



**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Factors Affecting Females' Participation in School Leadership in Government  
Primary Schools of Lemo Woreda, SNNPR.**

**By**

**Tsegaye Mamo Kebede**

**A Thesis Submitted to the Department of Educational Planning and Management, School of Graduate Studies, Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in School Leader Ship (SCL).**

**June 2020**

**Addis Ababa, Ethiopia**

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for the Degree of Masters of Art in Secondary School Leader Ship (SCL).**

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**June 2020**

**Addis Ababa, Ethiopia**

# **Approval Sheet**

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**MANAGEMENT**

I hereby certify that I have read this thesis entitled “**Factors affecting females’ participation in school leadership in Government primary schools of Lemoworeda, SNNPR**“ Done under my guidance by Tsegaye Mamo. I recommend that it be submitted as fulfilling the thesis requirement

## **Declaration**

I, the undersigned, declare that this thesis is my original work and that all sources or materials used for this thesis have been dully acknowledged.

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This Thesis has been submitted for examination with my approval as University Advisor.

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As a member of the board of examiners of the MA thesis open defense examination, I certify that I have read, evaluated the thesis prepared by Tsegaye Mamo and examined the candidate. I recommend that the thesis be accepted as fulfilling the thesis requirement for the degree of MA in School Leadership.

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## **DEDICATION**

I dedicate this thesis manuscript to my wife w/ro Hanna Wachemo and my brother Wolde Babore for treatment me with affection and love and for their committed partnership in the success of my life.

## **Acknowledgments**

Special thanks to my advisor Befekadu Zeleke(PhD and Associate professor)for his professional guidance, tolerance and patience, spending time to make corrections and also the suggestions. His comments and support have helped me start off this project. I wish to thank the course lecturers who inspired and enabled me pursue the course.

Special thanks go to the Addis Ababa University for giving me an opportunity to pursue this academic area of specialization. Special thanks go to LemoWoreda Education Office for being very understanding, being able to do this research and by making the learning atmosphere very conducive.

A lot of thanks to my colleagues of Masters Class in School leadership for the guidance and encouragement during the study. Additionally, special regards to all members of staff primary school, for their moral support. I thank Brother Wolde Babore who loved education and encouraged us, my wife w/ro Hanna wachemo and my daughters and sons to work very hard in life and my brothers and sister who supported and encouraged me.

Finally, I wish to appreciate the staff members for their encouragement and support. Special thanks also to my participant samples teachers, principals. WEO workers and WCYA for the great job they done on this thesis by providing the necessary data.

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## **Abbreviations**

<b>CSA</b>	Central Statistical Agency
<b>EDPM</b>	Educational Developing Planning and Management
<b>MoE</b>	Ministry of Education
<b>MoWA</b>	Ministry of Work Agency
<b>NCTPE</b>	National Committee for Traditional Practices Eradication
<b>NGO</b>	Non-Governmental Organization
<b>SNNPR</b>	South Nation Nationalities People Regional State
<b>UNHCR</b>	United Nation human Children Refugee
<b>WB</b>	World Bank
<b>WCYA</b>	Women, Children and Youth Affairs
<b>WEO</b>	Woreda Education Office

## ***Abstract***

*The main purpose of this study was to identify factors that affecting female teachers' participation in school leadership in primary schools of LemoWoreda. To conduct this study a descriptive survey design was employed. A total of 229 respondents: 103male, 126female, 18 principals, 8primaryschools' supervisors, 3WCYA and 3 WEO experts were included. Questionnaires were distributed to all sample male teachers and female teachers and were duly filled and returned with the return rate of 202(98.5%) out of 205. The schools, 114 female teachers, 18 principals, 3 and 3 WEO experts were selected by using available sampling and simple random sampling techniques. The data were gathered through questionnaire, interview and focus group discussion. Data gathered through questionnaire were analyzed using percentage, weighted mean and independent sample t-test. The obtained data was analyzed by using qualitative and quantitative techniques. Quantitative data were analyzed by using percentage, mean and standard deviation. The qualitative data were analyzed by using narration. The findings of the study indicated that the female teachers' involvement in school leadership of primary schools in general was low and the stake holders have also negative attitude towards to female leadership position, Resistance from husbands, females' multiple family responsibilities, lack of institutional capacity to implement provisions favoring females' participation in educational leadership and negative perception of staff towards female leaders were some of the factors that were found to have impeded female teachers' participation in school leadership. It was thus concluded that female teachers' participation in school leadership was not given due emphases. Finally, the study as solutions as female teachers should have confidence to handle assignments given to them through capacity building, allocation of financial resources for female capacity building training to promote their participation to primary school leadership, the government committing itself to provide the political will and Female in top educational management and leadership providing should be role models for others. Finally, it is recommended that LemoWoreda WEO should encourage Female education by upgrading their skills and these makes them better qualified personnel to participate in leadership.*

