

ADDIS ABABA UNIVERSITY



COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING &
MANAGEMENT

FACTORS AFFECTING FEMALE TEACHERS PARTICIPATION
IN DECISION MAKING PRACTICES IN GOVERNMENT
SECONDARY SCHOOL LEADERSHIP: LEMI KURA SUB CITY IN
FOCUS, ADDIS ABABA CITY ADMINISTRATION

BY

BIRE MEKONNEN TEKALIGN

ID NO: GSK 7097/11

June, 2023

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Declaration

I Bire Mekonen, declares that this thesis is my original work and that all sources of materials used for this thesis have been duly acknowledged. I solemnly declare that this thesis is not submitted any other person anywhere for the award of any academic degree, diploma, or certificate.

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This thesis has been summated for examination with my approval as university supervisor.

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Approval Sheet

As members of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the thesis prepared by: **Bire Mekonen** Entitled: **Factors affecting Female teachers Participation in Decision Making Position in secondary schools: Lemi Kura Sub city.** And recommend that it be accepted as fulfilling the thesis requirement for the degree of MA in Educational Planning & Management

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Lists of Acronyms

ADLI	Agricultural Development Led Industrialization
AFR	African Report
BDPA	Beijing Declaration Plan for Action
CEDAW	Convention on Elimination All forms Discrimination against Women
DAW	Division for the Advancement of Women
EC	Ethiopian Calendar
FCSA	Federal Civil Service Agency
CSA	Central Statistics Agency
FDRE	Federal Democratic Republic Of Ethiopia
FGD	Focused Group Discussion
FGT	Feminist and Gender theories
SNNPRS	Southern Nations and Nationalities Peoples Regional states
SPSS	Statistical package for social science software
UDHR	Universal Declaration of Human Rights
WCAO	Women and Children Affair Office

Contents

Contents	page
Declaration	ii
Acknowledgements	iii
Approval Sheet.....	iv
Lists of Acronyms.....	v
List of Tables	ix
Chapter Rivew	
1.2. Statement of the Problem.....	3
1.3 Significanceof theStudy	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
1.4. Research Questions	5
1.5. Objective of the Study	6
1. It ought to increase the number of women in instructional leadership.....	6
2. The study can suggest ways to lessen the barriers to female participation in school leadership.	6
3. It serves as feedback for the school and the Lemi Kura Sub City education office to empower and develop females in instructional leadership.	6
4. The study might make it easier for alternative analysts to provide support for individuals who need to look into leadership-related topics.....	6
1.6. Scope of the Study	6
1.7. Limitation of the Study	7
CHAPTER TWO: LITERATURE REVIEW.....	8
Introduction.....	8
2.1. Concepts about Female teachers' Participation in Decision making.....	8
2.1.1. Gender Theories	8
2.1.2. Female teachers Related Policy, Conventions and Packages	9
2.2. Historical Development of Female Teachers' Participation in Decision Making ...	10
2.2.1 Female teachers and Decision Making.....	10

Error!

2.2.2. Importance of Female teachers participation in decision-making.....	10
2.2.3. Female teachers in Decision Making in Ethiopian Context	11
2.2.4. Female teachers in Decision-Making International Context	12
2.2.5. Historical overview of Female Teachers	12
2.2.6. Prior Research and Research Gap	13
2.3. Factors Affecting Women’s participation in decision making	15
2.3.1. Main factors that affect women participation in decision- making.....	15
CHAPTER THREE: RESEARCH DESIGN AND METHODS.....	18
3.3. Total Population Sample Size and Sampling Techniques	20
3.2. Data Collection Instruments	21
3.2.1. Questionnaires for Teachers	21
3.2.2. Interview checklists	22
3.2.3. Focused Group Discussion	22
3.3. Method of Data Analysis	22
3.4. Validity and Reliability.....	23
3.5. Ethical Consideration.....	23
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	23
4.1 Introduction.....	24
4.2. Response Rate.....	24
4.3. Background of Respondents	24
4.4.3. The Main reasons for the marginalities of Women from decision making	33
4.7. Discussions of the Findings	44
4.7. 1 Factors affecting Women Participation in Decision Making Position	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	50
5.1 Summary.....	50
5.2 Findings.....	50
5.3. Conclusions.....	52
5.4 Recommendations.....	53

References.....	54
Appendixes I.....	i
Appendixes II.....	x
Appendixes III	1

List of Tables

Table 1: Total Population of Respondents.....	21
Table 2: Characteristics of Respondents.....	25
Table 3. The criteria to appoint people in decision making position.....	27
Table 4 The view of people holding decision making positions about men and women	29
Table 5 View teachers in school on male and female decision making position.	31
Table 6: Response on political Factors	33
Table 7: Response on Scio-cultural Factors affecting Women Participation	37
Table 8: Response on Economic factors affecting women from Participation.....	41
Table 9: Response on women’s attitude to take responsibility factors.....	42
Table 10: Response on Attitudinal factors affecting Women from Participation.....	44

Abstract

The purpose of the study was to search out the factors that affect female Participation in secondary school leadership in Lemi Kura Sub city. To realize these purpose three basic questions related to major factors that effect on female teacher's participation in school leadership were raised.

The study employed a descriptive survey design that involves the use of both qualitative and quantitative methods in data gathering and analysis. Data was gathered from both primary and secondary sources. Primary sources were 74 male teachers and 23 female teachers and 16 school principals (principals and vice principals). Purposive sampling technique was employed to select female teachers from four government secondary schools and Simple random sampling technique was employed to select school leaders at school levels. The findings of the study indicated that the involvement of female teachers in educational leadership seems to show an insignificant in government secondary schools. There are different factors that have narrowed female teachers from participated in secondary school leadership. These factors are related to institutional Personal and Cultural. As institutional factor, implementers have minimal knowledge of policies that could empower women in affirmative action, most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent, there is no available special support for female teachers, educational institutions have no official effort to make females active participants and lack of women role models in educational institutions affects participation of other women aspiring for leader. As Personal factor, Women's responsibilities of family child bearing and taking care of home affect their participation in leadership, because of their low self-perception the confidentiality of female on their ability, qualification and experience is low and because of school far from their homes, female are reluctant to accept educational leadership. As Cultural factor, Cultural attitude of our school society was not encourages women to assume on key educational leadership positions and most people still having attitude and perception that decision making power rests with men. In line with the above findings it was recommended that the Lemi Kura Sub city Education office and Addis Ababa education bureau should properly implement the strategies and affirmative action and should to establish mechanisms to enhance the capacity of female school leaders by providing constant training, making clear policies of the school in line with strategies of the ministry of education.

CHAPTER ONE

Chapter Review

This chapter of the study contains the background of the study, statement of the problems, objectives, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study.

Leadership involves inducing followers to act towards achieving goals that represent the values, motivations, wants, needs and the aspirations of both the leader and the followers. Women school leadership in Ethiopia and the world over faces many challenges that stand in the way to provide for successful school leadership.

United Nations Educational Scientific and Cultural Organization (UNESCO) report women were grossly underrepresented in education management. Women on the other hand have limited ambitions, they lack confidence in themselves and their work is affected by discontinuity in the workplace (Abu-Khader, 2012).

The principle of equality of men and women which was first recognized in 1945 in the United Nations Charter, and subsequently in the Universal Declaration of Human Rights (1948). This was later followed by 4th World Conference on Women (1995) called for governments worldwide to create a gender sensitive education system in order to ensure full and equal participation of women in educational administration and decision-making as well as to narrow the gap between men and women (Beijing Declaration and Platform for Action (BPA), 1995, Chap. IV, Article 82).

The Federal Democratic Republic of Ethiopia (FDRE) has recently given priority to enhance and promote strong school management system. To this fact, one of the key priorities of the education and training system in Ethiopia is to promote strong leadership and governance at all levels. Within the ESDP V, it's declared that to enhance instructional leadership, each male and female teachers aspiring to be leaders.

The govt. of the Federal Democratic Republic of Ethiopia has licensed some legal documents aimed toward reducing discrimination against females. One such document is that the gendered equality that was put in to effort in (United nation 2007). The govt. approved the National set up of Action on Education for All (NAEA) that aims at achieving gender equality in education by 2015. The national goal of the strategy is to enhance female's quality of fabric and non-secular life further as establishing the condition necessary to their basic rights and absolutely and equally involve in and like all aspects of politics, economic, cultural, and social areas. The particular objectives of the strategy are that the Ethiopian government commitment to extend the number of females in leadership positions in any respect levels and altogether education sectors.

Furthermore as declared in MoE (1994:34) the govt. provides resources to extend the involvement of females within the education system. Moreover, there was an endeavor to form the academic management should be democratic, skilled, coordinated, and support feminine participation in instructional leadership. This shows that the govt. exerting nice effort to enhance feminine involvement in political, economic, and social activities.

Even the policy of the country support the participation of females on leadership still the number of females on School leadership is very low. According to Lemi Kura Sub city Education Office (LKSCEO, 2012 E.C.) report, there were 4 government secondary schools with 4 principals, 12 vice principals and 2 secondary school supervisors, a total of 18 school leaders. From those school leaders only 2 vice principal (11.11%) were female. This indicates that the females' participation in government secondary school leadership in the Lemi Kura Subcity is very low. Thus, it is very crucial to assess factors that affect female teachers in the participation of secondary school leadership within the Lemi Kura Sub city.

1.2. Statement of the Problem

Among the concerns of the United Nations Development Fund for Women (UNDFW) and United Nations International Children Emergency Fund (UNICEF) (2002) are the elimination of all forms of prejudice and discrimination against women, especially in assuming leadership positions in preservation of the woman's rights and her role in the

inclusive development. In response to the concerns of UNDFW and UNICEF, there has been a considerable expansion in the role of women in school leadership.

Equality between men and women could be a matter of human rights and conditions for social justice, necessary and basic pre-request for equality, democracy development, and change. The quantity of female teacher's participation in secondary school leadership is very low.

Additionally there is gap between low and high level of school leadership position of female teachers participation in secondary school.

According to the Lemi Kura Sub-city education office (2023), the statistics show 278(72.96%) male and 103 (27.04%) female teachers in government secondary schools. But, the magnitude relation of feminine leadership in secondary school is incredibly low. Except 2 vice principals, out of the 4 secondary schools present within the Lemi Kura Sub City, the rest secondary schools were occupied by males.

