. Ensaro	41	15	20
4. Merhabete	75	15	36
5. Moret- Jiru	50	15	24
6. Siadebir-Wayou	46	15	22
Total	373		180

As the table outlines, 15% were taken out of 373 female teachers available in the sample woredas to maintain the proportionality of the sample. Hence, 180 sample female teachers were used as the main target of the study.

Generally, a total of 261 (71 male and 190 female) respondents were made to involve in the study as appropriate data sources.

3.4 Data Collecting Instruments

For the sake of securing the necessary and reliable information, three types of data collection tools: questionnaire, interview and focus group discussion were employed.

3.4.1 Questionnaire

Questionnaires were administered as a major device to gather primary data using series of questions that seek: personal information about the respondents themselves and their opinions, ideas and perceptions about the problems at hand. It was also employed as it could incorporate diverse items of questions (close-and open- ended) in order to explore issues in depth. Besides, it enabled the researcher to cover more areas thereby addressing large number of respondents in an economical manner.

Two types of questionnaires were administered separately one for rural primary school women teachers and the other for school directors cluster resource center supervisors, woreda and zonal level education experts, and woreda-and-zonal level TARs.

The questionnaires were made to have three parts with all items consisting of both close-and open-ended types. The first part in both cases were designed to seek personal information of respondents while the second were prepared to assess possible challenges that hinder the activities of rural primary school women teachers. The last part was designed to dig-out about opportunities rendered typically to rural primary school women teachers.

The questionnaires were set both in Amharic and English to female teachers and other personnels respectively. However, the former were translated in to English for tabulation and analysis purposes.

Though the questioners were set by this researcher, their validity and reliability checked by two subject specialists. As a result, three of the questionnaires were modified, one of which was added and another one question was cancelled. Similarly, translation errors were checked by two English teachers for the Amharic version.

Pilot study was conducted among ten rural primary school women teachers, three school directors, two cluster school supervisors, two woreda education experts and two woreda TARs with a total of nineteen respondents to check the relevance of the questionnaire. Modifications were made on the irrelevant items such as improving some of the instructions misedited terms were corrected after which they were administered to the actual respondents accordingly.

The study areas were visited to ask for voluntary response and to arrange convenient-time to conduct the questionnaires, interviews and FGD on the actual date. The researcher was introduced to respective audiences. The objectives and instructions of the questioners were explained and briefed which latter were distributed to the respective respondents with the help of directors, supervisors and other teachers. Data collectors were used due to time constraints and inaccessibility of the area on a per diem basis. Each responded questionnaire was collected back patiently in person, through friends and nominated persons.

3.4.2 Interview

Interviewing is necessary when we can not observe behavior, feelings, or how people interpret the world around them (Merriam, 1998). Such idea implies that stances were possibly extracted by systematic approaches of the interviewer in coincidence with the interviewees.

With regard to the interview, three different semi-structured interview questions were set to be held with 6 PTA members, 6 heads of woreda

women's affairs and 6 woreda education heads, a total of 18 (11 male and 7 female) interviewees were interviewed for about nearly an hour for each interview session. The interviews were held having arranged conducive times for interviewees with the conception of positive tendency to provide tangible information about the issue at hand. Data were gathered on the researchers note book for the reason that the interviewees did not feel comfortable for audio-recording to obtain information about the challenges facing women teachers, the strategies society have to help them, the role played by the heads to alleviate challenges and to point out possible opportunities primary school female teachers are rendered. Besides, possible solutions were invited from them.

The interview questions were prepared in Amharic for common understanding between the interviewer and the interviewees. However, it was translated into English for interpretation purposes after the completion of the interviews.

3.4.3 Focus Group Discussion (FGD)

FGD was also held with five female teachers from the same group using unstructured questions to enable them share all the hardships they encountered and opportunities provide in common. The participants for the discussion were taken from two woredas where the incidence taken from two woredas where the incidence of female teachers' sexual abuses have been repeatedly noticed. After the purpose of the research was introduced to each group, selection and discussion were held for forty minutes on average. In the mean time, data were taken on note book. These female teachers were identified purposively because they were supposed to have familiarity in dealing with teacher related matters like in committee activities, teachers' association, department heads, club leads or co-curricular activities. According to Flick (2002), the use of

focus group discussions tends to the production of opinions expressed and exchanged in every day life and tool for reconstructing individuals' opinions more appropriately. He further argues that it is also a correction of views that are not correct, not socially shared or extreme are available as a means of validating statements and views.

The respondent women teachers were invited to forward possible solutions to the challenges they encountered by posing a timely issue regarding the lives and work situations in their respective work places and schools.

3.5 Data Organization and Analysis

In this study, mixed approach- (both qualitative and quantitative methods) were employed to analyze the information collected from different data collecting instruments of various sources. In support of this conception, Creswell and Clark (2007:33) asserted the preference of mixed method approach as follow:

The combination of qualitative and quantitative data provides a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives. One type of evidence may not tell the complete story or the researcher may lack confidence in the ability of one type of evidence to address the problem. These are all situations in which using only one approach to address the research problem would be deficient. A mixed methods design best fits this problem.

The response obtained from the close-ended type of questionnaires /rating items/ were analyzed using percentage by the help of tables whereas the information gathered from open-ended questionnaires, interview questions and FGD resulted from respective respondents were narrated qualitatively in a manner to supplement the quantitative data in their appropriate places.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

This Chapter deals with presentation, analysis and interpretation of data gathered from female teachers, school directors, cluster school supervisors, woreda and zonal education experts, woreda and zonal level TARs, heads of the woreda education, and Women's Affair offices and the PTA members of six wordas namely: Merhabete, Ensaro, Moret-Jiru Siadebir-Wayou, Angolella-Tera and Barso- Worena of North Shoa Zone. . The primary objective of this part was to seek appropriate answers for the basic research questions raised.

Out of the 180 questionnaires distributed to rural primary school female teachers, 172(95.6%) of them were properly filled and returned. However, 5 questionnaires were not returned and 3 of them were poorly filled and hence, a total of 8 (4.4%) questionnaires were excluded. Likewise, from the 63 questionnaires distributed to school directors, cluster school supervisors, woreda and zonal education experts and woreda and zonal level TARs, 60(95.2%) of them were correctly filled and returned. Nonetheless, 3(4.8%) of them were poorly filled and therefore, they were voided from analysis and interpretation.

Based on the responses obtained from the sample respondents mentioned above, analysis and interpretations of data are presented using tables for which discussions and interpretations are made following each table. Similarly, the responses from the interview (questions) held with woreda heads of education and Women's Affair offices and community (PTA) members are injected and discussed in a manner to triangulate each topic. In the end, responses for the open-ended questions are stated having their own subtitles.

4.1 Characteristics of Respondents

The characteristics of respondents' personal data such as sex, level of education and work experiences of education experts, supervisors, directors, TARs and those of female teachers are stated as follows.

Table 4. Respondents' Personal Data by Sex and Education Level.

respondents	Sex				Educational level								Work experience in years as:						Total Work Experience
	Male		Female		10+3		12+2		12+3		12+4		TARs	Teacher	Director	Supervisor	Expert	other	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%							
Experts	12	66.7	6	33.3	-	-	6	33.3	2	11.1	10	55.6	-	3-17	2-3	2-6	3-8	2-4	10-27
Supervisors	17	100	-	-	9	52.9	5	29.4	3	17.6	-	-	-	1-23	3-7	3-4	-	-	2-27
Directors	14	77.8	4	22.2	4	22.2	6	33.3	8	44.4	-	-	-	7-24	5-7	-	-	-	5-29
TARs	7	100	-	-	2	28.6	1	14.3	3	42.9	1	14.3	3-13	11-25	-	-	-	-	11.25

N.B. TARs- Teachers' Association Representatives.

As table 4 depicts, 12 (66.7%) of the education experts were males while 6(33.3%) of them were females with education qualification of 6(33.3%) with 12+2, 2(11.1%) with 12+3 and 10(55.6%) with 12+4. Regarding their work experience, they indicated that they served 3-17 years as education experts and 2-4 years in other fields. The total work experience they have ranges from 10-27 years.

With regard to sex, qualification and work experience of supervisors, 17(100%) were males. 9(52.9%) of them were qualified with 10+3, 5(29.4%) with 12+2 and 3(17.6%) with 12+3. They have also expressed that they have served 1-23 years as teachers, 3-7 years as directors and 3-4 years as supervisory activities with a range of 2-27 years.

It was also found out that 14(77.8%) of the school directors were males where as 4(22.2%) of them were females of whom 4(22.2%) were with 10+3, 6(33.3%) with 12+2 and 8(44.4%) with 12+3 by level of education. They pointed out that they do have work experience ranging from 7-24 years in teaching and 5-7 years as directors with a total range of 5-29 years experiences.

Regarding the composition of TARs, 7(100%) of them were males with education qualification: 2(28.6%) of them 10+3, 1(14.3%) of them 12+2, 3(42.9%) of them with 12+3 and 1(14.3%) with 12+4. They served 3-13 years for Teachers' Association and 11-25 years in teaching with a total of 11-25 years experiences.

Table 5- Personal Information of Female Teachers

Respondents	Sex		Educational level								Responsibilities other than teaching										Range of Experience in years
	Female		10+3		12+2		12+3		12+4		Department head		Club leaders		Unit leaders		Committee leaders		PTA member		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Teachers	172	100	79	45.9	88	51.2	5	2.9	-	-	34	19.8	53	30.8	13	7.6	18	10.5	54	31.4	1-30

NB PTA= Parent-Teacher Association.

Table 5 illustrates that 100% of the respondents were female teachers out of whom 79(45%) were with 10+3, 88(51.2%) with 12+2 and the rest 5(2.9%) were 12+3 whose work experience ranges from 1-30 years.

As to the responsibilities they shoulder other than teaching, they were involved in different school activities such as: 34(19.8%) of them took department head positions, 53(30.8%) of them were club leaders (in the clubs of science and technology, anti-HIV/AIDS, gender issues, mini-media, Red Cross, demography, tomorrow's teachers and the likes), 13(7.6%) of them were unit leaders, 18 (10.5%) of them were committee leaders (like in curriculum, pedagogical center activities, question and answer and in-school supervision) and the remaining 54 (31.4%) of them participated in PTA activities.