***Key word: females' school leadership, educational leadership,***

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

The education and training policy has stipulated that ensuring access, quality, equity, and efficiency as well as relevance of the Ethiopian education requires effective management and leadership at all levels of the education system. As a component of the quality improvement package, the Ethiopia teachers' development program general guide line (blue print) is emphasizing the need for school leadership and supervisors that can effectively support schools in various aspects including the development and implementation of vision and strategic plan of school improvement. MOE, (2013),

Despite the extensive effort to increase the number of women in organizational leadership, recent research on the participation rate of women in leadership shows maddest results (Nesbit & Seege, 2007). This proves that even though extensive work and study on women in leadership had been done, women representation in leadership is still marginal.

The presence of women in leadership roles at the governmental secondary schools and above provide female teachers beginning to consider career choices with role- models of women decision makers and leaders. Olojede (1990), notes that since men dominate public decision making bodies.

Worldwide woman have been marginalized because men monopolize the decision making structure and this can be attributed to patriarchal structures that pervade the lives of people, processes of state and the party (Nzomo, 1997).

Men also dominated at the professional & senior lecture position. This gender imbalance is repeated in other countries in the world. According to universities of UK (2004), as cited in Gumbi (2006), out of 40000 professors in higher education in the UK in 2003, 13% were female and 87% were male while 73% senior lectures and researchers (totally 24630), were male and 27% were females.

The USA, and advanced economy and emulated in many other ways has not achieved gender equity in higher education. Gumbi (2006), reported that women held 18.7% of full professorships and only 19.3% of presidents (Vice-chancellors) of colleges and universities.

It is therefore quite evident that men dominate the governed and management levels of higher education institution. Consequently, men have the decision-making power and authority regarding strategic, direction and allocation of resources. More of interest to the policy-makers is the like head that women have few or no role-models and mentors consequences in terms of developing future female leaders.

A staff which has good representation of both genders should theoretically bring the respective strengths of women and men to education and its leadership and management. Tony, Bush, (2005 p.84)

Major change is often said to be impossible unless the head of the organization is an active supporter. Leadership is a set of process that creates organizations in the first place or adapts them to significantly changing circumstance leadership define what the future should look like aligns people with that vision and inspires them to make it happen despite the obstacle. John.P.Kotter, (1996).

Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position.

Most definitions of leadership reflect the assumption it involves it involves a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization DaryVuki, (2010).

Women issues their history, biography and biology as a substantive agenda /focus in research moving beyond mere perspective/ methodological issues to setting a research agenda. Louis,conhen, Lawrence manion, and keith Morrison, (2000).

*In China It Can Be Expected That More Women Will Assume School Leadership Positions As China Strives To Modernize Its Educational And Economic System In The Twenty-First Century Although The Process Can Be Slow And Gradual Because At Strong Emphasis On Male Dominance In Their Traditional Culture Similar Feminization Trend*

*Have Been Documented In Some Educational System With In Developing Countries (Handyman,2000:Siney, 2005).*

*In Australia, Women In Executive Leadership In 2000 Were 34.7% Compared To 65.4% Men Gumbi,(2006).*

*Female Live In Male Dominate World Were Gender Power Relations Are Clearly In Favor Of Males Half of (50%) The World The Core Of The Total Work Than Men And Women Contribute More To The Development Of The Societies. Despite Females' Contribution To The Development Of A Society And Due To Multifaceted Problem That They Faced Based On Gender.*

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In South Africa, the government and its leadership have been committed to gender equality and the empowerment of but institutions of higher education have not been quick to emulate government's example. Survey data on south Africa, reported by Gumbi (2006), showed that in 2003,the average number of women in senior management was approximately 24% across if institutions of higher learning at that point there only 3 female vice chancellors while 82 % professors were male and only 18 % were female,

In Africa, societies, it is believed that men lead and women follow (Ngcong, 1993 Grant, 2005).