As my own experience, I actually have served as a teacher for regarding 20 years, as a school vice principal for regarding six years that I have ascertained the very fact towards the challenges that hinder female to participation in instructional leadership. The culture and observe of the society within the Lemi Kura Sub-city characterized by the over dominance of males in education sectors, particularly in instructional leadership. This can be the explanation that why I used to be interested to hold out this study.

However, few studies (Dereje 2013, Emebet, 2014; Lemessa, 2014, Laliftu, 2014, Hana, 2016, Shimelis, 2016, Tesfaye, 2018, and Kadir, 2019) are conducted in Oromia (Jima town, Ilu Ababora, East Shoa, East Wolega, North Shoa and Woliso Town) and Adis Ababa city administration. The main focus of these studies was on the factors that influence feminine teachers' participation in school leadership as a whole; but, these studies lacked investigation the main factors that have an effect on feminine teachers' participation specifically in principal-ship positions. Second, the results of the higher than empirical studies indicated the difficulty of faculty leadership in their specific study space. It failed to represent the particular things of Lemi Kura Sub city secondary schools. Thus, these gaps and factors initiated the researcher to assess the main factors

that contributed to the low participation of female teachers in secondary school leadership in Addis Ababa Administration, Lemi Kura Sub city.

1.3 Significances of The Study

1.3.1 General Objective

The general aim of the study was to search out the factors that female Participation in government secondary school leadership in Lemi Kura Sub City.

1.3.2 Specific Objectives

This study specifically attempts to:

- Identify the major social, cultural, economic and political factors affecting Female teachers in decision making in education sector in Lemi Kura Sub-city secondary schools.
- To examine the attitude of Female teachers and men towards Female teachers participation in decision-making in education sector in secondary schools.
- To suggest new insight so as to improve Female teachers participation in decision making in education sectors.

1.4. Research Questions

- Is there any code-line to assign leaders to decision making position?
- How do the school leaders view on females' decision making process?
- To what extent do female teachers aspired to leadership for decision making practices?

1.5. Objective of the Study

The study was intended to produce the subsequent significances by identifying the key variables that affect the engagement of female teachers in secondary schools.

1. It ought to increase the number of women in instructional leadership.
2. The study can suggest ways to lessen the barriers to female participation in school leadership.
3. It serves as feedback for the school and the Lemi Kura Sub City education office to empower and develop females in instructional leadership.
4. The study might make it easier for alternative analysts to provide support for individuals who need to look into leadership-related topics.

1.6. Scope of the Study

Female participation in instructional leadership is a very wide concept and related to many factors. Hence, it is difficult to include all the factors that hinder its achievement. Therefore, the intention of this study is only on the factors affecting female teacher's participation in leadership in government secondary schools of Lemi Kura Sub City. I select this sub city due to current experience about educational activities in this sub city. And also to make the study manageable and to obtain relevant and sufficient information, the study was delimited to only four government secondary schools of the Lemi Kura sub city.

To make the study more manageable and feasible, the study covered only a limited number of school leaders and female teachers. It would have been better if the study was conducted throughout Addis Ababa Education Bureau, but economic and time constraints, this study was limited for selected government secondary schools. As a result, the study may not incorporate the feelings and perceptions of all secondary schools in the Sub city.

1.7. Limitation of the Study

It is obvious that research work cannot be totally free from constraint. For this study I encountered certain problems which are considered as a limitation of the study. Most respondents were busy and had no enough time to respond questionnaires and interview. Some of them who have enough time were not cooperative to provide the necessary information to obtain the required data for the study. It was challenges to get all the questionnaires back from the respondents. Nevertheless, I managed all the above constraints through continuous contact and friendly approach with all the informants like school leaders and teachers.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

Introduction

This chapter discusses: concept of leadership, quality of educational leader, the hidden barriers factors to women applying for and being appointed to leadership, social attitude toward female's leadership, and female's interest or images to come to position.

2.1. Concepts about Female teachers' Participation in Decision making

2.1.1. Gender Theories

Modern liberal feminist theory: this theory believed that gender equality has to achieve equal status based on all social discrimination between men and Female teachers have to be resolved. Ancient work division of Female teachers specially unpaid child care becomes an obstacle on their occupational roles. Despite legal rights of Female teachers provides an equal opportunity to participate on their occupational roles. However, Female teachers' unequal burden of domestic child care work exposed them to be inferior on their occupational roles which prevent their rights of economic and political power. These unpaid domestic roles of Female teachers prevent them from competing with men for better occupational jobs. This theory claims that the abolition of all domestic unpaid roles between men and Female teachers create a fundamental ground for them to exercise gender equality to have equal responsibility in employment by avoiding gender stereotype

Modern sociological feminist theory :This theory criticize that unpaid household activities such as child care work and conventional marriage leads Female teachers to be economic dependence and decrease their autonomy. The theory also believed that equal division of house hold work avoids Female teachers's economic dependence on men. Increase their control over reproduction, improves flexibility of occupational working time andthe conventional family household roles in their own family during long-term

interest. Such precondition for gender equality plays an important role for extensive changes in both the marriage contract and the household division of labor.

2.1.2. Female teachers Related Policy, Conventions and Packages

According Medhanit et al (2012) Female teachers's rights first been recognized because of their military contribution to fighting a fascist regime and further progress would only be realized by their continued hard work and toil. Ethiopia ratified both the UN Charter adopted in 1948 and the Universal Declaration of Human Rights (UDHR) in 1949. Both these international instruments prohibit the negative discrimination of Female teachers based on their sex. Accordingly the Convention on the Elimination of All forms of Discrimination against Female teachers (CEDAW) was adopted in 1981. Ethiopia ratified the convention in the same year. CEDAW outlines a variety of political, social, economic, and legislative issues that States have to work on to eliminate discrimination against Female teachers and create equality between men and Female teachers.

The constitution which adopted in 1995 by the FDRE has amplified the provisions given to Female teachers, and assures Female teachers of equal rights with men in every sphere and affirmative actions would be taken in order to remedy the sufferings of Female teachers because of past inequalities. Beijing plus Five the United Nations Fourth World Conference, held in Beijing, in September 1995 came up with the Beijing Declaration and the Platform for Action. The Platform showed a renewed commitment to the goals of equality, development, and peace for all Female teachers. The MDGS is another instrument that Ethiopia ratified with the aim of reducing poverty. The goals include, among others, enabling all children, both boys and girls, in the world to complete full course of elementary school and eliminating the gender gap at all levels of education, by the year 2015. Though the goals are highly ambitious for most developing countries including Ethiopia, they would reinforce the implementation of CEDAW, Beijing plus Five and other national instruments. The other important thing is that Labour Law Proclamation the Civil Service Proclamation of January, 2002, the economic Policy, along with its strategy, the Agricultural Development Led Industrialization (ADLI), the National Policy of Ethiopian Female teachers, the National Population Policy, the Education and Training Policy, Health Policy, Developmental Social Welfare Policy,

Environmental Policy, Culture Policy, Policy on Natural Resources and Environment, and others which are giving more attention for gender issue Medhanit et al (2012).

2.2. Historical Development of Female teachers' Participation in Decision Making

2.2.1 Female teachers and Decision Making

This portion will talk about experimental simpletons with distinctive challenges that ladies faced at all levels. The unanimity of Female teachers' human rights supports Female teachers' association in open and political development. The issue of sexual orientation correspondence in legislative and open life cannot be considered to the side, as ladies desire to require portion in political and open life touch confront complex boundaries related to the fulfillment of their through run of human rights, such as open, financial, social, kinfolk, wellbeing and security rights (UNDP, 2010).

2.2.2. Importance of Female teachers participation in decision-making

Every human being has the right to participate in decisions that define her or his life. This right is the foundation of the ideal of equal participation in decision-making among Female teachers and men. This right argues that since Female teachers know their situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public spheres of their lives, from the local to the global (Rosa, 2005). Female teachers have played an important role in writing and amending constitutions that address the issues of gender equality. Two notable examples include the French parity constitutional amendment on equal representation of men and Female teachers, and the post-apartheid constitutional drafting process in South Africa (UN, 2000).

Female teachers have acquired a legitimate space in rural political institutions that can raise their marginalized position, though they are still a minority. Merely having Female teachers on councils does not automatically mean that the interests of Female teachers in the community well represented. Without Female teachers's needs and interests taken into account, without opportunity for them to participate in and influence decision-making, development interventions and planning sustainable results will not come. Yet,

having Female teachers in these leadership positions is an important step in changing the male-dominated political agenda. At least they have the opportunity to attend the meetings, interact with officials and take part in important discussions. It also ensures their mobility across the social hierarchy (Mostafizur, 2006).

2.2.3. Female teachers in Decision Making in Ethiopian Context

Female teachers in Ethiopia have historically been the poorest, weakest, most vulnerable and marginalized members of society. Laws and customs have traditionally discriminated against Female teachers. In 1995, however, the new Constitution declared that Female teachers should have equal rights with men. Specifically, it states that Female teachers have equal rights with respect to employment, property use and ownership, inheritance, and the formulation of national development policies, Laws, customs, and practices that discriminate against Female teachers' prohibition. Moreover, the Constitution grants the right of affirmative action to remedy past discrimination and inequalities and to enable Female teachers to participate equally in political, economic, and social life in both public and private spheres. Various laws have revised, or are undergoing revisions in order to reflect the constitutional guarantee of equality. Although, some progress have made, implementation mechanisms and structures to protect and enforce the rights of Female teachers have not yet fulfilled the constitutional mandate. Ethiopian Female teachers' status is low where they are generally poorer than men because they earn less, are less educated, are increasingly becoming heads of households, with no resources to support their dependents, do not enjoy due acknowledgment for their labor contribution, particularly in agriculture, and do not have decision making power. Ethiopia is a patriarchal society that keeps Female teachers at a subordinate position, using religion and culture as an excuse. These excuse have for many years been supported by laws and legislation that uphold patriarchy and Female teachers' subordination. This has brought about, maintained disparities between men and Female teachers, in division of labor, share of benefits, in law, and state, in how households are organized Haregewoin et al (2003).