4.2 Factors that Challenge the Rural Female Teachers

With regard to the issue of this discussion, the responses from female teachers about the impact of the environment, school administration, community considerations, own attitude, policy aspects, roles played by office of Women's Affairs and TARs are presented here under with the help of tables and their interpretations subsequently.

4.2.1 Out of the School Factors

Factors such as transportation, clean water, market place, health service, residential houses and convenience of the area do have impacts to affect the outcomes of female teachers. In this regard, questions were raised to female teachers to rate the issue as shown in the following table.

Table 6. Female Teachers' Views on the Impact of the out of the School Factors in their Tasks

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
1.1	Transportation facilities	10	5.8	21	12.2	41	23.8	55	31.9	45	26.2
1.2	Availability of clean water	10	5.8	19	11	41	23.8	54	31.4	48	27.9
1.3	Availability of market place	10	5.8	20	11.6	24	13.9	63	36.6	55	31.9
1.4	Presence of health service center	12	6.9	20	11.6	34	19.8	44	25.6	62	36
1.5	Adequacy of living room	8	4.7	55	31.9	35	20.3	60	35	17	8.2
1.6	Convenience of the area to move with out worry	19	11	28	16.3	34	19.8	52	30.2	39	22.7

Regarding the influence of out of school factors, 10(5.8%) of the respondents indicated that transportation facility is very high in their work places, 21 (12.2%) of them rated the service high and 41(23.8%) of them attested the access is medium. However, 55 (31.9%) of them indicated that the facility is low and 45 (26.2%) of whom confirmed the condition as very low.

Based on the above explanations, one can say that transportation facility, in these rural areas, is poor because 100 (58.1%) of the respondents underlined the service to be low and very low. On a similar issue, TARs, school directors, supervisors and education experts confirmed the presence of the transportation problem. One of the supervisors said, "My exhaustive up and down working condition on foot

would have been put me among the wealthy persons had I involved in marketing activities.” In some of the areas, since the high land ‘Dega’ and the low land ‘Kolla’ regions are separated by a naturally built huge rocky walls and/ or steepy slopes, one is incapable to reach those places unless he/she either moves along a ladder and/or pass in between narrowly erected rocky walls. From this, one can say that poor transportation facility affected the working condition of female teachers to perform time bounded activities such as training, workshop and other support requiring events at the cluster resource center, woreda, zonal (college) level. In addition, one of the teachers for example said, “ሴት መምህራን ራሳቸው ወይ ልጆቻቸው ህመም ሲሰማቸው፣ እቃ መግዛት ሲያስፈልግና ቤተሰብ መጠየቅ ግድ ሲሆን በፈለጉት ጊዜና ሁኔታ መንቀሳቀስ ባለመቻላቸው እራሳቸውን ከስራው ወይም ከስፍራው ለማግለል አማራጭ ይሻሉ።” that means when ever either their children or they themselves feel sick, when they want to go to market area and want to go to their family, they could not move as they wish and may prefer to leave either the area or the work.

Concerning water, 54 (31.3%) of the respondents pointed out that availability of clean water in those rural area ranges medium to very high. However, 102 (59.3%) of them underscored its access is low regardless of its extent. But the response from one of the interviewees indicated, “ በየአካባቢው በእጅ የሚሰራ የውሃ መሳቢያ ስፍራ ቢኖርም የውሀውን ጥራት (ንፅህና) ለመጠበቅ የሚደረጉ ክንዋኔዎች ዋስትና የላቸውም። ምክንያቱም እነዚህ ስፍራዎች አገልግሎ የሚሰጡት ለእንስሳትም ጭምር በመሆኑ የመበከል እድል ስለሚያጋጥማቸው ነው።” i.e the presence of hand pump water sources in those areas as long as accessibility is concerned though its treatment and cleanliness is not guaranteed. Because most water sources are used for both humans and their cattle with out any specification.

From this, we can see that more than half of the respondents affirmed that the availability of clean water is not adequate which implies that

they will face problem in maintaining their hygiene and even problem in accessing the water itself. This might contribute to hate the work area. In this context, Siebold (1996: 3-4) stated that lack of water and sanitation facilities... are critical to living condition of female teachers although it regards male teachers, too.

In relation to accessing the daily subsistence, 10 (5.8%) of rural primary school female teachers pointed out that availability of market place is very high, 20(11.6%) of them showed its access is high while 24(13.9%) of them indicated the essence as medium. Nevertheless, 63(36.6%) and 55(31.9%) of them ensured that its availability is low and very low respectively.

From this, we can understand that 118 (68.5%) of the respondents affirmed that market access was low which will again create an additional problem on the stability of rural female teachers. Because they are civil servants and paid workers, they need to buy their necessities from the near by market place. Other wise its absence might serve as a pushing factor to hate and leave the rural area where they can't even buy what they need.

With regard to presence of health-service centers, it was affirmed that 12 (6.9%), 20 (11.6%) and 34 (19.8) of the respondents underlined the service is very high, high and medium accordingly where as 44 (25.6%) and 62(36%) of them ascertained its access is low and very low respectively. They also added that though the building is underway and started service delivery in few woredas of the zone, it is not well equipped both in medical supplies and qualified health workers.

In a similar manner, one of the interviewees replied, “ በአሁኑ ወቅት ማዕከላዊነትን በጠበቀ መልኩ ከጤና ኬላ በተሻለ ሁኔታ ጤና ጣቢያዎች በመገንባት ላይ ይገኛሉ። ነገር ግን በባለሙያ፣ በመድሃኒትና በህክምና ቁሳቁስ የተጠናከሩ ባለሙያዎች በአገልግሎት ረገድ ከተስፋ የዘለሉ አይደሉም።” Hence, the interview results reflected the under construction state of health stations beyond the clinic level at average distances. However, they did not deny that full range of services have not yet been started in most cases.

From this, one can safely say that in an area where there is problem of transportation service, low market accessibility and low health service provision disappointed most female teachers. Because, they shoulder multidimensional responsibilities as teacher, pregnant women and child bearer. Participant from the FGD Said, “ልጆች ያሏቸው ሴት መምህራን ወይም ልጆች ለመውለድ የሚፈልጉት ሁሉ ለነገር አመቺ ባልሆነት በእነዚህ አካባቢዎች ለረጅም ጊዜ ለመስራት የአእምሮ አረፍት ያጣሉ።” which means Such aspects are going to affect their work negatively. Female teachers who have children or who intend to have a child, therefore, will definitely be frustrated to stay in those places for a long period of time.

In relation to community built teachers' living rooms, 98 (59.9%) of the informants asserted that its adequacy ranges medium to very high while 74(43.2%) of them confirmed it was low. On the basis of the additional information from the interviewees, one of the heads indicated, “ምንም እንኳን የመምህራን መኖሪያ ቤቶች በጥራታቸውና በቁጥራቸው አነስተኛ ቢሆኑም በት/ቤት ደረጃ ተገንብተው ይታያሉ።” i.e community built living rooms are visible almost at each school level though the quality, safety and sufficiency matters. However, due to they year-to-year increase in the number of students, level of classes and number of sections, the demand for additional teachers aggravate the situation. Because, there is no possibility of houses for rent, volunteers with extra private houses (huts) may either leave or invite teachers to live together for temporary solution.

It is such an incidence that disappoints female teachers especially the youngsters for safety conditions, personal matters and / or preparation for the daily lesson. From this, it is also possible to assume that in a rural area where there is no enough living room will be hard for female teachers to freely settle and develop the feeling of security in connection with sexual harassments and raping. One of the heads of WWAOs said, **“አንዲት መምህርት ከመምህራን መኖሪያ ስፍራ ርቃ በኪራይ ቤት መኖሯ የመደራረር መከራና ንብረቷን እንድትዘረፍ ምክንያት ሆኗል።”** Hence, this will negatively affect the free movement of females and may lead to either changing work place or completely quit the work. In this context, Siebold (1996) stressed that ... poor conditions of teachers’ residences ... are critical to the living condition of female teachers although it regards male teachers too.

Based on safety conditions in those rural areas, 81 (46.1%) of the respondents ascertained that it ranges medium to very high which implies that female teacher can move relaxed to perform their every day activities. Nevertheless, more than average members 91 (52. 9%) of them witnessed the situation was low to indicate its inconvenience. In line with this, One of the PTA members said, **“የመደራረር መከራ የተደረገባቸውንና የተደረፈሩትን ሴት መምህራን ከግምት ውስጥ በማስገባት በሌሎች ሴት መምህራን ላይ የፍርሀት ስሜት በመፈጠሩ አበረታች ሁኔታ አይታይም።”** This means, response from the interview and FGD reflected lack of encouraging atmosphere bearing the tension created up on female teachers in mind following the attempted and committed sexual harassment or rape cases on other four females. One of the participants of FGD even said. **“በሕብረተሰቡ ላይ የነበረን እምነት እየተሸረሸረ ነው።”** The trust we had up on the community is being eroded. This was because the suspected and those identified as criminals were from the community like a guard of a clinic, civil servant, militia man and a high school student.

Besides, its urgent demand for tangible witness as a rule to investigate crimes threatened their strength to face challenges at least in front of the law. It is easy to imagine that in an area where one does not feel secured, it will be difficult for him /her to stay long and this will hamper the motivation of female teachers not to think in terms of future improvements of their work but on future possibilities of avoiding the risky area.

Such a serious problem is not only hazardous on the ones who are working there but even for the up coming new assignees as well. Because such bad experiences could be propagated and even exaggerated to become a serious bottle neck for these woredas in getting female teachers who can come with good motivation and role model intention for the rural female students. In line with this, Sales (1999: 41) stated that those women who travel without a male family member are liable to suspicious of moral and literal wandering although teaching is seen safe and suitable through its compatibility with traditional norms and life style.