For instance, by 2018 the proportion of female leadership 50% of cabinet ministers of government, specially science and higher education and not only cabinet but also currently president of Ethiopia is female. At grass root level from governmental primary school principals, deputy principals, department heads, club heads and unit- leaders are few. Just like other countries I were have discussed in Ethiopia education institution rarely found in senior leadership position. It is quite clear that the governmental primary schools female fear in Lemo worda have few women in different levels of positions. It is against this background that the student was invention to factors affecting females' participation in school leadership in governmental primary schools.

## **1.2. Statement of the problems**

Unique of the exact purposes of the plan in Ethiopia administration's promises toward upsurge he amount of female leadership locations at all levels and all subdivision. This study were assistance brand these hidden forces clear then clarify similar habits toward disruption them depressed then therefore broaden the train aimed at women's progression. By way of designated

in Lemo woreda education department report (2019), among at 34 school principals and deputy principals. Here remain lone 3 female principals and 6 deputy principals now leading government primary school. However the report indicates as a number of female staff in many governmental primary schools of Lemo woreda do not lack of necessary skills and qualities.

Also, the Lemo woreda instructive work place yearly report (2019), tells that among female teacher leadership participation in department heads, club heads, unit-leaders deputy-principals, and principals in governmental primary schools, here remain 9 (13.63%) female teachers in leadership position. The amount women's in government primary school leadership and, the absence of research that has been conducted on factors affecting females' participation in school leadership in government primary schools in Lemo woreda that imitated the researcher were conduct the study to investigate on top of this regarded or assumptions.

### **1.3. Objectives of the study**

As (Creswell 2012).This study also focuses on the following general and specific objectives.

#### **1.3.1 General objectives**

The general objectives of the study into investigate the factors affecting females' participation in school leadership in government primary schools in Lemo woreda.

#### **1.3.2 Specific objective**

The specific objectives of the study are:-

1. Examine the extent to female leadership in governmental primary schools.
2. To explore, principals, deputy principals, heads of departments and unit-leaders.
3. Examine the extent to which stakeholder's commitment that affects the recruitment of female leadership in government primary schools.

Identify the innovating ways through which the stakeholders who worked in educational office and women and child affairs.

## **1.4. Research Questions**

This study is guided by the following basic questions.

1. What is the current status of women's participation in school leadership in government primary school in Lemo woreda?
2. What are the institutional and personal factors that hinder women's participation in Lemo woreda?
3. What are the challenges that affect females' participation in primary school leadership of socio-economic and socio-cultural demands in Lemo woreda?
4. What mechanisms are in place to increase the participation of females in school leadership of Lemo woreda?

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

This study were identifying the factors affecting females' participation in school leadership of government primary school were hopeful to help female instructional leadership at various levels of the hierarchy and possibly other interested bodies, to have a better understanding of to maximize female leadership.

There educational policy gap, academic awareness, skill and abilities in the purposed of female leadership of governmental primary schools in Lemo woreda SNNPR.

Even though, the researcher was lives that the findings of this study may have the following significances.

It may provide timely information to woreda, Zone and regional Education officer on the current factors affecting females' participation in school leadership in governmental primary schools of Lemo woreda.

1. It may support to raise the contribution of women's, children and youth in educational leadership.

2. This schoolwork may support by classifying self-limiting beliefs of female teachers to contribute in primary school leadership and the thoughts that bring attitudinal modification in the attentions of females.

3. The education will offer the devices of dropping de-motivating influences existing in the work environment of female teachers" participation, so that they could contribute in primary school leadership.

4. It helps as a response for Lemo woreda education workplace in empowering and using women's man power in educational leadership.

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

Among twelve cluster and thirty-four primary school of Lemo woreda of SNNPR of the Ethiopia. This study was delaminated in scope to only in Lemo woreda 6(six) cluster of them, because of the time constraints. In order to make the study manageable, it is bounded only to government primary schools. In Lemo woreda, there are governmental and private primary schools, but this study were delimited only in 6 cluster and 8(Eight) government primary schools in Lemo woreda.