2.2.4. Female teachers in Decision-Making International Context

Around the world, women's representation in government, especially high-level ministerial (executive) and legislative bodies, limits their influence over governance and public policies (Ashine, 2003). In many countries, women are participating in areas of public life where they were not previously visible. Women are slowly but increasingly occupying senior positions in the public and private sectors, including the judiciary, the academia and the media. There was less evidence in the discussion of women in leadership roles in trade unions, professional associations, and non-traditional areas. Men are still overwhelmingly the decision-makers as senior executives and board members of corporations, public sector officials, judges and law-makers, media executives, negotiators in trade unions, and leaders of civil society organizations and may not have women's issues as their secondary concern (Women-Watch 2007).

2.2.5. Historical overview of Ethiopian women

During the imperial regime of Ethiopia, the societies were under the political culture on religious based ideology. In this period Ethiopian women were lived in a marginalized with men's superiority and they had little or no impact on government policies, laws, regulations or development programs (NPEW, 1998). After 1974, the Revolutionary Ethiopian Women's Association (REWA) established by proclamation, but this organization was too monolithic and too close to the Derg to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of the Derg's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result, there was little improvement in the lives of Ethiopian women, whether in the social, economic or political sphere, especially those who lived in the rural areas. Soon after the downfall of the Derg regime, the various political and national organizations, setting aside their differences, formed a Transitional Government whose principals were set out in a Charter in which peace was the main principle of governance. This brought a period of relief to all Ethiopians, especially to women. The democratic process is able to grow and develop effectively when all people given equal encouragement to exercise

their democratic rights, and women can experience the benefits of their labor on an equal basis with men. With this realization, the government of Ethiopia, both the Transitional Government and the first elected Government in 1995, has given priority to the speeding up of equality between men and women (NPEW, 1998).

2.2.6. Prior Research and Research Gap

Women underrepresented all inclusive. They are half of populace and however hold less than one-fifth of positions universal governments. They still essentially dwarfed within the chambers of parliaments, in common boards, and they are regularly lost from arranging tables where clashes are to be settled. Imperative choices that influence ladies, their families, and their social orders made without their having a voice (OGWI, 2010).

Ladies proceed to encounter noteworthy segregation related to their interest in open and political life in most spaces of the open circle and in all geological districts. For illustration, The European Commission as of late recognized that, “Across the European union, ladies are still to a great extent dwarfed by men in positions of duty in all areas. The reasons for the under-representation of ladies in control and decision-making are multifaceted and complex”. There are noteworthy obstructions to women’s support in open and political life that stem from financial, social and social issues, as well as from negative generalizations almost ladies and settled in sexual orientation parts (UNDP, 2010). As (Women-Watch, 2007), in numerous nations, ladies are under-represented at decision-making levels in most strange of open organization. Ladies and men have diverse needs for creating arrangements and law since of their diverse sexual orientation parts within the family and community, their occupations in labor markets and their get to key assets, such as capital, property and credit.

As Abdo & Abegaz (cited in Kahadar, 2013) in African countries women have lacked an enough space in both political engagement and decision making process. Although the whole African constitutions and laws enshrined provision that recognize the right of women to equally participate in politics, African women are the most disadvantageous and marginalized groups in leader ship. For example the African traditional assembly

leaders were male dominant; male has exercised the power of the law making, decision or policy making and leadership of the African society traditionally and even religiously. Women had neither decision nor had the right to sit and speak or vote at the assembly. According to Hannah et al (2014) in Uganda explained that women are made to produce children and do kitchen work, are less intelligent, because they cannot do what a man can do. Culturally, there is a belief that women are supposed to be led but not to lead. Furthermore, study in Kenya (Daniel, 2012) indicates that traditional Perceptions of women as inferior to men prevail as many people uphold cultural practices, which enhance the subordination of women. Consequently, men continue to dominate women in political, economic, social, and religious realms. Similarly study by Khadar (2013) indicated that in Somali land women are currently uninvolved in the political affairs of the state. They do not have sufficient seats in local governments, parliamentary houses, judiciary and the cabinet houses as well. In the House of Elders, which composes 82 seats, women have no seats today although there was a one woman in this house but later she resigned in 2012. Women are also politically underrepresented in local elections. In the recently 2012 Somaliland local council elections women have won only 10 seats out of 375 local council seats of the whole country. All the 25 seats in Hargeisa local council held by male members. And in the house of cabinet there are only four women out of 46 cabinet members. Somaliland government has not given in any attention to the women's political challenges though, certain women associations and international community addressed the absence of women's active role in the political process and despite of suggested quota to be reserved for women in the house of represent, there is no sign of improvement.

Coming to Ethiopia, Haregewoin et al (2003) Women have a marginal position in accessing and succeeding in their education. The majority of women in the civil service are in clerical and manual jobs. Similarly study by (Endale, 2014) in Oromia region in Bedele town indicates that the participation of women in higher public leadership and decision making positions as well as in community based organizations such as „Idir’ is observed low, emphases are given for the assignment of women in lower positions such as: routine manual, clerical, and line worker. Furthermore, a study by (Suad, 2014) in

Dire Dawa City Administration indicates that most women in leadership position relegated to the lower levels and peripheral political leadership positions. As the same time, a study by (Tsehay,2016) in Butajira city Administration indicated that most women participates in lower position like cleaner and secretary not participated in political leadership position in public sector because of their dual responsibilities at home.

In attempt to deal with the empirical review literature on factors affecting women participation in decision making position both at nationally and globally. The researcher has confirmed a significant gap in Lemi Kura Sub city secondary schools. This gap is worse the participation of women are very low when we compare with the total employees. The factors affecting women participation is not given a great attention as a problem. Thus, the researcher will play an important role to close this gap.

2.3. Factors Affecting Women's participation in decision making

In this section, the analyst evaluated the variables that influence women's interesting choice making in instruction segments. Those included political, financial, socio-cultural and women's and men's state of mind consider as components which influences women's cooperation in choice making with regard to the current circumstance of sex correspondence with in the choice making position. The condition of women's authority position in Lemi Kura Sub city auxiliary schools isexceptionallymoowhen they compare with men principals.

2.3.1. Main factors that affect women participation in decision- making

The scarcity women in leadership and decision-making positions have been the concern of various stakeholders that are running the gender cause. This is due to major obstacles throughout the world that prevent women from taking a fully-fledged part in leadership and decision making positions. In almost all countries, the participation of women in various administrative levels and decision-making positions lags behind that of men. Even if women exercise public functions on equal terms with men at local, national and

international levels, they participate only marginally at the highest level of decision-making (Meron, 2003).

Socio-cultural factors: cultural believe that women need to have work on indoor activities does not need to participate in public activities and women's did not have ability to mobilize whole society due to discrimination and prejudiced perception .The patriarchal system puts women's to participate in their private sphere and for men on their public spheres. Due to the separation made in public and private activities, the domestic activities specified for women's and the public activities separated for men (Gebremedhin, 2013).

East Africa is a place where patriarchy is deep rooted in society. The situation would worst in a country like Ethiopia where majorities of the cultures are rooted in religion. The fact that men are biologically superior to women, as women are biologically weak, and has to depend on men for survival, men's leadership at all level has been taken as the only legitimate leadership for the protection of women. Hence, this cultural perception that says a woman is lesser than man are embodied in our culture which led the women especially the rural women to be confined to the domestic sphere with little or no exposure to the public sector. Proverbs such as "do not trust the women", "The wisdom of a woman and the lights of stars do not take you far" and so on often reinforce the negative attitude towards women and their role in leadership and decision making positions. Due to the deep-rooted traditional beliefs about the subordinate role of women in society, both men and women may find it difficult to accord the top female public decision- maker, the respect and cooperation she requires to be effective. Therefore, these cultures and traditions that invest superiority in men are widely acknowledged as drawbacks to women seeking leadership positions (Meron, 2003). Societal perceptions regarding the traditional division of labor, where women seen as bound to certain functions only, are also an important barrier that many women of the world over face(Nigist, 2008).

Economic factors: seventy percent of the world women's are poor. In reality, not almost all women own production resource and other resources that generate money and are under the control of men. Those women who did not have husband also have low

economic status (Gemremedin, 2013). A number of women who might otherwise embark on political lives discouraged by the lack of funds for financing electoral campaigns and access to resources adequate to undertaking significant initiatives (UNDP, 2010).

Due to their secondary status in the society, women in Ethiopia as anywhere else in Africa have denied the right of having access to different resources and benefits. Although the Ethiopia Constitution (Article 35) grant men and women to have equal rights to acquire, administer, control, use and transfer property, and more specifically to use, transfer, administrate, control of land and the implementation of this right is still an issue in different localities. Because eighty five percent of the populations live in rural areas, where there is limited access to education and other social services. Land ownership would be a critical factor for the economic empowerment of women. Another barrier cited to gender and leadership is the feminization of poverty. Globally seventy percent of the world poor is women. They may not be able to afford the enormous amounts of money required to fund their electoral campaign to occupy political office and fund their education (Meron, 2003). Typically, women earn less than men do, and the sexual division of labor in society imposes burdens on women not normally faced by men (UN, 2000).

Political factor: Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace. Women face many hurdles to entering the political Sphere and political parties. The major challenge of all women participating in initiatives is, rising awareness of male party leaders about the need to increase women political participation and leadership both the right and the politically advantageous thing to do. On the other hand, lack of influence of women in party policy and platform development, limited representation of women on executive bodies in parties, lack of leadership positions and marginalization of women's wings within parties (UNDP, 2010). Women often face a triple burden when Participate in politics. They have a responsibility to their work or profession, to their family, and if they become involved in politics, they are effectively taking on a third full-time job. Most Societies fail to organize in a manner

that enables both men and women with families to share these responsibilities, particularly considering that child-rearing responsibilities tend to fall disproportionately on women (UN, 2000).

Women's attitude to take responsibility: as Hannah et al (2014) Negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management various levels. Women are less interested in politics; both women and men often see politics as a men's affair. Similarly (Nigist, 2008) Women have not learned to develop political capacities, because public sector activities usually seen male duty. Consequently, women lack confidence in their own political capabilities, their lower level of education, professional experience, and income and time available disadvantages women as compared to men.