Table 7- Perceptions of Education Personnels Whether Problems Facing Rural Female Teachers or Not

Do you think that rural primary school female teachers face problems?	A- Yes						B. No.					
	Male		Female		Total		Male		Female		Total	
	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
	30	50	15	25	45	75	15	25	-	-	15	25

Table 7 indicated that 45 (75%) of the respondents supported 'yes' to ensure the prevalence of problems facing female teachers working in rural areas while 15(25%) of them said 'No' to mean that there was not any problem facing them. The very important observation that one can infer from the information given was that all female respondents

admitted that there are problems facing rural female teachers and from this, one can also assume that some male educational personnel did not understand the presence of problems and this might lead to ignore some critical challenges from taking into account. However, the three fourth of them realized the problem in their open-ended questionnaire. Hence, they have listed the following challenges on the degree of severity.

- Lack of facilities/ transport, housing service, health care services/,
- Sexual harassment and other abuses. “The issues of committed harassment were obviously known by officials of the woreda and the zone that was why the criminals were sentenced to imprisonment and for which reconsideration have been asked for unfair decision by the heads” said one of the WWAOs.
- Students’ lack of obedience and disinclination to school activities.
- Lack of baby – sitter,
- Communities low regard to female teachers performances.
- Danger of divorce and family breakdown. One of the TARs said, “since unwanted marriage is common among rural teachers, the chance of divorce is expected due to long time isolation and issues of personal preferences.”
- Long distance to involve at cluster level activities,
- Work over-load due to large class size and students’ absenteeism
- Lack of incentives for extra works, and
- Self imposed problems like lack of confidence.

The above listed problems are serious issues that could lead some one to develop negative attitude not only to rural areas but also even to the teaching profession at large and it directly related with what have been mentioned by the target groups themselves. It means that what have been mentioned by the female teachers were quite true and are almost consistent with the ideas given by the educational personnels.

4.2.2 In-school Factors

Factors such as conducive working conditions, role of administration, unbiased assignment of responsibilities ... etc and their impact on female teachers' works, the responses given by female teachers are shown in the following table.

Table 8. Female Teachers' Views on the Status of In-School Factors on their Work

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
2.1	Presence of conducive working condition	19	11	31	18	38	22.1	44	25.6	40	23.3
2.2	Unbiased assignment of responsibilities	16	9.3	38	22.1	34	19.8	55	31.9	29	16.9
2.3	Encouraging potential of department heads to female teachers	13	7.6	32	18.6	35	20.3	46	26.7	46	27.6
2.4	Fair performance evaluation results	24	13.9	37	21.5	24	13.9	52	30.2	35	20.3
2.5	Favoring women teachers for training	3	1.7	11	6.4	15	16.9	65	37.8	78	45.3
2.6	Role of administrative bodies to maintain teacher-student relationship	8	4.7	32	18.6	37	21.5	62	36	33	19.2
2.7	Presence of incentives to female teachers.	-	-	10	5.8	24	13.9	48	27.9	90	52.3

Regarding the presence of conducive working conditions for rural primary school women teachers, 19(11%) and 31 (18%) of the respondents emphasized that it was very high and high. But 38(21%) of them pointed out it was medium. On the contrary, 84(48.9%) of them portrayed that its conduciveness was low regardless of its degree. Here, nearly above average number of them indicated that the leaders do not have problem in creating a good working atmosphere, but almost half (49%) of them replied that the school administration was poor in creating conducive working condition.

With such limitation, therefore, attention to school improvement measures, sense of maintaining the spirit of team work, strengthening school-community relationship, provision of consistent supervision, and feedback and tendency to reinforce teachers seemed to be lacking. In the absence of such integration the essence of continuous professional development supposed to lose their targets especially on to female teachers. However, schools which are able to offer their teachers a safe, pleasant and supportive working environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best (Hammond, 1990; Choy, 1996 and Cummings, 1999 cited in Caulibaly, 1999: 44).

In relation to assignment of responsibilities, 51.2% of the respondents confirmed that its unbiased nature ranges medium to very high level between male and female teachers. Nevertheless, 48.8% of them indicated its status was low. Even though above average number of respondents witnessed for fair responsibility sharing, a significant number showed bias do exist. In addition, the term medium stated the existence of bias to some degree. From this one can infer that there was bias in assignment which might emerge from the assumption that females are less effective in taking various responsibilities. This could

perhaps retard the full participation of female teachers and then limit their exposure to various leadership positions. In this regard, Mahlase (1997:87) stated that ... if a man is chosen as a chairman for condolences, women do the spade work. If there is sports competition, they do the catering; take care of visitors and maintain disciplines.

With regard to the encouragement given from department heads, 13(7.6%) of the respondent teachers pointed out that their impact to female teachers was very high, 32(18.6%) of them said high while 35 (20.3%) of them underlined that it was medium. Nevertheless, 46(26.7%) of them ensured that the support was low and the remaining 46(26.7%) even indicated that it was very low.

From this, it is possible to say that the support provided by the department heads is not promising to empower female teachers that might have a negative implication to their effective engagement at various departmental activities. If they are not encouraged by the immediate colleagues again, it will be hard to imagine that they could be reinforced by the distant higher administrative bodies. This could inturn slows down their commitment and dedication in their career.

Concerning female teachers' fair performance evaluation results, 24 (13.9%) and 37 (21.5%) of the respondents replied it was very high and high and 24 (13.9%) of whom witnessed it was medium. On the other hand, 52 (30.2%) of them indicated the status was low and 35(20.3%) of whom even declared it was very low.

Those who rated low and very low constitute (50.5%). Besides, it was indicated that female teachers were not encouraged and assigned to various responsibilities. Likewise, it was also mentioned that there were discriminatory measures by the administrative bodies against female

teachers. From this, it could be reasonable and logical to suggest that female teachers' commitment to work could be eroded. The reason why females are evaluated as poor is not because they are poor but because of the biases, lack of support and ill-motivation as the result of such in-school factors. Mahlase (1997: 174) supported this idea that uniform standards of evaluation have been applied across all schools notwithstanding the conditions of the poorest rural primary schools.

Regarding favoring women teachers for training, 3(1.7%) of the respondents supported that the condition was very high, 11(6.4%) of them said that it was high while 15(16.9%) of the group rated the issue as medium. In the contrary, 65(37.8%) and 78(45.3%) of them underlined that the training possibilities were low and very low respectively. The majority, which accounts 83%, confirmed that the favor given for female rural teachers to get training opportunity was low.

From the above discussion as a whole, one can deduce that the poor support, the biased evaluation, and the less positive working condition plus the low favor given to female teachers to up grade themselves would definitely kill the sprit of working for better future and weaken the quality of good teaching. To the contrary, however, Delors et al (1996) cited in MOE/AED (2008:23) stated that if teachers are effective in their school activities, they must not only be trained but also receive adequate support characterized by a system of evaluation and supervision that help them to diagnose their pedagogical difficulties.

In relation to the effort made by the administrative bodies to create smooth relationship between female teachers and students, 8(4.7%), 32(18.6%) and 37 (21.5%) of teacher respondents pointed out that it was very high, high and medium respectively. The rest 62 (36%) and 33 (19.2%) of them rated their role as low and very low accordingly. More

than average number of respondents revealed that the role of the administrative bodies in creating good relationship was weak. Besides, responses from the FGD pointed out that female teacher were threatened by adolescent boys in their schools due to disinclination. Most of the female teachers also indicated that one of the strategies they applied to tackle work place challenges was laissez- fair approach. Based on these issues, one can generalize that smooth teacher student relationship was not maintained due to principals' lack of curiosity for collaborative working condition. Here, even though aged boys are nominated for misbehaving, the consequence seemed to be huge. Because the main actors in the teaching learning processes are teachers and students, the whole mission of the sector appeared to be endangered due to lack of harmony and mutual respect. If such tendencies are not discouraged by the administrative bodies, it might lead to some other disciplinary complications and poor classroom management which inturn damage the outcome of school work. It might have been due to such limitations that AED/ USAID (2008: 98) stated that school leadership needs change in order to up hold high level teacher-student relationship and foster respect among the school community.

Regarding the presence of incentive to female teachers, 10 (5.8%) and 24 (13.9%) of the respondents ensured that it was high and medium. However, 48(27.9%) of the same group affirmed that its practicality was low and even 90 (52.3%) of them noted as it was very low. The provision of low incentives was ascertained by the vast majority, 138 (80.2%). Similarly, information from FGD and interviews confirmed that provision of incentive in a manner to motivate female teachers was unexpected. Because, they underscored that there was no ground to supervise and acknowledge their performance. Instead, competition was made among male and female teachers. As a result of the various in-school and-out of

school influencing factors, female teachers remain to be dominated by their male counter parts.

From the above discussion, one can easily see that the bias against female teachers was common and consistent at various indicators such as Less suitable working condition, bias on assigning responsibility, poor in encouraging them, poor support in creating smooth relationship between female teachers and students, poor in encouraging them to update their knowledge, and weak in providing incentives so as to get a better opportunity. Under such harsh environment, the over all performance of female teachers will definitely go below required. According to UNESCO (2008:29), the GCE (2005) studies in nine Sub-Sahara African countries including Ethiopia, showed that governments could not fill the long been established quotas for recruiting of female teachers for they could not develop effective incentives to work in rural areas.

4.2.3 Support from the Community

Community (Parents) are the major stakeholders in school system in Ethiopia. They have roles and responsibilities in different activities of the school (USAID/AED, 2008:90). The following table shows the extent of their involvement in relation to work situations of rural female teachers.

Table 9- Female Teachers Views on Community's Support

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
3.1	Attitude of the community towards female teachers	10	5.8	17	9.9	59	34.3	66	38.4	20	11.6
3.2	Community's commitment to tackle any impediments of female teachers	2	1.2	14	8.2	52	30.2	70	40.7	34	19.8
3.3	The role of the community to facilitate positive teacher- student relationship	-	-	14	8.2	63	36.6	57	33.1	38	22.1
3.4	The community confidence in female teachers' performance	9	5.2	25	14.5	51	29.7	53	30.8	34	19.8
3.5	Female teachers' courage to report sexual harassment	15	8.7	56	32.6	40	23.3	40	23.3	21	12.2

As indicated in table 9, 10(5.8%) and 17 (9.9%) of the respondents supported the idea that the attitude of the community towards female teachers was high regardless of its degree while 59(34.3%) and 29(11.6%) of whom ensured it was medium. The remaining 66(38.4%) and 20 (11.6%) of them replied that their attitude was low. This implies that half of the respondents (50%) ascertained that the attitude of the community towards female rural teacher was low. The essence of such incidence was also strengthened during group discussion and they supported their argument by saying that, the community deprived them of priorities in

public service places such as motor mill, hand pump water and the likes. They also underlined that the community was not collaborative in keeping their children in schools regularly. The participant teachers also expressed their annoyance upon the community for their reluctance and unsupportive responses towards tracing and returning dropout students back to school. From this, it is possible to say that female teachers in the rural areas were not motivated by the community and the lack of encouragement appears even in the extra effort of female teachers to trace and return dropout students which directly benefit the community themselves.