In this study, the student researcher was use different sampling techniques to delimit the population. Namely to select 213(46.6%) of the sample from the total population of 457teachers, principals, deputy principals, unit leaders, department heads, woreda education office, and woreda women and child affairs.

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

The student researcher was faced the following limitations: most of teachers were too busy to respond the questionnaires and return by the time table set collect. Woreda Education office experts were extremely busy to respond to interview questions. In spite of these limitations an attempt was made by the student researcher to influence them respond at their convenient time; lack of internet access; the absence of necessary document from the selected schools Lemo Woreda; the distance between the researcher and advisor contacting email address to get enough

information and corrective comment and lack of research references this and other social problems was highly affect researcher.

But the researcher was overcome these limitations were asked politely and created favorable condition with respondents at break time with tea program as fill to that questionnaire and interview, regarding to reference limitations overcome the researcher referred the other University references and used internet sources. Regarding to social problem the researcher was minimized systematically through plan and was given more focus and times this study. In spite of these short comings, however, it was attempted to make the study as complete as possible.

### **1.8. Organization of the study**

The study in organized five chapters, Chapter one consists of the background of the study the statement of the problem, objectives of the study (general and specific), significance of the study, delimitation of the study, limitation of the study. Chapter two Review of related literature, Chapter three research design and methodology, Chapter four data presentation, analysis and interpretation, Chapter five Summary, conclusion and recommendation.

### **1.9. Definition of Keys terms**

The following key words and phrases has exchangeable meanings in this research work analyses and report,

**Leadership:** - it is the ability to influence people towards the accomplishment of goals. It is associated with the determine of the goal (chanson 1997).

**Females leadership:** - Females that appointee and give responsibility to practice supervision.

**Stereotype:** - Any commonly known public belief about a certain social group or a type of individual.

**Discrimination:**-As distinguishing differences between things or treating someone as inferior based on their race, sex, national origin, age or other characteristics.

**Socialization:-The act of adapting behavior to the norms of a culture or society.**

**Aspiration:-A strong desire to achieve something high or great an aspiration to become famous.**

**School leadership:** involving and practice in schools various leadership activities like inspiration, principals, supervision, and DTC leadership.

**Feminine:-A quality** of acting in a typically womanly, girlish, feminine way---society has a particular idea and definition of exactly what femininity, is but this varies widely for individual women.

**Principal:** - a key person who has an involvement in his aspects of the school.

Empowerment it is about change in capacity of people and the enabling environment.

**Masculine** it relating to men/ boys refers to chiefly males or to things classified as male.

## CHAPTER TWO

### Review of the related literature

#### 2.1 Meaning and concept of female leadership

Regarding on leadership and its attributes by different people, scholars, and educators have defined. The meaning and its concept of leadership.

Leadership is gating people to work for when they are not obliged. Having seen (outlook) that the concepts of follower ship with this as work discussing as leadership.

Leader creates followers through love and constant encouragement. How can gate the love of their people as they saying goes “people don’t care how much you know until they know how much you care “. Leaders worth this name should live followers. They should strive, so that they become cause for meaning full relationship to flourish through improved interaction, and not through more regulation. Leadership began with the heart, not hear Gardner J.W (1990). With this it can be aware that if this is a leader in school, it is also there is followers that lead and manage by leaders that can be perform educational concern action to implement teaching - learning activities in education institutions, and the role of leaders are motivate , strategize, enlightens, inspire acts, plan, builds, produces, and serve as a symbol. Then in school settings leader are a person who have technical, meaningful and attributer of leader. Attributers that most leaders including’s female commonly possess. Let us now consider the following attributes of leadership given by Gndner (1990). The attributers are not present every leader massed Now ever physically vitality and stamina that a higher energy level or physical durability A leader need have energy to convince meeting after a hard day’s work, to chair ling and heated debates.

#### 2.2 Attributes of leadership

Attributes of leaders refers to characteristics that most leaders inclusively female leader community possess. Let us now consider the following attribute of leadership given by Garder(1990). The attributes one not present with every leader amassed now ever, physical, vitality, and stamina a high energy level or physical durability.

Intelligence and Judgment in action leaders need to be careful observers and be men of not only analyses, but also action. Judgment refers to the ability to combine hard data, questionable data and intuitive guesses to arrive at a conclusion that events prove to be correct.