CHAPTER THREE: RESEARCH DESIGN AND METHODS

This chapter presents the research methods used in assessing women participation in Secondary School educational leadership and factors. The chapter also includes research design and approach; sample and sampling techniques; types and sources of data; and methods of data collection and analysis that will be employed in this study.

3.1. Research Design

In this study, the descriptive survey research design was employed. The descriptive survey design is employed to analyze the factors that have an effect on feminine teacher participation in school leadership. This design would be selected because it was preferred over other design as it enables to make investigations with predictions, narration of events, and drawing of conclusions about the real situation based on the information obtained from relatively large and representative samples of the target population. The descriptive research design attempts to describe, explain and interpret conditions of the present and its purpose is to examine a phenomenon that is occurring at a specific place(s) and time (Gay, 2000). Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current condition. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

In this study, both quantitative and qualitative methods were used. The Mixed Research method particularly concurrent design was employed in this study because of data are collected simultaneously and be integrated during analysis & interpretation. This method is important set out to look at the same things from different points of view. Using mixed research method can neutralize or cancel the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009:14).

3.2. Sources of Data

Primary and secondary source of date were employed. The primary data sources were a direct report of an event collected from school leaders (school supervisor, school principal and vice principal) of Lemi Kura Sub City education office. The most reason

behind choosing these respondents is because; they need an on-the-spot relation with the problem under the study. The school leaders were considered as primary source of data because they know instructional activities in the study area. Whereas women teachers those who are responsible to execute to participate leadership role in the study area.

Secondary data source had been obtained through documents. For this purpose, Journals, magazines, research report were used. Data also gathered from documents about factors affecting women's participation in school leaders from sample schools.

3.3. Total Population Sample Size and Sampling Techniques

3.3.1. Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, & Coups, 2008, p: 130).

In Lemi Kura Sub City until 2015 E.C. there were 4 government secondary schools. For this study, 4 government secondary schools were selected by purposive sampling techniques. These secondary schools were Bashale Secondary school, Andode secondary school, UlaDula Secondary School and Bole Addis Secondary School. In the selected high Schools, 16 school leaders and 73 male teachers and 24 female teachers, a total of 113 were available.

3.3.2. Sample Size and Sampling Techniques

The main aim of this study is to seek out the female teacher's participation at school leadership in government secondary school within the Lemi Kura Sub City. To induce reliable knowledge for the study, 4 secondary schools were taken by purposive sampling technique.

The target population in the 4 selected secondary schools was 113. The sample size 113 was taken by different sampling techniques. All 16 School Leaders (principals, vice principals) were select by using purposive sampling, because I assume that to get more information about the problems. The 74 males and 23 females were selected using systematic random sampling techniques from secondary schools showed in the following table.

Table 1: Total Population of Respondents

Selected Secondary schools and participants		Total population			Total sampled			Sampling techniques(method)
		M	F	T	M	F	Total	
Bashale Secondary School	Teachers	111	37	148	26	8	34	Systematic random sampling purposive sampling
	School leaders	4	0	4	4	0	4	
Andode Secondary School	Teachers	63	31	94	23	6	29	Systematic random sampling purposive sampling
	School leaders	3	1	4	3	1	4	
UlaDula Secondary School	Teachers	75	25	100	18	6	24	Systematic random sampling purposive sampling
	School leaders	3	1	4	3	1	4	
Bole Addis Secondary School	Teachers	29	10	39	7	3	10	Systematic random sampling purposive sampling
	School leaders	4	0	4	4	0	4	
Total		292	105	397	88	25	113	

Source: Lemi Kura Sub city education office (2023)

3.2. Data Collection Instruments

The researcher used questionnaires, interviews, and focused group discussions to collect data from key informants.

Questionnaires for Teachers

Both open ended and close-ended questions prepared and distributed to the sample 74 males and 23 female respondents. Open-ended questions helped to know respondent's attitude, perception and behaviors and helped the respondents gave their response freely according to their own willingness. On the other hand, close-ended questions helped the researcher obtained sets of responses from the respondent. Moreover, using questionnaires is cost effective relatively from other methods and helped the researcher obtained information from many respondents. The researcher designed the questionnaire in English language.

Interview checklists

The researcher conducted interview with four school principals from four schools. While conducting the interview, I conducted an interview with three Amharic-speaking school leaders, in Amharic, and one in Afan Oromo to gather mature information. Moreover, this helped the researcher got reliable information from the target population what they felt and thought about the factors affecting women participation in decision making in education sectors. Therefore, semi structured interview applied to get more detail, accurate and desired information; hence, the researcher had a chance for further explanation of questions in order to get additional information.

Focused Group Discussion

The researcher used four Focused group discussions, to obtain various experiences that could provide well-clarified information and opportunities for the researcher to clarify the issue more clearly to the study. For FGD, the researcher involved female school principals, teachers and woreda 02 female education experts.

The analyst utilized four Centered bunch talks, to get different encounters that might give well-clarified data and openings for the analyst to clarify the issue more clearly to consider. For FGD, the analyst included female school principals, instructors and woreda 02 female instruction specialists.

3.3. Method of Data Analysis

First, the collected data from school principals and teachers in the education sectors through questionnaires were edited coded and entered into computer software of statistical package for social science (SPSS) version 20 because it is automatic to provide feeding results. Then, percentage and frequency distribution applied to analyze the data through charts and tables in descriptive statistics. Second, the collected data through interview were organized in logical order and categorized them in thematic area in meaning full groups. Then identified essential information and analyzed them into more small meaning full segments that could show specific idea. Finally, the researcher tabulated and synthesized the data strengthened the research findings and conclusions.

3.4. Validity and Reliability

The researcher gave more attention to the research would be more reliable and valid. First, the researcher distributed sampled questioners for ten women principal's respondents to test reliability and made correction if any problems happened through then used SPSS version to decreases error. Second, the researcher held interview or FGD male principals to evaluate the effectiveness of each item to achieve the intended objectives.

3.5. Ethical Consideration

The researcher tried to consider ethical issues throughout this study. Each questionnaire contained opening letter, purpose and importance of the study. Respondents informed that their responses were keep in secret and their names hadn't written on the questionnaire and the data of the final report hadn't gave to any one without their full consent, the right to withdrawal from the research process at any time without giving any reason. The researcher also explained the purpose of the data could only was for academic purpose. Finally, thanked respondents for their cooperation's.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter data were collected from primary and secondary source through questionnaire, semi structured interview and focused group discussion was presented.

Semi structured interview was held with both men and women school principals. Focused group discussion was held with women school principals, that were selected purposively and in order to obtain relevant data a total of 97 questionnaires were distributed and 95 of them were filled by sampled respondents. The quantitative data were analyzed by using statically tools like tables, figures then interpreted quantitatively. The qualitative data that were collected through semi structured interview and focused group discussions were analyzed by following the qualitative data analysis procedures.

4.2. Response Rate

The researcher distributed questionnaires for 97 sampled respondents, and 95 respondents were filled the questionnaires. The rest 2 respondents were not returned. In this study the key informants of FGD participant's women school principals and teachers. Among the expected only 6 participants were participated.

The interview held with twenty key informants; school principals and teachers .The researcher was planning to conduct the interview with these informants during their working times.

4.3. Background of Respondents

Respondent's demographic characteristics like their sex, age, educational status, current position, and work experience that was obtained during field survey to fill the questionnaire. Therefore, these backgrounds have been described as followed.

Table 2: Characteristics of Respondents

No.	Item	Characteristics	Frequency	%
1	Sex	M	36	38.4
		F	59	61.4
2	Age	20-25	24	24.6
		26-30	37	39.8
		31-35	28	28.8
		36 and Above	7	6.8
3	Educational status	First degree	88	90.5
		Second degree	9	9.5
4	Work experience	From 1-5	35	35.6
		From 6-10	31	31.5
		From 11-15	10	11
		From 16-20	12	12.4
		Above 21 year	9	9.5
5	Marital status	Married	62	63.7
		Unmarried	24	24.7
		Divorced	8	7.6
		Widow/widowed	3	4
6	Current position	Teachers	95	100

Source: Complained from Questionnaire (April, 2023).

Respondents were asked to fill their personal background like, gender, age, educational status, work experience, current position and marital status, so as to associate these variables with political, socio-cultural, economic and attitudinal factors.

Table 2 presents, backgrounds of respondents from selected secondary schools were addressed on questionnaire. From 95 participants 90 (61.7 %) of them were females and the rest 56 (38.4 %) were males.

It is clearly understand that the majority of the sample respondents were female employees of Lemi Kura Sub city secondary schools. This category indicated that the number of women employees were greater than male so that what is the problem of women participation become low in leadership position in secondary schools.

As it indicated about respondent age, 22(24.6%) were between 20 – 25age while 38(39.8%) of them were in the category of 26-30 ages, and 28(28.8%) were between 31-36.Only 6(6.8%) of them were in the category of 36 found respectively. Furthermore 85(90.5%), sampled respondents have fist degree and only 9(9.5%) of respondents have second degree respectively.

The respondents of marital status showed that 61(63.7%) of them were married and 23(24.7%) were unmarried, 7(7.6%) of them were divorced and only 4 (4%) of the sampled respondent were widow/widowed in each secondary schools.

According to respondents work experience, indicated that 1-5 years 52(35.6%) were work experience up to 5 years, 30(31.5%) had the experience of 6-10, 10(11%) were with the experience of 11-15 years 11(12.4%) were the experiences of 16-20 years and 9(9.5 %) were the experiences of above 21 years respectively.

Table 3. The criteria to appoint people in decision making position.

No	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	There are clear criteria in the selection of educational leadership.	5	4.75	65	61.75	10	9.5	9	8.55	6	5.7
2	There are ways to encourage women leaders in educational leadership elections.	6	5.7	76	72.2	3	2.85	4	3.8	6	5.7
3	There is no discrimination in the selection of educational leadership.	10	10.3	8	8.9	17	17.8	47	48	14	15.1
4	The election of educational leadership is conducted in a non-political manner.	16	17.2	40	42.5	15	15.8	17	17.8	7	6.9

As per the table above, 5(4.75%) respondents strongly disagree, 65(61.75%) disagree, 10(9.5%) neutral, 9(8.55%) and 6(5.7%) agree. Hence, the criteria for the selection of educational leadership are not clearly defined and many people do not understand it.