In connection with the community's commitment to tackle challenges facing female teachers, 2(1.2%), 14(8.2%) and 52(30.2%) of the respondents pointed out that the status was very high, high and medium respectively. On the other hand, 70(40.7%) and 34(19.8%) of them, however, revealed that the effort made was low and very low accordingly. From this, it can easily be inferred that the effort made by the community to alleviate any challenges experienced by female teachers was rated to be below required by the majority and this could lead to develop the feeling that "I am here to serve them but they did not take care of me; so why should I worry as such." This could really kill the spirit of female teachers in such areas. To the contrary, however, AED/BESO (2008:27) pointed out that with meaningful relations between schools and the community, teachers not only feel they are part of the community but also become more sensitive and responsive to the needs of their community.

Regarding the practical activities of the community to facilitate positive teacher-student relationship, 14(8.2%) of the respondents rated the incidence as high while 63(36.6%) of them attested the issues as medium. The remaining 57 (33.1%) and 38 (22.1%) of them agreed up on the practice to be low.

More than half (55.2%) of the respondents ensured the role of the community was low to maintain positive teacher – student relationship. Besides, information from the interview and FGD strengthened the community's lack of involvement to follow up the progress of their children both in academic and disciplinary issues. It was again indicated that majority of them did not step in to the school even during school opening days or other festivity.

From this, it can also be suggested that the community seemed to consider himself as an external body to the teaching-learning process though it takes place at his locality. This may evolve due to low administrative effort made to raise partnership awareness of the community in creating strong linkage and between the school and the community. Under such circumstances, hence, motivation of female teachers could become possible low. Delors et al (1996) cited in AFD / BESO (2008: 27-28), however, stated that many educationalists value involvement of parents in the teaching activities in collaboration with trained teachers in a bid to improve school attendance, the quality of teaching and social cohesion in school.

With respect to the community's confidence in female teachers' performance, 9(5.2%) and 25 (14.5%) of the respondents rated the issue as high, while 51(29.7%) of the group rated it as medium. However, 53 (30.8%) and the rest 34(19.8%) of them indicated it as low. From this, one can infer that half of the respondents were insisting on the believe that the local community's perception on the competency of female teachers was low. As a result, this could lead to belittling of any efforts made by female teachers to bring quality and improvement in their day-to-day activities. As the human elements are interacting in the teaching-learning process, lack of recognition may harm one's innate personality and enthusiasm to work. In this context, Mahlase (1997: 25) emphasized

that even though women are participated in social and economic development, their value of input and perspective, in shaping education, are not recognized with in the school system.

In relation to female teachers courage to report any sexual harassment, 111(64.6%) of the respondents replied that the level of their commitment ranges medium to very high. Nevertheless, 61 (35.5%) of them confirmed its reality was low irrespective of its degree. this shows that majority of them had some contribution in fighting violation of human rights. This implies that their voices moral and self-confidence to face work place challenges appeared to be good. Simultaneously, the benefit they may gain from training opportunities, transfer, career development and promotion were expected fairly addressed. The responses from the interviewees again witnessed that about four harassment cases have been investigated upon female teachers as a result of their courageous reporting to the concerned bodies.

Table 10- The Attitude of Female Teachers towards Teaching

No	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
4.1	Female teachers' satisfaction with the teaching profession	26	15.1	37	21.5	58	33.7	35	20.3	16	9.3
4.2	Female teachers' absenteeism during working hours.	10	5.8	33	19.2	46	26.7	55	31.9	28	16.3

As can be seen from table 10, female teachers' satisfaction with the teaching profession, 121(70.3%) of the respondents confirmed that its level ranges medium to very high. On the other hand 35 (20.3%) of them indicated the degree of satisfaction as low and 16(9.3%) of them rated it as very low. From this, one can deduce that although female teachers were suffering with multitude of challenges, their interest toward the teaching profession was found to be positive. This implies that the rural female teachers were wise enough in clearly identifying teaching and the challenges that could face not because one is a teacher but because of some other external variables. This might be because of this understanding that the challenge and the attrition rate are not proportional. In this regard, Carter (2002:2) stated that demands of works place forced women teachers to assimilate themselves to a male work model.

In relation to female teachers' absenteeism, 10(5.8%) and 33(19.2%) of the respondents ensured the extent to be very high and high but 46(22.7%) of them asserted the issue to be medium. Nonetheless, 55(31.9%) of them underlined that their absenteeism is low while the rest 28(16.3%) of them witnessed it was even very low. From this, one can infer that of female teachers' absenteeism in the rural area was not a serious problem which implies that they are committed to their profession and are having the sense of responsibility.

4.2.4 Policy Issues in Relation to Female Teachers Work Situations.

Under the umbrella of affirmative action, issues such as in-service training, school-college linkage, experience sharing programs are premised to access female teachers in their work situations. Hence, the responses from female teachers are shown in the following table about their practicality extents.

Table 11. Female Teachers' Views on In-service Training, School-College Linkage and Cluster Resource Centers

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
5.1	Benefits female teachers gained from affirmative action	17	9.9	22	12.8	61	35.5	42	24.4	30	17.4
5.2	Female teachers' practice of in-service training.	12	6.9	15	8.7	62	36	57	33.1	26	15.1
5.3	Benefit obtained from school - college linkage program	24	13.9	24	13.9	22	12.8	41	23.8	61	35.5
5.4	The practice of experience sharing to female teachers	-	-	14	8.2	46	26.7	63	36.6	49	28.5
5.5	Advantages of extra three point during recruitment	64	37.2	55	31.9	36	20.9	11	6.4	6	3.5
5.6	Benefits of cluster resource center to female teachers	-	-	46	26.7	36	20.9	82	47.7	8	4.7

As it is shown in table 11 regarding policy issues, 100(58.2%) of the respondent teachers witnessed that the benefits they gained from affirmative action ranges medium to very high. On the contrary; however, 72 (41.8%) them attested that the advantage was low.

From this, one can infer that the affirmative action, as indicated in the education and training policy, was not highly applied in the rural woredas. More than one third of the respondents were dissatisfied with the existing practice. Furthermore, the data obtained from woreda education officers also revealed that they do not have any plan to encompass and address the issue of female teachers uniquely as either especial training or reinforcing mechanisms other than viewing things in the universe.

They also indicated that the 'motto' of affirmative action, in building the knowledge, skill and capacity of female teachers was observed to be haphazardly practiced as it did not go further than good beginnings. In this case one of the TARs said, "Affirmative action appears beautiful only in decorated papers".

However, AREB (2006:26) indicated that the number of female teacher trainers has increased from 0.47 in 2001/02 to 0.50 in 2004/05 ... due to the application of encouraging systems of females' recruitment and training.

Concerning the possibility of getting chances to participate in the in-service training, 12 (6.9%) of the respondents witnessed that the practice was very high, 15 (8.7%) of them attested the extent as high where as 57 (33.1%), of them underlined it was medium. On the other hand, 62(36%) of them reflected that it was low and those who rated it as very low was also accounts 26(15.1%). From the above points of discussion, the aggregate number of respondents who rated for the practice of low status add up to 88(51.1%). In line with this, the idea forwarded from the FGD emphasized on the presence of biased assignment of candidates for any work shops and training be it at cluster, woreda or zonal level. Supervisors also mentioned that female teachers' lacked keen involvement in those cluster level activities due to inconvenience and

over-burdened working conditions. From this, it can be suggested that the declarations and guidelines stated by the policy makers were not practically put in place and female teachers were not getting special attention so as to promote their professional competence and motivation. Getting access to in-service training is one way of updating and upgrading ones back ground. Hence, one can imagine how this crucial input can retard the effectiveness of ones performance.

As far as benefit female teachers obtained from school-college linkage programs is concerned, it was found out that 24(13.9%) of the respondents rated it as very high, 24 (13.9%) of them ranked it as high while 22 (12.8%) rated it as medium. On the other hand, 41(23.8%) and 61 (35.5%) of them reflected the low status which add up to be 102 (59.3%) that account nearly two-third of the respondents. From this, it can be inferred that the attempt made to benefit female teachers by creating linkage with teacher education colleges was so low. Regarding this issue, one of the woreda education office said, “ ” This implies that the prevalence of low benefit from the program due to lack of consistency, absence of evaluating their performance and shortage of feedbacks from the two partners, absence of commitment in identifying priority areas for support and in assigning the right trainees though it was stretched by the regional government. However, some others stated that there seem a linkage but the focus given was to up-grade first cycle primary school female teachers through modality programs. In the actual situation, however, partnerships between schools and colleges have the greater learning potential because the participants themselves control the ownership of the theme and process (AED/BEID, 2007:12).

As to the practice of experience sharing in a manner to empower female teachers' performance, 14(8.2%) of the respondents attested that its rate is high while 46(26.7%) of them affirmed the issue to be medium.

However, 63(36.6%) of them confirmed the condition as low and the rest 49 (28.5%) of them even underlined the circumstance was very low. Totally, 112(65.1%) of the participants assured the status of experience sharing in the zone to be low and no respondent rated it as very high. This implies that the immediate heads and officers were not smart enough even to exploit what they have at hand and this could weaken the feeling of collegial and cooperative work. This problem was justified by the concerned officers like supervisors, directors and woreda education officers that it happened as the result of budget deficits in conducting the program. Displacement of personnels such as directors and supervisors, lack of good-will by those experienced persons on one hand and by those needy teachers including female teachers to take part in such programs, seeking allowances rather than gaining knowledge and skills, were also mentioned as a draw backs. However, it seems lame excuse because experience sharing does not necessarily mean one has to leave his/her work place rather it can be done with in the school itself in hours time with out requiring longer time that demands per diem or other expenses.