Regarding item 2, table3, 6(5.7%) respondents filled in strongly disagree, 76(72.2%) disagree, 3(2.85%) neutral, 4(3.8%) agree and 6(5.7%) strongly agree. According to their answers, there is no way to bring or encourage women into educational leadership.

For item 3, table 3, that there is no discrimination in selecting educational management 10(10.3%) respondents strongly disagree, 47(48%) disagree, 17(17.8%) neutral, 8(8.9%) and 14(15.1%) strongly agree they say. As we can see from the data, high percentages

do not agree that there is no discrimination in the selection process of educational leadership. This shows us that there is discrimination in the selection of educational leadership.

When asked about the absence of political interference in the selection of educational leadership, the respondents said, 16(17.2%) strongly disagree, 40(42.5%) disagree, 15(15.8%) neutral, 17(17.8%) agree and 7(6.9%) answered strongly agree. Their response indicates that 40(42.5%) respondents believe that leadership elections are not politically neutral.

Overall, according to the above questions, there is a lack of clear criteria for selection of educational leadership and lack of adequate understanding, there is still a lack of encouragement for women to come to educational leadership, discrimination in selection of educational leadership it is understood that it is not. Therefore, if the above points are not implemented systematically, it can affect women not to come to educational leadership.

Table 4 The view of people holding decision making positions about men and women

No	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	Women's leaders are generally more democratic in the way they operate in their school	6	6.9	40	42.5	15	15.8	26	27.5	6	7.3
2	There is no difference between men and women principals in the emphasis placed on maintaining school discipline	10	10.3	8	8.9	17	17.8	46	48	14	15.1
3	Girls and Boys are socialized differently in the society to assume different roles and expectation.	12	12.4	15	15.8	10	11.7	49	51.4	8	8.9
4	Women are encouraged by their family to pursue their education forgot investing in education	10	10.3	8	8.9	16	17.2	49	50	13	13.7
5	Think Women do not have ability, skill and competence	23	22.9	28	28.3	10	10	22	22.1	12	12.3
6	The influence of patriarchal ideology in the society	6	5.7	76	72.2	3	2.85	4	3.8	6	5.7
7	Women principals display greater respect for the dignity of the teachers in their school	29	29.4	18	18.8	3	4.2	23	23.3	23	23.8

As indicated in item 1 on Table 4 the majority of respondents i.e.43 (45.45%) of teachers and 3(44.4%) of principals are generally more democratic in the way they operate in their school, while 1(12.40%) of teacher and 1(11.11%) of principal respondents rated disagree column.

Regarding the second item on Table 4 view of the respondents on there is no difference between men and women principals in the emphasis placed on maintaining school discipline, the majority of respondents i.e.38 (42.98%) of teachers and teachers 3(44.44%) of principals expressed their disagree on the issue, while 6(6.61%) of teachers and 1(11.11%) of principals rated strongly agree on there is no difference between men and maintaining school discipline.

Item three on Table 4 which asked respondents to rate their views as to whether girls and boys assume different roles and expectation, the majority of respondents. That is 40(45.45%) of teachers and 3(44.44%) of principals rated in strongly agree column.

As can be seen on Table 4 item 4 out of the total teachers and principal and respondents 34(38.84%) and 3(33.33%) respectively rated in disagree column regarding to family encourage women to pursue their education while 14(15.70%) and 1(11.11%) respectively support negatively.

As stated in item 4 of the same Table was the fact that women do not have ability, skill and competence to be in school leadership position, the majority of respondents. i.e. 46(51.24%) of teachers and 3(44.44%) of principals were rated strongly agree on the issue.

As indicated on Table 4 item 6 respondents were asked to make their views as the influence of patriarchal ideology affects women's representation in secondary school leadership position. Out of the total teacher and principal respondents 63(71.07%) and 6(77.78%) respectively rated in Agree column; while 16(18.18%) of teachers and 1(11.11%) of principal were rated disagree column on the issue.

As indicated items 7 on Table 4 the respondents were asked to rate their view on women's reconciling conflict demands, Accordingly, 61(68.59%), 58(65.30%) rated on disagree column. This shows that there are some chauvinism and stereo type with regard

to the characteristics and qualities of female leadership compared to that of male counterparts.

Table 5 View teachers in school on male and female decision making position.

No	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	<i>Women's control their emotion in the work place</i>	3	2.85	7	6.65	9	8.55	60	57	16	15.2
2	<i>Women's understand their subordinate feeling</i>	8	7.6	10	9.5	10	9.5	49	46.55	9	8.55
3	<i>Women's make people work being involved</i>	3	2.85	9	8.55	6	5.7	75	71.25	3	2.85
4	<i>Women's show greater perseverance and patience to follow up things</i>	2	1.9	5	4.75	7	6.65	73	69.35	11	10.45
5	<i>Women's solve problem systematically</i>	0	0	9	8.55	0	0	69	65.55	9	8.55

As indicated in item 1 on Table 5 the respondents were asked to rate their view on women's capability to control their emotions in the work place 71 (42.98%) of teachers and 5(44.44%)of principal respondents rate highly on strongly disagreement column, while 18(10.74%)of teachers and 1(11.11%) of principals expressed their ideas in contrast.

As can be seen on Table 5, item 2 out of the teachers and principals, 53 (32.23%) and 5 (44.44 %) respectively expressed their agreement on women principals' capability to understand their subordinates feelings in the workplace, while 1 (11.11%) of teachers and 3 (22.22 %) of principals were rate disagree on the ideas.

Item 3 on Tables 5, depicts the respondents' views regarding women's ability to make people work being involved in it the majority of respondent i.e. 73 (44.63%) of teachers and 5 (44.44%) of principals showed they are strongly in agreement.

With regards to the fourth item of Table 5, out of the total teachers and principals 74 (61.5%) and 10 (77.77%) respectively express their agreement on women's ability to show greater perseverance and patience to follow-up things, while 27 (22.31%) of teaches and 1 (11.11%) principals of the total respondents.

As depicted on Table 5, item 5, the ability of women principals to solve problems systematically, the majority of respondents which is 78 (72.72 %) of teachers and 8 (88.89%) of principals were rated in "agree" column while 9 (14.86%) of teachers and (0 %) of principals rated on "disagree" column for the stated ideas, the mean values of teachers and principals.

4.4.3. The Main reasons for the marginalities of Women from decision making

Table 6: Response on political Factors

N o.	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	Educational officials motivate and encourage women participation in political decision making position	16	17.2	40	42.5	15	15.8	17	17.8	7	6.9
2	Working condition of political activities (time, burden)are not conducive for women	10	10.3	8	8.9	17	17.8	47	48	14	15.1
3	Women’s voice has not been heard in the current political situation	12	12.4	15	15.8	11	11.7	75	51.4	13	8.9
4	Awareness creation haven’t prepared for women political decision making in secondary schools	10	10.3	8	8.9	16	17.2	73	50	20	13.7
5	Question	Yes						No			
		N				%		N		%	
	Do you think that women are given equal chances with men in the current leadership position in secondary schools in Lemi Kura Sub city?	22				22.6		73		77.4	

Source: Complained from Questionnaire (April, 2023).

Table 6 depicted that whether or not Educational officials motivate and encourage women participation in political leadership in secondary schools, accordingly, 57(59.6%) of the respondents disagreed that education officials did not motivate and encourage women participation in political leadership. On the other hand 23(24.7%) of them were agreed that educational officials motivate and encouraged women participation in the political activities. While 15(15.8%) of them were remained neutral. As the key informants of interviewee, explained that: There are changes that we observed women participation in education office, but this change is not enough, because when compare the numbers of women involved in education sector in decision making positions with that of their total population in Lemi Kura Sub city education office there are a lot of home work for the feature that needs great attention by education office.

More over discussions of the FDG also described that the numbers of women involved in secondary schools are very low and more men principals are assigned as school principals for each selected school in leadership position. The respondents added that women needed special support from their families by sharing household responsibilities to get access of time to involve in decision making position.

Similarly, the data in table 6 and the interviewee response on questionnaire showed that, the sub city education office did not give attention for women involvement in political activities. According to the report of Lemi Kura Sub city education office it is only two women vice school principals from a total of 32 school principals. This indicated that the political condition did not encourage women involvement in Lemi Kura Sub city education office.

Table 3 revealed that whether or not the working conditions of political activities are not conducive for women to participate in political leadership, Consequently 60(63.1%) of them were agreed that the working condition of political activities like work load and time are not conducive for women to participate in decision making position.

While, 18(19.2 %) of the respondents disagreed that working conditions of political activities are not conducive for women participation. The rest of the respondents

17(17.8%) fall under neutral response. It is clearly understood that the working times of political activities are not comfortable for those women participated in leadership position in Lemi Kura Sub city education sector. This is the problem that can be considered. In these regard participants of FGD also supports this idea:

The working conditions of political activities are not comfortable for women because most of the time political activities like meetings are commonly under taken for a long period of time even at night; this has an effect on women in household responsibility. The political situation of the sub City education office did not usually consider the household responsibilities (burdens) of women that are involved in decision making positions.

As far as women voice is not properly heard in the political activities, that is indicated in table 6 is that 57(60.3%) of them were agreed that women's voice is not properly heard in the political activities. 27(28.1%) of the respondents disagreed on this idea respectively. While 11(11.7%) of them were neutral in their responses.

Similarly the researcher asked whether or not awareness creations haven't been prepared for women to participate in political decision making position in secondary schools. Apparently, 61(63.7%) of the respondents agreed to the question, While 18(19.2%) of them were disagreed on the issue. Only 16(17.2%) of them remain neutral. In support of this idea the key informants of interviewee explained that:

Awareness creation and special trainings about political leadership are not prepared for women to capacitate themselves based on the legal ground of the constitution by education Office of the sub city. They raised that the affirmative action is good for women participation but it is not properly implemented in the sub city.

Table 6 revealed that whether or not there is equal opportunity for both women and men in leadership position. Accordingly, 73(77.4%) of them described that there is no equal opportunity for both sexes. Whereas 22(22.6%) of the respondents were said that there is equal opportunity both for men and women. The researcher also asked respondents to write the reason behind this question. Moreover the rationale behind the sub city education office did not give equal opportunity for both sexes. They indicated that

problem of awareness on gender equality, less struggle from women themselves, lack of interest and education access.

Similarly the FGD respondents explained on this issue as followed:

When we consider the previous regimes women's were not motivated, they did not have any legal grounds to ask and participate. While coming to these day's women have especial attention that is obtained from the constitution of the country but this right was not applied properly. The FGD participants added that, the reason why women principals low participation, they indicated that a problem of men perception which is given to women is deep rooted in the society that needs great effort to be done. Imagine we can compare those women found on decision making positions currently only two women's that are vice principals out of 16 principals this indicated that there is lack of attention for women.

More over the interviewees of the school principals and teachers strengthen this idea:

The involvement of women in decision making position increases in secondary schools through time, but the numbers of women involved in Lemi Kura Sub city is very low and insignificant. When we compared women school principals with the total population of women teachers in secondary school were very low. The reason behind this problem is that women themselves do not try to capacitate themselves, do not have interest, lack of special support because there is no emphasis given from the sub city education office. Regarding to political impact on women participation in decision making positions are indicated as followed:

Women face many problems to enter the political affairs, including political parties. The major challenge of all women participating in initiatives is, rising awareness of male party leaders about the need to increase women political participation and leadership position both the right and the political advantage to work with. On the other hand, lack of influence of women in party policy and platform development, limited representation of women on executive bodies in parties, lack of leadership positions and marginalization of women's wings within parties (UNDP, 2010). Due to their secondary status in the society, women in Ethiopia as anywhere else in Africa have denied the right of having

access to different resources and benefits. a study by (Tsehay,2016) in Butajira city Administration indicated that most women participates in lower position like cleaner and secretary not participated in political leadership position in public sector because of their dual responsibilities at home.

Similarly, Hannah et al (2014) Negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that affect women participation in educational management in various levels. Women are less interested in politics.

Table 7: Response on Scio-cultural Factors affecting Women Participation

No.	Factors	Scales									
		Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Women are successful and effective if they are participated in educational leadership position	7	6.9	16	17.2	5	5.5	49	52.1	18	18.5
2	Religious and other social related activities affects women participation in leadership position	8	8.3	11	11.7	7	7.6	58	61	11	11.7
3	Lack of support from husband/family prevents women participation to involve in decision making	5	4.8	18	19.1	5	4.8	55	57.6	14	15.1
4	Women participation is fair and necessary for country's development	21	22	31	32.2	8	8.9	18	19.2	17	17.8
5	Women are responsible only for teaching students in secondary schools	3	3.5	21	22.6	15	15.8	36	37.7	20	20.6

6	Low academic qualification of women affects their participation	8	8.7	18	19.2	6	6.2	57	59.6	7	6.9
7	Lack of access to education affects women participation	9	9.6	18	19.2	8	8.9	38	39.8	21	22.6

Source: Complained from Questionnaire (April, 2023).

As depicted on table 7, whether or not spending more time on religious and other social related activities affects women participation to involve in decision making position. Accordingly, 69(72.6%) of them agreed that spending more time on religious and other social related activities affects women participation to involve in decision making. While, 19 (19.9%) of the respondents disagreed on the issue. And 7(7.6%) of them were remained neutral. However the majority of the respondents agree that women involvement in decision making position is affected by spending more time on religious and other social related activities by themselves.

As revealed on the above table whether or not, women are successful and effective if they are participated in educational leadership like that of men. Accordingly 67(70.6%) of them were agreed with the idea that women’s are successful and effective if they are in decision-making positions like that of men. On the other hand 23(24%)of the respondents disagreed with the issue. While 5(5.5%) of them were under neutral responses.

Nevertheless informants of the interviewee explained that:

Women’s are successful and effective if they were active part in decision making position. Moreover women are not only successful in participating in educational leadership but also have the ability to think critically and effectively in solving current problems systematically. They are even committed to achieve a certain goal more than men.

Moreover the question that lack of support from husband is indicated table 7, 69(72.6%) of them were agreed that lack of support from husband (family) affects women’s participation. while 21(22.6%) of the respondents disagreed that lack of support husband (family) did not affect women’s participation.

And 5(4.8%) of them remained neutral regarding this issue. However the majority of the respondents 69(72.6%) agree that lack of support from husband (family) affect women participation in decision making position.

On the other hand, women's participation is fair and necessary for country's development was the other question asked to the respondents. Therefore as indicated on table 7, about 59(61.7%) of the respondents agree that women participation is necessary and fair for country's development and 24(25.4%) of the respondents disagree on women's participation is fair and necessary for country's development. While 12(13.1%) of them were remained as neutral. Moreover the majority of the respondents response 59(61.7%) indicated that women participation is fair and necessary for country's development. However documents indicate that women involvement in secondary schools in Lemi Kura Sub city is very low when compared with their number and men principals. This indicated that the sub city education office did not give great attention on women participation in educational leadership position.

As participants of FGD explained that:

The backward perception that is given to women in the society, which is deep rooted for a long period of time affects women participation in decision making position. When we compared the previous regimes women's were not given attention, they did not have any legal grounds to ask and participate. While currently they have especial attention that is obtained from the constitution of the country, more in minister level but this right was not applied properly in the lower level like Lemi Kura Sub city education sector.

As the interviewees of principals and female teachers strengthen this idea, they described as:

Women themselves do not have interests to participate in leadership position due to different problems. It is basically problem of societal perception given to women that is deep rooted in the society for a long period of time that needs great effort to solve in the future.

As table 7, revealed that the perceptions of respondents on those women are responsible only for teaching students in secondary schools. Accordingly, 55(58.3%) respondents

were agreed this issue. On the other hand 25(26.1%) were disagreed on that women are responsible only for teaching students. While 15(15.8%) of the respondents remained neutral. Majority of respondents 55(58.3%) indicated that women perform different activities at school.

Furthermore, FGD explained regarding to this:

Women have burdens that were created from a deep rooted perception of the society which has great impact on their participation. Women have responsibility in their house for caring children; cooking and other household related activities. Because of these perception, those women that were participated in secondary schools decision making position have dual responsibility unless they got special supports a long ran in the future.

Table 7, depicted whether or not low academic qualification of women affects their participation in decision making position. Accordingly; 63(66.5%) of them were agreed that low academic qualification of women affects their participation in decision making position. While 26(27.4%) of the respondents disagree on this issue. And. 6(6.2%) of the respondents was under neutral responses.

Moreover as indicated on table 7, lack of access to education affects women participation in decision making position was the other question raised. About 59(62.4%) of the respondents agree that lack of access to education affect women participation in decision making position. While 27(28.8%) of the respondents disagreed that lack of access to education did not affect women participation. And only 8(8.9%) of the respondents were neutral in their responses.

The key informants of interviewee described that:

Lack of access to education is one of the factors that prevent women from an opportunity of occupying leadership position in Lemi Kura Sub city secondary schools. Educating a woman starting from early and lower grade is bases for women empowerment in decision making. There is a problem in our society on gender difference that cause burden on female students starting from lower grades. Many responsibilities are burden on females shoulder only like cooking of food, fetching water and caring children these prevents

women to have enough time on their education so as to participate in decision making in the sub city education sector.

Furthermore, whether or not socio-cultural factors affects women participation in decision making position is indicated as followed.

Societal perceptions regarding the traditional division of labor, where women seen as bound to certain functions only, are also an important barrier that many women of the world over face (Nigist, 2008). Similarly Meron identified (2003) as due to the deep-rooted traditional beliefs about the subordinate role of women in society, both men and women may find it difficult to accord the top female public decision- maker, the respect and cooperation she requires to be effective. Therefore, these cultures and traditions that invest superiority in men are widely acknowledged as drawbacks to women seeking leadership positions.

Table 8: Response on Economic factors affecting women from Participation

No.	Factors	Scales(Responses)									
		Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Shortage of finance and resources prevents women from participation	13	13.7	7	6.9	10	11	34	35.7	31	32.9

Source: Complained from Questionnaire (April, 2023).

On the other hand data obtained from respondents revealed from the above table, 100(68.5%) of them agreed that women who did not have an access to resource and finance are less participated in decision making positions. While, 20(20.6%) of the respondents disagreed on the issue. Moreover 11(11%) of the respondents remained neutral in their response. As the response of FDG and interview indicated that, women have problem of financial and economic resources to participate in decision making position. Concerning the economic impact on women participation in decision making position are indicated as followed:

Study by Nagaad (as cited Khaddar, 2013) lack of economic resources is one of the obstacles to women political participation and electoral processes .It is clear that women face specific and diverse economic and financial challenges. As you can see the relationship between economic resources and electoral processes reveal important difference in between women and men candidates. Women’s unequal access to economic resources restricts them to manage their political activities.

Table 9: Response on women’s attitude to take responsibility factors

No.	Factors	Scales(Responses)									
		Strongly Disagree		Disagree		Neutral		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	Lack of confidence among women affects their participation	10	10.3	8	8.9	5	5.5	23	24	54	56.9
2	Most women believes that involving in decision making position is not good job	17	17.8	11	11.7	14	15.1	34	35.7	19	19.9
3	Most men did not have interest to lead by women leaders	10	10.3	8	8.9	10	10.3	36	38.4	31	32.2

Source: Complained from Questionnaire (April, 2023).

As indicated on table 9 Whether or not, lack of confidence of women affects their participation in decision making position. Consequently, 77(80.9%) of them were agreed that lack of confidence of women affects their participation in decision making position. On the other hand 18(19.2%) of the respondents disagreed this issue, While 5(5.5%) of the respondents remained neutral with regarding this issue.

As depicted on the above table, whether or not respondents agreed or disagreed on the perception that most women believe that involving in decision making position in education sectors not a good job. Accordingly, 53 (55.5%) of the respondents agreed on that involving decision making position in education sector is not a good job. While, 28(29.5%) of the respondents disagreed on this question. And 14 (15.1%) of them remained neutral.

Similarly regarding the perception, most men did not have interest to lead by women leader was other question raised from the questionnaire. As indicated on the table 7, 67(70.6%) of the respondents agreed that women did not have interest to be led by women leaders. While, 18(19.2%) of the respondents disagreed that most men have not interest to lead by women leaders. And 10(10.3%) responded were remained neutral.