As to extra three point given to female teachers during the recruitment, 64(37.2%), 55(31.9%) and 36(20.9%) of the respondents rated its extent as very high, high and medium respectively whose aggregate sum was 155 (90%) indicated that it was very good. It was only 11(6.4%) of the respondents replied it as low and the remaining 6(3.5%) of them showed it as very low. From this, one could say that additional three points was highly practiced during recruitment and it might help in bringing gender equity in the teaching profession that can be said one of the positive things done to favor females from the different supports expected to be given to them.

In relation to cluster resource centers, 82(47.6%) of the respondents pointed out that the benefits female teachers gained from the program

ranges medium to very high. Nonetheless, 90(52.4%) of them underlined on its low status regardless of its degree. Besides such above average support of respondents for the low incidence, the interviewees information again added issues like supervisors' frequent turn over, their inefficiency and lack of commitment and absence of relevant facilities of the centers contribute for in efficiency of the service. From this, one can deduce that the centers were not made adequate and hence, what was premised by the education bureau to upgrade teachers' level of education at the local condition in a cost-effective manner missed its mission. In the absence of meaningful support from these centers and lack of commitment to strengthening school-college linkage program, female teachers' continuous professional development has been unattained.

Table 12. Views of Female Teachers on Roles of TARs in Alleviating Problems Facing Female Teachers

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
6.1	During placement of female teachers.	10	5.8	14	8.2	53	30.8	46	26.7	49	28.5
6.2	During transfer of female teachers	8	4.7	23	13.4	46	26.7	50	29.1	45	26.2
6.3	During promotion or career development	15	8.7	33	19.2	64	37.2	33	19.2	27	15.9
6.4	During disciplinary considerations	10	5.8	32	18.6	68	39.5	31	18.1	31	18.1

With respect to the role of TARs, 77 (44.8%) of the respondents supported that their involvement during placement of female teachers ranges medium to very high. However, 95(55.2%) of them ensured it was low irrespective of its degree. As above average number of respondents voted for their low contribution, the issue of affirmative action for the sake of equality between male and female teachers has been

misinterpreted against the need for special consideration to female teachers in relation to the previously accustomed guidelines in those rural areas due to the absence of support from the association. However, AED/BESD (2003: 28) underlined that in fighting the odds of work situations of female teachers, the need for a task force including ... teachers' association were noticed for implementation of policies and guidelines.

During transfer of female teachers, 77(44.8%) of the respondents ranged the role played by TARs medium to very high level. On the other hand, 95(55.3%) of them ascertained that their share was low. This implies that female teachers cases such as pregnancy, issued of maternity- leave, marital status and other health matters related to femaleness seemed not considered in the absence of been support from the association. For the significance of the association in this Case, AED (BESO, (2003:27) stated that female teachers themselves should make teachers' association aware of unfair and inequitable assignment and transfer practices.

As far as female teachers promotion was concerned, 15(8.7%) and 33(19.2%) of the respondents placed the roles TARs played as very high and high. 64 (37.2%) of them rated their impact as medium. 33(19.2%) and 27(15.7%) of them, however, showed their low contribution regardless of its extent. From the above points, the role of TARs seems satisfactory to facilitate career or promotion of female teachers. However, this may not necessarily mean that an extra effort was done to favor female teachers. It could be because procedurally some mechanism are set which include them in the system. To the contrary however, Bell and Goodson (1985) cited in Mahlase (1997:91) wrote that for many women teachers, careers are constructed in both subjective and objective senses in radically different ways from those of male career.

Regarding the role of TARs during the female teachers' disciplinary considerations, 110 (63.9%) of the respondents put their contribution medium to very high level. But, 62 (36.1%) of them replied their impact on the issue was low. Based on the above points, the level of TARs role in dealing with problems facing female teachers was positive as it was supported by the majority. But the role of TARs was rated poorly by significant number of respondents which accounts more than one third and this calls for the representatives to look in to how effectively they are exercising their role.

Table 13. Female Teachers Responses on Roles Played by WWAOs in Supporting Rural Female Teachers

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
7.1	Accessing rewards to competent female teachers	9	5.2	22	12.8	37	21.5	56	32.6	48	27.9
7.2	Fighting for resection of female teachers rights	10	5.8	34	19.8	35	20.3	53	30.8	40	23.3
7.3	Intervening for injustices made against female teachers	3	1.7	7	4.1	25	14.5	68	39.5	69	40.1

The role played by WWAOs in accessing rewards to competent female teachers was rated to be very high by 9(5.2%) of the participants, 22(12.8%) of them confirmed the roles to be at high level and 37(21.5%) of them underscored its status as medium. On the other hand, 56(32.6%) of them replied that it was low and the rest 48(27.9%) of them confirmed as very low. So, the aggregate value indicating low and very

low accounts 104(60.5%) which means that two third of the respondents were not satisfied with what the WWAOs were doing concerning encouragement measures. On top of this, the interviewees from Women's Affairs offices genuinely described their failure and inconsiderate in incorporating the issue of female teachers as part of their planned work including membership assuming that they are educated, having a job and salary. These officials also assumed that rewards should be given to those females who do not have a reliable income and education. In addition, most of the office heads complained their lack of budgetary issues that crippled their work in implementing integrated work responsibly. From these points of views, one can safely say that the problem for the absence of reward mainly bases on the awareness of the responsible offices that says female rural teachers are educated, salaried and economically better off, the budgetary issue seems to be escape goat approach.

Concerning fighting for the respectation of female teachers rights, 79(45.9%) of the respondents replied that the role played by WWAOs range from medium to very high level. However, a little larger than the average number (54. 1%) of them asserted for their impact was low regardless of its degree. Further more, the interview made with Women's Affairs and the heads of the woreda education explained that there was lack of collaboration between the two sectors because they do not have any intention to benefit female teachers in a particular aspects due to the underlying trends. The defect from the sides of female teachers themselves was also attributed to their lack of integration and harmony with their profession or their gender association. Nevertheless, they visit the office only when problem arises in need of help at individual level. The interviewees remembered five harassment cases ranging transfer complain up to committed rape. Following the report, one of them for example tried her best in raising the issue for discussion at the cabinet

level due to reluctance of the police, consistently follow up and requesting for reconsideration for unfair and imbalance decisions made by the concerned body. From this, one can deduce that although the responses from WWAOs was appreciative, a number of other unreported cases could be expected to have been headaches to many female teachers. And hence, women's affairs offices do not have a clear conception that they are meant to serve for the female population, the attachment of some problem to lack of getting organized is an indication of bias and there seem to be a need for every female to bring under the association. However, according to AED/BESO (2003:28), creating gender sensitivity among key decision makers ... to mainstream gender as a priority was noticed as the main role of female teachers in fighting the odds of work situations.

Regarding the intervening role of WWAOs for any injustices made against female teachers, 3(1.7%) of the participants witnessed that it was very high, 7(4.1%) of them showed that it was high and 25 (14.5%) of said medium. But, on the other hand, 68 (39.5%) of them replied that their role was low and the remaining 69(40.1) of them assured it was very low. From this, it can be said that majority of the respondents were dissatisfied with the role played by women's affairs office in mitigating the practice of injustice on rural female teachers. This conception consolidates the above idea that the office assumes that they shall either suffer, withstand the hardships or come to be sheltered under the umbrella of any sort of association and this stand is not to be expected from an organization meant to work for the benefit and fill the gap of gender inequality. But, AED/BESO (2003:28) noticed that women's affairs at woreda or regional level were among the task forces in fighting the odds of work situations.

The interviewees further reflected that the link between the office and female teachers was very rare as they are not members of the association. As a result, they underlined that these rural female teachers were not initiated to contribute something good in the kebele where they work in addressing the missions of female's affairs. Some also added that it was only when female teachers face problems that they visit this office in search of support and other intervening responses at individual level. This also implies that the relationship of women and the office was not on strategic bases rather on fire fighting approach which again shows that there is lack of clear conception why the office is there and what females should expect and do.

4.3 Solutions Suggested by Female Teachers to Alleviate Those Challenges.

Besides the self coping mechanisms, rural female teachers were asked to mention what the concerned bodies should do to mitigate the challenges; hence, they recommend the following points:

- Creating harmony and integration among stakeholders for better working conditions.
- The concerned bodies should conduct awareness creation program for the community and practically exercise the affirmative action modalities to promote the image of females,
- Consistent In-service professional training should be provided to female teachers to develop their competence and self confidence.
- Knowledgeable, ethical, morally strong, committed for change and well-trained school principals should be assigned,
- Strict measures should be taken for any attempt of sexual harassment and/or committed phenomena.
- The woreda education and women's affairs offices should include the issue of rural female teachers on their action plan as one component of their job and consider the budget and other issues,

- The relationship between the schools and the community should be enhanced through consistent budget supported workshops and/or forums by concerned bodies.
- A research should be conducted on issues related to rural female teachers so as to come up with some sustainable solutions.

From what has been suggested by the target groups, the issue of affirmative action in maximizing number of females at all academic institutions, empowering females and the likes sound to be poorly exercised. Female teachers are demanding these issues to be practiced as if there were no means devised by the policy makers, so the upper bodies need to revisit implementation of programs and packages at the grass root level. It is also advisable to have a kind of conference with the rural female teachers and sense their challenges.

4.4 Opportunities Obtained by Rural Female Teachers

One of the intents of this study was assessing opportunities provided to female teachers in order to ease work place challenges. Even if some of the respondents denied the existence of meaningful and observable opportunities in favor of rural primary school female teachers' work in the rural areas of North Shoa Zone, most of whom, however, stated the following. These were:

- Presence of community built residential houses though insufficient.
- Respect of female teachers' rights on a limited basis.
- Creation of equal access like their male counter parts in job opportunities and career development.
- Positive tendency of education bureau for teachers to be females at the primary level through the training of cluster modality
- Access of priority to female teachers during recruitment, placement transfer and for leadership positions as a rule.

- Assignment of police and qualified administrators at each kebele level.
- One of the experts wrote, “Assignment of qualified kebele administrators and police forces is advantageous to improve safety conditions to female teachers. Because, they usually consider themselves inferior to other male groups offensive actions.”
- Presence of community awareness creation programs on gender issues even though it was being haphazardly practiced.
- Access to update one’s knowledge and skills through induction and CPD.
- Existence of cluster resource centers although they are not well-equipped both human and other resources.
- Maternity leave.

4.5. Mechanisms Devised to Overcome Challenges.

On conducting this study, the researcher was interested at investigating how female rural teachers and other stakeholders were overcoming the challenges facing female teachers them from in-school and out-of-school factors. In addition to the above quantitative data, they were also asked to list their coping mechanisms on the open-ended questionnaire and put as follows:

Female Teachers Strategies to Tackle Challenges

- By getting involved in awareness creation activities regarding gender issues and other harmful traditional activities,
- Facing challenges with their risks following cautious approaches.
- Reporting harassing practices and other illegal actions to concerned bodies and strictly follow up their responses
- Convincing oneself to live in group with Colleagues to tackle residential house problem

- Delaying marriage and/or pregnancy to minimize the pressure of challenges with child rearing practice,
- Up-grading ones' educational status through distance education with all possible means to get transferred to better locations/towns,
- Accomplishing ones' duty on a better quality to show ones' own competence and win acceptance from the society,
- Applying laissez-fair approaches when working with misbehaving matured male students,
- Traveling for consecutive days with an accompanier to reach at the school site safely,
- Utilizing tutorial programs to compensate lessons missed by absentee students,
- Buying monthly needed commodities at once during paydays, and
- Avoiding travel to other areas and living the whole year/semester/ on the working locality.

Mechanisms utilized by other stake holders include:

- Maintenance service for available teachers' residential houses and building new others.
- Involve in School improvement activities
- Community discussion programs using potential / influential members such as religious fathers, elders, head teachers, supervisors, kebele administrators, etc in order to scale up good practice in gender issues and other related aspects like the need for school-community relationship.
- Assigning female teachers in those areas where the minimum hazard is expected by convincing their male counter parts.

From such points, one can understand that the self helping strategies devised by the female rural teachers were very encouraging and better than other stakeholders. It can be assumed that, had it not been for their fruitful adjustment mechanisms, it would have been very hard to see them in such remote and less conducive working areas. It is also possible to estimate that not all female teachers are equal in their coping skills, hence several of them who could not have such tolerance and tact to overcome challenges might have been victims of various harassments and might have fled away from the profession totally.

Table 14 -The Practice of Implementing Affirmative Action to Female Teachers as Seen by the Education Personnels

No.	Items	Very high		High		Medium		Low		Very low	
		N ^o	%	N ^o	%	N ^o	%	N ^o	%	N ^o	%
2.1	School-college linkage programs	9	15	14	23.3	5	8.3	17	28.3	15	25
2.2	Teachers Continuous Professional Development	12	20	29	48.3	7	11.7	10	16.7	2	3.3
2.3	In-service training	9	15	22	36.7	10	16.7	15	25	4	6.7
2.4	Appropriate reinforcement /incentives	4	6.7	10	16.7	5	8.3	30	50	11	18.3
2.5	Existence of appropriate strategies	8	13.3	11	18.3	6	10	28	46.7	7	11.7
2.6	Community's support and collaboration	7	11.7	13	21.8	10	16.7	23	38.3	7	11.7
2.7	Female focused cluster school training	2	3.3	15	25	3	5	34	56.7	6	10

As outlined in the table, the education personnels namely experts, cluster school supervisors, school directors and TARs were asked to rate

the practical aspects of those issues in relation to rural female teachers for the sake of triangulation.

In relation to school-college linkage, 23(38.3%) of the respondents approved that the practice of the program was very high and high in targeting rural female teachers, but 5(8.3%) of them indicated the status to be medium. Nevertheless, 32(53.3%) of them underlined on its low level practicality regardless of its extent.

From this, one can see that because more than half of the respondents evaluated the school-college linkage as low, it will be very hard to talk of affirmative action in such circumstances to help rural female teachers. For a certain action to become focused and targeted, there should be a linkage or partnership . Other wise, the actions to be taken even could be out of need base and might become futile efforts. This idea was consistent with the conception given by the rural female teachers themselves, it is safe to say that the linkage was weak and need an improvement. Further more, the heads of education offices described the inconsistency, lack of assessing the needs gap and absence of female teachers targeted plan made them not to gain reliable benefits from it. Though Bureau of Education had the intension of building the capacity of teachers in general and those of female teachers in particular through mediation of colleges, it failed to become a reality due to inconsiderate actions.

Regarding the involvement of rural female teachers in continuous professional development, as it is indicated in the table, 12(20%) of the respondents reported that their engagement was very high, 29(48.3%) of them again described that it was high and 7(11.7%) of them rated it as medium. However, 10(16.7%) of them ensured that it was low and the rest 2(3.3%) of them rated it as very low.

From this, one can conclude that rural female teachers are good in getting involved in CPD undertakings which implies that they are doing their level best to use the available opportunities to up grade themselves and become effective in their career.

The data sources were also asked whether rural female teachers were involved on the in-service program for which 9(15%) of them asserted that their involvement was very high, 22(36.7%) of them informed that it was high while 10(16.7%) of them rated it as an average. On the contrary, 15(25%) of them said it was low and the remaining 4(6.7%) of them affirmed for its very low aspect.

From this, one can infer that the involvement of rural female teachers in in-service program was good and it seemed to correspond with that of the female teachers' assessment of the program; however, nearly one third of the education officers stated that the opportunity was poor and it sounds because as far as the researchers' experience was concerned, officials usually defend their work as successful, so the comment suggested by the minority should be seen seriously. In the previous discussion of the rural female teachers regarding in-service program, they commented that there was bias and unfair assignment of candidates for such short and medium term trainings.

Regarding whether the rural female teachers were gaining appropriate incentives, 4(6.7%) of the informants replied that the benefit given was very high, 10 (16.7%) of them also agreed that it was high, and 5(8.3%) of them mentioned that it was medium. 30(50%) and 11(18.3%) of the group, nonetheless, indicated that it was low regardless of its extent. Majority of them admitted that the incentive given to rural female teachers was low and it was consistent with the response given by the female teachers themselves. And it was also supported by the woreda officers that they have not done it for budgetary deficit and exclusion on the action plan of both the education and women's affairs office.

Regarding the presence of strategy through which the woreda education offices encourage rural female teachers, it was reported as very high by 8(13.3%) of the informants, high by 11 (18.3%) of them and 6(10%) of them said medium. On the other hand, 28 (46.7%) and 7(11%) of them assured the condition to be low and very low respectively. More than half of the woreda officials indicated the absence of good strategy to promote rural female teachers motivation which coincide with the idea given by the rural female teachers themselves. So now it will be easy to imagine that an organization with out good strategy could not have good vision. If there is no vision there will not be programs to be designed to achieve those missions. Hence, the woreda education offices need to do a lot in this regard. Interviewees from heads of education also admitted that their sector did not have appropriate strategies emphatically to female teachers other than addressing the issue of teachers in general.

Concerning the supportive and collaborative attitude of the community toward female teachers, 7(11.7%) of the respondents stressed that the situation was very high, 13(21.8%) of them indicated that it was high, 10(16.7%) of the group still attested the fact to be medium. 23 (38.3%) of them, nevertheless, mentioned that it was low and the remaining 7(11.7%) of them ensured that it was very low. This implies that half of the respondent personnels confirmed that the community's support and collaboration to female teachers were not encouraging that correspond with the same reality reflected by female teachers. According to them, once again, the community undermines female teachers' effectiveness. In order to overcome this tradition, therefore, they said that they are trying to work hard to show their competency to the public. Parallel to this, they said that they have been taking part in the community awareness raising activities.

On top of this, the interviewees from WEOs, WWAOs and from those participants of the FGD stated the presence of negative attitude by the community toward effectiveness of female teachers. When the issue was also raised in the PTA member interviewees, they equivocally explained that it was due to female teachers' lack of observable and meaningful interactions with the community that made them retreat away from lending hands and deteriorate their relationship. They underlined their saying by supporting it with a proverb "A good smile is better than a loaf of bread."

When it comes to cluster level training and possibility of priority to female teachers, 20(33.3%) of the respondents ranged the practice medium to very high. But, 40 (66.7%) of them ensured that the issue was low regardless of its degree that was supported by the majority.

From this, it is easy to infer that school cluster centers which were meant to build capacities of the teaching staff through self and collegial sharing of experiences with an affordable expense are not serving to their level best and actually this idea again matched with what the female teachers have mentioned. They indicated that no priority was given to female and they also stressed that unfair selection of teachers to participate on such training was made. They attributed such limitations to the unfair administration, unethical and unqualified school principals. They have clearly shown this on their suggestion to alleviate the challenges facing them. Besides, the interviewees from heads of education offices pointed out that the training programs at cluster school level were rarely administered due to:

1. Supervisors' lack of experience and ethics to provide professional support (counseling service) to the needy personnel including female teachers
2. Female teachers' own lack of commitment to attend even in those rarely prepared work shops,

3. Lack of dedication by the nearby colleges to reach out school clusters of remote areas,
4. Failure to assess teachers' needs for training in a manner to include female teachers
5. Lack of well established and well equipped cluster resource centers
6. Displacement of personnels.

The reasons given for the failure seems to be logical in most cases like the problem of experience, weak linkage with the nearby colleges, failure to assess needs and lack of well furnished resource center were sensible to some extent. However, some of the limitations could have easily been solved by the woreda like for instance giving experience sharing possibility for those who lack experience and even sometimes lobbying the colleges could also have been possible. What was not a sound argument was the weakness given to female teachers that they lack dedication to take part in the cluster center training. First of all they admitted that there was no need assessment, secondly half of them said that there was low priority given to female teachers. This, therefore, seems to externalize the weakness they had in this regard.

CHAPTER- FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary and Findings

The main purpose of this study was to examine the work situations of rural primary school women teachers in relation to the challenges facing them and opportunities they are currently being rendered in fighting those hindrances. The research was conducted in the North Shoa Zone of the Amhara National Regional State. The research was meant to answer the following basic research questions namely;

1. What in-school and out-of-the school challenges do rural primary school women teachers encounter?
2. With what opportunities are rural primary school women teachers currently being provided?
3. How do rural primary school women teachers themselves tackle work place challenges both within and out-of-the school?
4. What measures do stakeholders take to alleviate the challenges facing rural primary school women teachers?