As the key informants of FGD explained that, the negative outlook of men was another obstacle of women to involve in decision making position in secondary schools. Men thought that women did not have a capacity to decide and lead even if they raised best ideas for solving problems. They did not have interest to share best experiences from their colleagues. Similarly the interviewee described that; Mostly men cannot support women even those were at leadership position. Men perceived women's were from minority group even though they believed that women are critical thinkers to solve problems easily better than men. These attitude challenged women to involve in decision making in Lemi Kura Sub city education sector.

As the response indicated, that women's lack of confidences, women's themselves and men's attitudes are major obstacle which affect women participation in decision making position. Concerning the economic impact on women participation in decision making position are indicated as followed:

Negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management various levels. Women are less interested in politics, Hannah et al (2014).Attitudinal perception of women and men affect their participation in decision -making position. According to

Mehreen study as (cited in Geberemedin, 2013) indicated that in the day to day activities different effective and influential leaders were created but due to their beliefs and other attitude towards women, their activities did not seen as what they done and this causes for under confidence for women and results under representation of women in different public leadership activities.

Table 10: Response on Attitudinal factors affecting Women from Participation

Would you observe leadership difference between being a woman and a man?	Frequency	Percent
	N	%
Yes	74	77.4
No	15	15.8
I do not know	7	6.9
Total	95	100.0

Source: Complained from Questionnaire (April, 2023).

As table 10 depicted, that whether or not, there is leadership difference between being a woman and a man. Hence 74(77.4%) of them said there is leadership difference between being a woman and a man. On the other hand 15(15.8%) of them were responded there is no difference. While 6(6.9%) of them were said I do not know. Furthermore the researcher asked the reason behind for those who answered yes, the responses were like women's are more critical thinker than men if they obtained an opportunity, have commitments in performing tasks than men and got more experience of family so as to treat customers and lead employees easily.

4.7. Discussions of the Findings

On this part of the study the researcher tries to discuss the result of the findings that was obtained from field survey in relation with other researchers idea and literature review used.

4.7. 1 Factors affecting Women Participation in Decision Making Position

It is generally agreed that women constitute at least half of the world's population and form many important productive and reproductive roles as a key rational resource group, whose ideas creative solutions and concern for cohesiveness of the social fabric can help improve quality of life and the wellbeing of the society as a whole. Nevertheless, their participation in influential societal activities does reflect neither their demographic weight nor the quality of their contribution to the society (Endale, 2014).

Furthermore, the scarcity of women in leadership and decision-making positions has been the concern of various stakeholders that are running the gender cause. This is due to major obstacles throughout the world that prevent women from taking a fully-fledged part in leadership and decision making positions. In almost all countries, the participation of women in various administrative levels and decision-making positions lags behind with that of men (Meron, 2003). Moreover Ethiopian women faced similar problems like women's of other countries of the World especially Africa due to multifaceted problems in the society. Therefore in the study area women faced such challenges, due different factors. These different factors were discussed based on the study as followed.

4.7.1.1 Political Factors

Women's political participation provides valuable results for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace (UNDP, 2010). Furthermore the findings of Ajack as (cited in Suad, 2014) indicated that lack of women's voice hearing, failure to get more women involved in existing party member ship, lack of women access to political education, their placement in to weaker political positions and absence of many model women are the political constraints to imbedding women's participation in Gambella regional state political leadership. In the same way, the findings of Nagaad as (cited in Khadar, 2013) indicate that, the most challenges faced for women who hold decision making position are ignorance of their contributions and lack of support during meetings as well as the majority of men in the participation of decision making had attributed to undermine the women's contribution in the political discussion meetings and most of the political decision makers are men while women are minority in decision making

processes and feel loneliness and the absence of women competency and the required skill to participate and influence the outcome of the political decisions are made them to have no voice or self-assertions on decision making tables.

Likewise the findings of Suad (2014) shows that failure of political party in working strong, to get more women involved in party membership, lack of women's voice hearing, un equal opportunity for men and women to participate in political leadership, incontinent working conditions in the administrations' political activities and political rumor among different parties are the major political factors imbedding women in Dire Dawa city administration political leadership.

Moreover, a study by (Tsehay,2016) in Butajira city Administration indicated that most women participates in lower position like cleaner and secretary not participated in political leadership position in public sector because of their dual responsibilities at home.

Similarly, in this study political factors like lack of time arrangements of discussions and meetings that were under taken for a long period of time, even at night time, inability of hearing women's voice and considerations of their voice in decision making table, lack of women to empower themselves because of lack of confidence to share and produce their ideas which are important for themselves and to the society ,lack of time and lack of access to education to develop their experience as well as practice are the major political factors affecting women from participating in decision making position in Lemi Kura sub City secondary schools.

4.7.1.2 Socio-Cultural Factors

Societal perceptions regarding the traditional division of labor, where women seen as bound to certain functions only, are also an important barrier that many women of the world over face(Nigist, 2008). Similarly, study by Haregewoin et al (2003) show that a woman to hold a key position in politics, economics, and administration is a difficult fulfillment. As a patriarchal society, the attitude of the majority towards women holding a high position, the way society and workplaces are structured, and the gender divisions of labor all pose a serious challenge. Women have a marginal position in accessing and

succeeding in their education. The majority of women in the civil service are in clerical and manual jobs.

A study by Suad (2014), her findings indicated that lack of access to education, poor social attitude towards women interims of political leadership and gender equality, societal beliefs that consider women have to work at home, should get married, perceiving the appointments of women for leadership position to be wrong, further women are responsible whatever the husband instructs, such societal perceptions, embedding them not to go out and participate in other political issues. Although Gebremedin (2013) indicated this idea women's do not have the ability to lead or mobilize the whole society due to their different discrimination and prejudiced perceptions on women's.

In addition, a study by Adamu&Mekonnen (cited in Khadar, 2013), findings showed that women also find it hard to participate in political discussions and decisions due to the limited time available to them because of their dual roles in the reproductive sphere. With their primary roles as mothers and wives and competing domestic responsibilities and care worked, they are left with little time to participate in politics. The domination of men in political practices and decision making processes can be attributed to the influence of tribalism which is based on gender discrimination and prevents women to get an access to participate political life and conduct of public affairs.

Likewise a study by Endale (2013) in Bedele Town showed that women are heavily overburdened with domestic responsibilities, and much of their time is consumed doing home based responsibilities than public oriented responsibilities. This also implies that men psychological orientation to hold and solve domestic responsibilities and activities is sought to be very significantly low. Moreover, it can be argued that among many practical (real) barriers facing those women who wish to take a more active role in the political and public decision making, economic and civil society a sector is lack of time.

This study showed that the perception of the society like, lack of family support, burden of household activities, lack of interest, men perception, lack of time, men's negative attitude that women cannot bring changes, less commitment of family to support women,

lack of education access to develop their capacity and experience, lack of awareness of the family on equal treatment of girls and boys during school age to develop their self-confidences' are the major socio-cultural factors affecting women participation in decision making positions in Lemi Kura sub city secondary schools.

4.7.1.3. Economic Factors

Globally 70% of the world's women are considered as poor; due to this they do not get a chance to participate in different elections and participate in public activities (Meron, 2003). Typically, women earn less than men do, and the sexual division of labor in society imposes burdens on women not normally faced by men (DAW, 2005). Besides Ajack study as (cited in Suad, 2015) indicated that poverty is seen as a major impediment largely because, it means women are more concerned with earning their daily living than following any specific political development. Similarly the idea of Nagaad as (cited in khadar,(2007), showed that lack of economic resources is one of obstacles of women political participation and electoral process.

This study found some economic factors like, shortage of finance, low academic qualifications of women that leads them to earn less on the work place, less access to resources and the impact family in developing their children during school age are the major factors that affect women from participation in decision making positions.

4.7.1.4. Attitudinal Factors

Negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management various levels. Women are less interested in politics, Hannah et al (2014).

Women have not learned to develop political capacities, because a public sector activity usually seen as male's duty. Consequently, women lack confidence in their own political capabilities, their lower level of education, professional experience, and income and time available disadvantages women as compared to men (Nigist, 2008).A study by Suad (2015), findings indicated that women are not well empowered to the desired level and still have negative attitudes towards themselves. They undermine themselves thinking

that politics is too hard for them, it is men's job and the social perception and unfair gender inequalities also influence women to be indoor responsibilities.

The finding of this study indicated that, lack of interests to participate in decision making position, involving in decision making position in education sector is not a good job. Further the majority of the respondents' perceived that lack of confidence of women on participate in decision making position. Moreover, the key informants of 8 FGD and 20 interviewee explained the men perception that a woman cannot lead rather to led, lack of interest, political leading is men's job, men's negative outlook, officials are not apply affirmative action properly play a great role as attitudinal factors affecting women from participating in decision making position in education sectors.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focused on the summary of the findings, conclusion and recommendation of the study. The findings consisted of the summary of findings of the analysis, the conclusion part answer research questions and the recommendation part includes possible solution for the future to solve the problem of women participation.

5.2 Findings

- In attempt to assess the education officials encourage and motivate women participation in political decision making position in secondary schools, the majority 57(59.6%) of the respondents were disagreed that education officials did not motivate and encourage women participation in decision making position. Furthermore FGD explained that there is a problem of commitment to empower women to involve in decision making position.
- Similarly most 60(63.1%) the respondents confirm that working condition of political activities were not conducive for women. The FGD and interviewees also supported that time arrangements of political activities were not conducive for women in the sub city education office.
- On the other hand the majority of the respondents 57(60.3%) agreed towards women voice is not properly heard in the political activities.
- In attempt to the majority 60(63.1%) of respondents agree that awareness creation on political activities was not prepared for women
- As far as socio-cultural factors are indicated, However women's are successful and effective if they are in decision-making positions like that of men. Accordingly about 67(70.6%) of the them agree with this issue. Moreover, the key informants of interviewee supported this idea.