To conduct the research, the woredas and the data sources were selected using simple random sampling and purposive sampling was also employed to represent key informants like supervisors, directors, teacher association representatives, parent teacher association etc.

To conduct the research, mixed approach (both qualitative and quantitative methods were used and questionnaires, FGD and interview were employed to collect data. The data were analyzed quantitatively using percentage and explanations were given with reasonable justifications. The ideas gathered through interview and open-ended questionnaire were incorporated in their appropriate place with the quantitative data.

By analyzing the gathered data, the following major findings were attained. The in-school and out-of-school challenges of rural primary school women teachers are:

1. Lack of facilities like transportation, clean water, health service, residential home and market place,
2. School principals' lack of know how about school administration and poor in organizing workshops to improve the situation,
3. Danger of sexual harassment up on female teachers.
4. The community's lack of involvement in the school activities to facilitate the teaching-learning processes through maintaining student discipline and their attendance.
5. Misbehaving mature students who do not obey to their female teachers together with their disinclination.
6. The community's lack of recognition to female teachers' knowledge and skills, the outcomes of their performances and their positions in the leadership ladders.
7. Lack of consistent professional support/ academic and pedagogical aspects/
8. Lack of strong incentives to rural female teachers to be involved in capacity building activities and poor in implementing the affirmative action for female teachers,
9. Poor in forming school college linkage programs to benefit female teachers.
10. Poor bridging capability of cluster resource center supervisors between schools and colleges to the demand of female teachers.

The opportunities of rural primary school women teachers are:

1. The rural female teachers were good in effectively participating in continuous professional development,
2. The rural female teachers were active enough in devising their own adjusting mechanism to minimize the challenges they were facing from the in-school and out-of-school factors.

3. The existence of conception of feminism for equal access for job opportunities, career structure and transfer like their male counter parts.
4. Positive tendency by Bureau of Education and WEOs to bring female teachers to leadership positions like directors, supervisors and heads of education.

Strategies used by female teachers themselves to tackle work place challenges are found to be:

1. getting involved in community awareness creation activities with regard to gender issues.
2. reporting any illegal acts to concerned bodies .
3. delaying marriage and / or pregnancy to minimize pressure of work place challenges due to child rearing practices.
4. accomplishing ones' duties on a better quality to show their competence and win acceptance from the community.
5. convincing oneself to live in group with colleagues to tackle residential house problems.

Measures taken by other stakeholders include:

1. Holding community discussion programs using potential members such as religious fathers, elders, kebele administrators, head teachers, supervisors etc regarding gender issues, the need for school- community relationship and students' absenteeism.
2. Prioritizing the issue of female teachers during placement and transfer.

5.2 Conclusions

From the data gathered and analyzed, the following conclusions were drawn.

1. The rural female teachers were facing several in-school and-out of the school challenges and these make them to look for ways of avoiding the work area through upgrading their education status and changing

work place which can lead to lack of experienced and role model teachers for the rural female students.

2. The rural female teachers were perceived as less efficient by the rural community that can lead them to frustration and lack of commitment to exert their maximum energy in bringing changes in their teaching.
3. The affirmative action meant to empower female teachers were not fully practical in the rural areas and this can aggravate the frustration and lose of hope to see a better tomorrow which again weaken their dedication for effective teaching-learning processes.
4. The WWAOs have done nothing special to the rural female teachers, rather they recognize them as better of in all aspects and this could develop the feeling of helplessness to female teachers in rural areas.
5. The school principals were not good in fairly administering female teachers and there were no special consideration in giving priority to female teachers. This poor working atmosphere could cause for dissatisfaction and inefficiency in their day to day teaching.
6. Generally the inaccessible location of rural schools, the undermining perception on female teachers' capability of the rural community, the misbehaving act of mature students, lack of incentives, lack of attention given to female teachers, these all made the working environment of rural female teachers more hostile and lowered their motivation and effectiveness in their teaching.
7. Effectiveness of cluster resource centers and their supervisors in securing demands for schools and stakeholders in upgrading their proficiency and their cost effective and localized benefits appeared to be dimmed.

5.3 Recommendations

Based on the recommendation of the participants in this research and from, the researcher's work experience and observation, so as to alleviate the challenges of the rural female teachers, the following suggestions are forwarded:

1. The WEOs should resolve the problem of residential limitations by forming a linkage with the local administrators and mobilizing the community to provide housing service for female teachers. The local administration can also mobilize the community to build additional houses around the schools to access female teachers.
2. The local leaders should mobilize the community to help the female teachers in bringing them commodities from the distant market place and help them from keeping stock for a month and feel relaxed from worrying about the consumable items. The local leaders are preferred here because of their immediate authority at the lower community level and their closeness to the area in identifying constraints in every aspect.
3. The WWAOs should critically see the problem of female rural teachers and they should identify getting access to education. Since having a job does not mean that they are free from the challenges sexual harassment particularly should be condemned strongly through consistent community discussion programs or forums by the help of woreda officials.
4. The school principals should be sensitive to the challenges facing rural female teachers and should create conducive working atmosphere by giving priority in capacity building opportunities be it a short term, medium or long term trainings.
5. The woreda education personnels should consider the need of rural female teachers and incorporate the issue of female teachers in their

financial and manpower plan so as to take a practical action through workshops seminars and forums consistently.

6. The woreda education should seriously design a strategy through which the implementation of affirmative action at school level be realized and they should devise a mechanism of checking how it was being exercised at the school level. The WEOs together with WWAOs should devise mechanisms to form female teachers identified group/ league/ to enable them to discuss on gender related issues among themselves.
7. The WEOs and WWAOs should work in harmony and integrate their works to alleviate the ill-attitudes of the rural community and address the issue of gender and students' disinclination.
8. The WEOs should work hard to strengthen the school-college linkage program and facilitate for female teachers to benefit from it through short term, medium term or long term capacity building opportunities.
9. The regional education bureau should empower female teachers to come to leadership position and contribute in changing the attitude of the local community that females can lead and manage.
10. The regional education bureau should also devise a mechanism to motivate rural female teachers by giving special advantage for those who served in the remote areas either by giving them educational chance or transfer them to a better accessible area.
11. The WEOs should organize conference with female teachers to tackle the problems facing them and come up with concrete solutions that can minimize the challenge and develop the feeling of trust on the side of female teachers that their problem is sensed and proper measure will be taken.

12. The regional education bureau should devise short and long term training mechanisms to cluster resource center supervisors to raise their level of education at least one step ahead of other teachers for mutual benefit, respect and self-sufficiency.
13. Bureau of education should prepare guide line and action plans to run school-college linkage programs consistently and accountably among partners.

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Appendix A
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers' Professional
Development Studies

A questionnaire to be filled by rural primary school women teachers

General Direction

The main purpose of this questionnaire is to gather data on the challenges rural primary schools women teachers encounter and the opportunities they are being rendered to facilitate their work situations in the context of North Shoa Zone of Amhara Region there by looking for possible solutions to alleviate those obstacles. Your genuine and timely responses, therefore, are vital to determine the success of this research.

Thank you!

Note:

- To those questions with alternatives, mark your response on the space provided using a tick mark (✓)
- For any additional opinion / explanation, you are kindly requested to write brief information on the space provided.

Part 1:- Personal Data

Woreda _____

Respondent's:

- Educational level _____
- Work Experience in teaching _____ years, others if any _____
- Position in your school _____

Part 2: Please indicate the extent of the following issues (I-VII) in terms of the support rural primary school women teachers get in relation to their woredas/ schools. Use a tick mark (✓) for these rating scales where:- 5= very high , 4= high, 3= medium 2= Low 1- Very low

No.	Item	5	4	3	2	1
I.	Out of the school factors					
1.1	Transportation facilities					
1.2	Availability of clean water					
1.3	Availability of market place					
1.4	Presence of health service centers.					
1.5	Adequacy of living room					
1.6	Convenience of the area to move with out worry.					
II.	In School Factors					
2.1	Presence of conducive working conditions					
2.2	Unbiased assignment of responsibilities					
2.3	Encouraging potential of department heads to women teachers					
2.4	Fair performance evaluation results					
2.5	Favoring female teachers for training					
2.6	Role of Administrative bodies to maintain teacher - student relationship					
2.7	Presence of incentives to female teachers					
III.	Community /PTA/ Issues					
3.1	Attitude of the community towards female teachers					
3.2	Community's commitment to tackle any impediment of female teachers					
3.3	The role of the community to facilitate teacher-student relation ship					
3.4	Community's confidence in female teachers' work.					
3.5	Female teachers' courage to report any sexual harassment.					
IV.	The attitude of Female teachers towards teaching					
4.1	Female teachers' satisfaction with teaching profession					
4.2	Women teachers' absenteeism.					
V.	Policy issues in relation to female teachers					
5.1	Benefits of female teachers gained from affirmative action					
5.2	Female teachers' practice of in-service training					
5.3	Benefit obtained from school-college linkage programs to female teachers					
5.4	The practice of experience-sharing to female teachers					
5.5	Advantages of extra three points to female teachers during recruitment					
5.6	Benefits of cluster resource center to female teachers					
Vi.	Role Teachers' Association Representatives					
6.1	During placement of female teachers					
6.2	During transfer of female teachers					
6.3	During promotion or career development					
6.4	During disciplinary considerations					
Vii.	Role of Office of woreda Women's Affairs					
7.1	Accessing rewards to competent female teachers					
7.2	Fighting for the respectation of women teachers' rights					
7.3	Intervening for injustices made on female teachers.					

Part 3: Please react on the following issues briefly.

1. What are the major challenges facing rural primary school women teachers in school lives?

- a. _____
- b. _____
- c. _____
- d. _____

2. How did you overcome those challenges?

- a. _____
- b. _____
- c. _____
- d. _____

3. What solutions do you suggest to alleviate those challenges?

- a. _____
- b. _____
- c. _____
- d. _____

4. What good opportunities are there to favor rural primary school women teachers' work situation?

- a. _____
- b. _____
- c. _____
- d. _____

Appendix – B
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers’
Professional Development Studies

A questionnaire to be filled by school directors, CRC supervisors, the woreda and zonal education department experts, the woreda and zonal level Teachers’ Association Representatives.