- Most 69(72.6%) of respondents agree that spending more time on religious and other social related activities affect women from participating in to decision making position.
- In attempt to lack of support from husband/family affects women participation in decision making position 69(72.6%) the majority of the respondents agree with this issue.
- As far as 40(42.5%) of the respondents agreed on the perception that women are responsible only for teaching students.
- As far as lack of education 77(80.9%) of respondents agree that lack of access to education affects women participation. Similarly the interviewee and FGD support this idea that lack of access to education affects women participation.
- On the other hand low academic qualification of women affects their participation, the majority 63(66.5%) of the respondents agree on this issue.
- Regarding whether or not shortage of finance and resources affects women participation. Accordingly the majority 65(68.5%) of the respondents agreed on this issue.
- Considering to attitudinal factors respondents as the majority of 53(55.5%) of the respondents agree that most women believe that involving in education sector decision making position is not good job. Therefore, officials should this outlook to have equal access in leading position.
- On the other hand the most 77(80.9%) of respondents believe that lack of confidence affects women participation in decision making position.
- Furthermore about 67(70.6%) of the respondents agree that most men do not have interest to lead by women leaders. Similarly the interviewee and FGD support these ideas that women themselves have do not interest to become a leader.
- whereas the findings indicated that further recommendations, like fundamental awareness creation on the society on the believes that gender equality and sharing family responsibility on children development, developing culture of sharing household responsibilities, capacity building of women in education and training, avoiding economic dependency of women, providing equal opportunity for educating

women started from lower grades, women's should practice and talking about their right and creating awareness on role models of different countries to the country.

5.3. Conclusion

Women are almost half of the population of the world; they are the core of family kinship in building citizens and solving a lot of social problems in the community. Without effective utilization of women's effort development cannot be achieved. Despite with their numbers the role of women cannot be recognized and their rights were denied in past decades like that of Ethiopia. Ethiopian women's have a lots of burdens in their life that is created from perception of society given for women for a long period of time. This problem limits their participation in public life especially in decision making position. The same is true in Lemi Kura Sub city secondary schools that women's involvement in decision making position was insignificant compared with their numbers.

- In attempt to this study findings: like inappropriate of time arrangements of discussions and meetings of political activities that were under taken for a long period of time even at night time, inability of hearing women's voice and considerations of their role in decision making, lack of women to empower themselves because of lack of confidence to share and produce their ideas which are important for themselves to the society, shortage of time and lack of access to education to develop their experience as well as practice are the major political factors affecting women from participating in decision making position in the sub city secondary schools.
- Regarding socio-cultural factors, this study revealed that the wrong perception of the society that is given to women in relation to gender, lack of family commitments to support women, burden of house hold activities like women stay at home, responsibility of child care, cooking and activities of house hold, lack of educational access to develop capacity and experience, lack of awareness of the family on equal treatment of girls and boys during school age` are the major socio-cultural factors affecting women participation in decision making positions in city administration.
- Regarding economic factors: the findings of this study indicated that shortage of finance for participating in political issues, low academic qualifications of women

that lead them to earn less on the work place, less access to use resources, and the impact of family in developing their children during school.

- Additionally, respondents set their own recommendation to solve the problem in the future like: develop experience sharing center to break the society believes of gender equality and family responsibility on children development, household activities, capacity building of women in education and training, empowering women economically and creating opportunity for role models that women to share their best practices.

5.4 Recommendation

Based on the findings of the study, the researcher recommends the following to the concerned stakeholders.

- The Lemikurasub city education officials should encourage and motivate women empowerment by facilitating their access to leadership education and support them by encouraging to have equal chances on their leading position.
- According to the findings, the sub city education office should facilitate training and experiences sharing center for women so as to capacitate themselves with their best practices and create awareness on socio-cultural factors to increase women participation in decision making position.
- Female teachers should get valuable trainings as a tool to build and capacitate them to solve their inefficiency in secondary schools.
- Regarding to FDG and interview point of view women need to work hard to achieve economic empowerment, call for to realize their self-esteem and confidence in leadership position and should try to coordinate with each other to be influential leaders.
- The researcher also recommends that this study is only examined factors which affect women participation in decision making positions with sample taken from four selected secondary schools in Lemi Kura Sub city but further study should be conducted with including the remaining sectors so as to make the research more representative.

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Appendix I

Dear sir/Mrs

I am a graduate student of leadership and good governance in Addis Ababa university here I undertake a study on Factors affecting Women Participation in Decision Making in education sector: the case of Lemi Kura Sub city secondary schools. I would kindly request to answer the following questions.

The information obtain from you will keep confidential and only use for academic purpose so your kindness and honesty will help me in my study, No need of writing your name.

Thank you BireMekonnin

Part One

Personal Background

1. Sex: male female
2. Age:-20-25 26-30 31-35 36 and above
3. Marital status: married single divorced widow/widowed
4. Current position:-----
5. Educational status: first degree second degree diploma
6. Work experience: 1-5 6-10 11-15 16-20 21 and above

Part –Two

1. Question Related to criteria that used to appoint people in decision making position

To what extent do you agree (disagree) to the following factors that determine women’s participation in decision making in secondary schools

1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree

No	Factors	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	There are clear criteria in the selection of educational leadership.										
2	There are ways to encourage women leaders in educational leadership elections.										
3	There is no discrimination in the selection of educational leadership.										
4	The election of educational leadership is conducted in a non-political manner.										

2. Question Related to The view of people holding decision making positions about men and women that affects the participation in decision making position.

No	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	Women's leaders are generally more democratic in the way they operate in their school										
2	There is no difference between men and women principals in the emphasis placed on maintaining school discipline										
3	Girls and Boys are socialized differently in the society to assume different roles and expectation.										
4	Women are encouraged by their family to pursue their education forgot investing in education										
5	Think Women do not have ability, skill and competence										
6	The influence of patriarchal ideology in the society										
7	Women principals display greater respect for the dignity of the teachers in their school										

3. Question Related to *View teachers in school on male and female decision making position.*

No.	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	Women's control their emotion in the work place										
2	Women's understand their subordinate feeling										
3	Women's make people work being involved										
4	Women's show greater perseverance and patience to follow up things										
	Women's solve problem systematically										

4. Questions Related to *The Main reasons for the marginalities of Women from decision making*

4.1. *Questions Related to Socio-cultural Factor*

To what extent do you agree (disagree) to the following factors that determine women participation in educational leadership in secondary school

1 strongly agree 2agree 3 neutral 4disagree 5 strongly disagree

No.	Factors	Scales				
		1	2	3	4	5
1	Women are successful and effective if they participate in educational leadership positions like that of men					
2	Religious and other cultural factors affect women participation in leadership position in education sectors					
3	Lack of support from husband/family prevents women participation to involve in decision making					
4	Women participation is fair and necessary for country's development					
5	Women's are responsible only teaching of students in secondary schools					
6	If women's participate in leadership position may have an effect on caring children and social related issues					

7. Would you observe leadership difference between being a man and a woman?

Yes No I do not know

8. If your answer is yes describe the reason/If no as well

- A-----
- B-----
- C-----
- D-----
- E-----

4.1. Questions Related to political Factor

To what extent do you agree (disagree) to the following factors that determine women participation in educational leadership in secondary school.

1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree

No.	Questions	Scales									
		Strongly disagree		Disagree		Neutral		agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	Educational officials motivate and encourage women participation in political decision making position	16	17.2	40	42.5	15	15.8	17	17.8	7	6.9
2	Working condition of political activities (time, burden)are not conducive for women	10	10.3	8	8.9	17	17.8	47	48	14	15.1
3	Women's voice has not been heard in the current political situation	12	12.4	15	15.8	11	11.7	75	51.4	13	8.9
4	Awareness creation haven't prepared for women political decision making in secondary schools	10	10.3	8	8.9	16	17.2	73	50	20	13.7
5	Question	Yes		No		I do not know		Missed			

	N	%	N	%	N	%	N	%
Do you think that women are given equal chances with men in the current leadership position in secondary schools in Lemi Kura Sub city?	14	15.1	73	77.4	3	2.8	5	4.8

4.2. Question Related to Economic Factor

To what extent do you agree (disagree) to the following factors that determine women participation in decision making position education sector

1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree

No	Factors	Scales				
		5	4	3	2	1
1	Shortage of finance prevents women from participating in political election					
2	Low academic qualification of women affects their participation in leadership position in education sector					
3	Women who did not have access to resource are less participated in decision making in secondary schools					

4.3. Questions Related to Attitudinal Factors

To what extent do you agree (disagree) to the following factors that determine women participation in decision making position

1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree

No.	Factors	Scales				
		5	4	3	2	1

1	Lack of confidence among women affects their participation in educational leadership position					
2	Most women believe that involving in decision making position in education sector is not a good job					
3	Most men did not have interest to lead by women leaders					

4. Do you think there are other additional factors that affect women participation?

5. Do you suggest possible mechanism to improve women participation in education sector at Lemi Kura Sub city secondary schools?

A-----
 B-----
 C-----
 D-----
 E-----
 F-----

6. Do you think that there is equal opportunity for women and men to participate in leadership position in Lemi Kura Sub city secondary schools?

Yes No I do not know

7. If your answer is yes write the reason under here please

A-----
 B-----
 C-----
 D-----
 E-----

8.If your answer is no write the reason

A-----

B-----

C-----

D-----

E-----

Appendix II

Interview Checklist

Interview questions for principals and teachers

Dear sir/Mrs.

I would kindly request you to answer the following questions based on your experience.

BireMekonnen

1. Do you think that women are given equal chances with men in the current decision making position in your school? If not which one is getting more position, and why?
2. What are the major problems that affect women from moving to decision-making position in education sectors?
3. How men perceive women's capacity part in decision making position?
4. Do education officials motivate and encourage women participation in to decision making position?
5. What would be your suggestion to increase women participation in decision making position in education sector?
6. How do women practice their capacity, self-confidences and leading experiences at the school?

Thank you for your cooperation

Appendix III

Focused Group Discussion for principals and teachers

I would kindly request you to understand and discuss the following questions by sharing your experience and forward your suggestions.

Thank You BireMekonnen

1. Do you think that women have equal opportunity to participate in educational decision making position?
2. What are the major factors that affect women from moving to decision- making position in education sectors?
3. How men perceive women's involvement in educational decision making position?
4. Do you think that women are given equal chances with men in the current decision- making position in your school? If not, which one is getting more position and why?
5. Do education officials motivate and encourage women participation in decision-making position?
6. What would be your suggestion to increase women participation in decision making position in secondary schools?

Thank you for your Willingness on the Discussion and Participation