General Direction

The main purpose of this questionnaire is to gather data on the challenges rural primary schools female teachers encounter and the opportunities they are being offered to facilitate their work situations in the context of North Shoa Zone of Amhara Regional states thereby looking for possible solutions to alleviate those obstacles. Your genuine and timely responses, therefore, are vital to determine the success of this research.

Thank you!

Note-

- To those questions with alternatives, mark your response on the space provided using a tick mark (✓)
- For additional opinion, you are kindly requested to write brief information on the space provided space

Part- I:- Personal Data

- 1.1 Name of your woreda _____
- 1.2 Your responsibility _____
- 1.3 Respondent’s sex, educational level and work Experiences _____

3.3. What methods did stake holders use to alleviate those problems facing female teachers in their day-to-day activities?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3.4 What opportunities are rural primary school women teachers being rendered to facilitate their work situation?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

3.5 How do you evaluate the practice of those opportunities in the actual situation ?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Appendix – C

Starting questions for interviewing the heads of woreda education offices

1. What is your plan to facilitate the work situations of rural primary school women teachers?
2. How do you assess the practical aspects of your plan in relation to women teachers' benefits?
3. What is the contribution of CRCs in minimizing the problems rural primary school women teachers faced?
4. How far your office is committed to facilitate school-college linkage programs in order to empower women teachers?
5. How do you see women teachers' success in promotion, transfer and other incentives?
6. What opportunities do you think women teachers are currently being rendered?
7. To what extent do you believe such opportunities are being implemented to inspire women teachers in the teaching job?

Appendix – D

Starting questions for the interview held with heads of woreda Women's Affairs Office.

1. How often are you committed to share the challenges rural primary school women teachers encounter?
2. What reinforcing measures have you taken to facilitate women teachers' school performance?
3. In what areas have you been involved in order to encourage women teachers?
4. What did you do to avoid the harassing behavior of the society against women teachers?
5. Do you remember women teachers reported illegal acts against them?
 - 5.1 What kinds of illegal acts?
 - 5.2 What legal measures did your office take?

Appendix – E

Starting questions for the interview that was held with PTA members

1. What does the relationship between women teachers and the other members of the community both in school and out of school look like?
2. Do you think women teachers are committed in serving students in particular and the society at large?
3. Do you think the support offered to women teachers is adequate?
 - 5.1 If “no”, what could be the reason for the inadequacy?
 - 5.2 What mechanisms do you suggest in order to raise their keen involvement in the school activities?

Appendix F

Starting questions for the focus-group discussions that was used among primary school female teachers

1. How do you evaluate the contributions of school- college linkage programs in upgrading female teachers' knowledge and skills in both academic and pedagogical aspects?
2. What support do female teachers get from parents and other stakeholders in facilitating their working conditions?

What are the major challenges that inhibited female teachers' active involvement in the teaching profession?

አባሪ - ሀ

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

የስርዓተ ትምህርትና የመምህራን ሙያ ማሻሻያ ትምህርት ክፍል

በገጠር የመጀመሪያ ደረጃ ት/ቤቶች በሚያስተምሩ ሴት መምህራን የሚሞላ መጠይቅ

አጠቃላይ መመሪያ

የዚህ መጠይቅ ዋና ዓላማ በአማራ ክልላዊ መንግስት በሰሜን ሸዋ ዞን በገጠሩ የመጀመሪያ ደረጃ ት/ቤቶች የሚያስተምሩ ሴት መምህራን በስራ ገበታቸው ላይ በሚያጋጥሟቸው ችግሮችና ስራቸውን ለማገዝ በተፈጠሩ ምቹ ሁኔታዎች ዙሪያ ችግሮችና ስራቸውን ለማገዝ በተፈጠሩ ምቹ ሁኔታዎች ዙሪያ መረጃ ለማስጠበብና ችግሮችን ለመፍታት የሚያግዙ መፍሔዎችን ለመጠቀም ነው። በዚህም መሠረት ሴት መምህራ ራሳቸው ለመጠይቁ የሚሰጧቸው ግልፅና ትኩረት የተሞላባቸው ምላሾች ለዚህ ጥናት ስኬት ወሳኝ ናቸው። በመሆኑም ይህን መጠይቅ በታማኝነትና ኃላፊነትን በተላበሰ ሁኔታ እንዲሞሉ በታላቅ አክብሮት ተጋብዘዋል።

ማሳሰቢያ

- ስም መጻፍ አያስፈልግም።
- አማራጭ ለተሰጣቸው መጠየቆች የትክክል ምልክት (✓) በመጠቀም ይመልሱ።
- አማራጭ ለሌላቸው ምላሽዎን በአጭሩ ይግለፁ።

ለመልካም ትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል 1:- ግላዊ መረጃዎች

1.1 የሚሰሩበት ወረዳ -----

1.2 መጠይቁን የሚሞሉ ሴት መምህራን፤

- የትምህርት ደረጃ -----
- የስራ አገልግሎት በመምህርነት ----- ዓመት፣ በሌላ ----- ዓመት
- በት/ቤቱ ያለዎት ኃላፊነት -----

ክፍል 2:- ቀጥሎ ከ ሀ-ሰ በቀረቡት የመንደርደሪያ ሐሳቦች መሠረት በስራቸው ላሉት ዝርዝር መጠይቆች በገጠር የመጀመሪያ ደረጃ ትምህርት ቤት በሚያስተምሩን ሴት መምህራ ላይ ያሏቸውን የአስተዋፅኦ መጠን (5= በጣም ከፍተኛ፣ 4= ከፍተኛ 3= መካከለኛ፣ 2= ዝቅተኛ 1= በጣም ዝቅተኛ) በመጠቀም እንደየት/ቤቱ ተጨባጭ ሁኔታ የ (✓) ምልክትን በመጠቀም በእያንዳንዱ መጠይቅ ፊት ለፊት ባለው ስፍራ ምላሽዎን ያስቀምጡ።

ቁ.	ዘርዘር ሁኔታዎች	1	2	3	4	5
ሀ	የት/ህት-ውጫዎ ሁኔታዎች					
1.1	የመንገድ ስራዎች					
1.2	ገቢ ለማግኘት ያለው ስራዎች					
1.3	ለሌሎች ስራዎች ለማግኘት					
1.4	የሌሎች ስራዎች					
1.5	ሌሎች ስራዎች					
1.6	የሌሎች ስራዎች ለማግኘት					
ህ	የት/ህት-ውጫዎ ሁኔታዎች					
ሁ	የሌሎች ስራዎች (የት/ህት-ውጫዎ ሁኔታዎች)					
3.1	ለሌሎች ስራዎች ለማግኘት					
3.2	ለሌሎች ስራዎች ለማግኘት					
3.3	ለሌሎች ስራዎች ለማግኘት					
3.4	ለሌሎች ስራዎች ለማግኘት					
3.5	ለሌሎች ስራዎች ለማግኘት					
መ.	ለሌሎች ስራዎች ለማግኘት					
4.1	ለሌሎች ስራዎች ለማግኘት					
4.2	ለሌሎች ስራዎች ለማግኘት					
ሠ.	ለሌሎች ስራዎች ለማግኘት					
5.1	ለሌሎች ስራዎች ለማግኘት					
5.2	ለሌሎች ስራዎች ለማግኘት					
5.3	ለሌሎች ስራዎች ለማግኘት					
5.4	ለሌሎች ስራዎች ለማግኘት					
5.5	ለሌሎች ስራዎች ለማግኘት					
5.6	ለሌሎች ስራዎች ለማግኘት					
5.7	ለሌሎች ስራዎች ለማግኘት					
5.8	ለሌሎች ስራዎች ለማግኘት					
7	ሌሎች ስራዎች ለማግኘት					
19	ሌሎች ስራዎች ለማግኘት					

6.2	የሴት መምህራን ዝውውር በሚከናወንበት ወቅት						
6.3	የሴት መምህራን የደረጃ እድገት በሚታይበት ወቅት						
6.4	የሴት መምህራን የዲስፕሊን ሁኔታ በማታይበት ጊዜ						
ሲ.	የወረዳው ሴቶች ጉዳይ ጽ/ቤት ሚና						
7.1	ውጤታማ ተግባር ለሚያከናውኑ ሴት መምህራን ጽ/ቤቱ ቀጣይነት ያለው ማበረታቻ መስጠት						
7.2	የሴት መምህራን መብት እንዲከበር ጽ/ቤቱ የሚያከናውነው ተግባር						
7.3	በሴት መምህራን ላይ ህገወጥ ተግባር በሚከናወንበት ወቅት ጽ/ቤቱ የሚያደርገው ጣልቃ ገብነት						

ክፍል 3. እባክዎ ለሚከለኑት መጠይቆች አጭርና ግልፅ ምላሾችን ይስጡ።

1. በገጠር የመጀመሪያ ደረጃ ት/ቤቶች የሴት መምህራንን የስራ እንቅስቃሴ የሚያውኩ ዋና ዋና ችግሮች የትኞቹ ናቸው?

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

2. እናንተ ራሳችሁ (ሴት መምህራን) እነዚህን ችግሮች ለመግታት ምን ምን ተግባራትን አከናውናችሁ?

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

3. የሴት መምህራንን የስራ እንቅስቃሴ የሚያውኩ ችግሮችን ለመቅረፍ መፍትሔ የሚሏቸውን ስልቶች ይጠቁሙ


- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____

4. በገጠር ት/ቤት የሚያስተምሩ ሴት መምህራንን የስራ እንቅስቃሴ ለማገዝ እየተተገበሩ ያሉ ምቹ ሁኔታዎችን ይዘርዝሩ።

- ሀ. _____
- ለ. _____
- ሐ. _____
- መ. _____


Declaration

This thesis is my original work and has not been presented in any other University, and that all sources consulted for the thesis have been properly acknowledged.

Name Aklilu Nigussie
Signature 
Date _____

Approval

This thesis has been submitted for examination with my consent and approval as a thesis advisor.

Name Dr. Enguday Ademe .
Signature 
Date 29 June, 2010