Willingness (eagerness) to accept responsibility. This refers to the impulse to exercise initiative in social situation, to bear the Borden of making the decision to step forward when no one else will so, ideally the effective leader is a person of integrity he/she can be involve in school leadership various activities and this person can be face different.

Intelligence and Judgment in actions of leaders need to be careful observers and be men of not only analyses, but also action judgment refers to the ability to combine hard data, questionable data and initiative quests to arrive at conclusions that events to be carried on wildlings (eagerness) abilities, interest, and behavioral skills to accept responsibilities that impulse to exercises initiative in social situations leader ship is a person of integrity he/she can be involve in school leadership various activities and this can be face different of actors to implement teaching –learning process

### **2.3 .Factors that affect female’s leadership in primary school**

-As various studies result indicated to female effective involvement and participation in governmental primary school at local levels of their challenges , institutional factors, socio-cultural, socio-economic and personal factors are enormous and the following are the most one:-

#### **2.3.1. At local factor (regional) level**

Literatures state the following reasons for the poor presence of females in senior relationship role. According to Flanders (1994) as cited in Cole (2004) for women’s or females that affect leadership practice to primary schools or others organization the factors include, women dis like power, or are afraid it, women lack leadership quality specially assertiveness, conflict combing work with family responsibilities lack of provision of nursery facilities for working mothers, bias of social attitude traditional structure of work which is based on men’s needs for full-time work and or career as principal bread winners and dominance of male values in organization cultures. This is very true particularly in the developing world in Ethiopia for instance women are occupying clerical secretarial, teaching nursery, and telephone-operating position. This also the main factors that make education is female proportion in school leadership role participate.

### **2.3.2. Personal interests in primary school leadership**

Women under representation in management position may be attributed to women's own decisions and interest not to apply for promotion in education to women's own decision and interest not to apply for promotion in education for a variety of reasons, such as lack of necessary aspiration, lack of awareness of the promotion system, and lack of confidence that they was succeed, gender-based socialization, fear of failure, lack of competitiveness (Limerick and Anderson, 1999). Some women have indicated that the tasks of administration are not of interest to them because they entered education to teach. However as these women come to understand that administration takes many forms, they are also likely to show more interest in becoming administrators incorporating the value of teaching-learning, and contact with children, the more likely women are to decide they are interested in becoming school administrations. Wajama (2002) who found out those women do not show interest in leadership position in management of education.

### **2.3.3. Women as primary school principals**

Women in general, are underrepresented at the primary schools leadership level number of women in leadership becomes dismal (very few or less numb) when considering both gender and ethnicity. The scarcity of women in the role of primary principal is a phenomena worldwide (coleman 2001). This international pattern is supported by statics from New Zealand, Australia, the United States, the United Kingdom, Germany, Africa, Central America, and India (coleman 2001). Also coleman (2000) in her study of female primary heads in maintained school in England and wales writes that; over half of the surveyed heads reported experiencing sexiast attitude from their male colleagues. Once established as head teachers they were strongly aware of the fact that men found difficulty in dealing with female leaders, most of the literature on women in educational management relate to research and observation made in UK, western Europe, Australia and U.S.A. It suggests that although women form a majority among teachers in primary and secondary schools, they are seriously under-represented in senior management positions. Unlike in many western countries, teaching in developing countries is not a feminized profession and women are the minority in the teaching workface. For example, in Tanzania only 12.7% of primary school principals are women (Bandiho 2009), in Uganda only 14% of the principals of coeducational primary school are women and no women are principals of boys only

school, yet men are found in principals positions in girls-only schools (Kagoda and Sperandio 2009). A similarity low representation of women in educational leadership positions can be found in South Africa (Phendia 2009) and Pakistan (Shah 2009). Likewise the same applies in Kenya and in Migwani sub-country, Kituicountry.

#### **2.3.4. Representation of women principals**

Throughout the colonial period, education of girls lagged behind. It was not until 1925 that the government openly decried the low status of women and girls' retrogressive social and cultural effects (profile of women's socio-economic status in Kenya, 2008).

A report by the southern and Eastern Africa consortium for monitoring Education Quality (2010) revealed that less than 15% of secondary school in Kenya is administered by female principals. It is also noteworthy that there is no university level training program specially and expressly on primary school administration and producing. Although the Kenya Development plan (1997-2002) (republic of Kenya 1997) stimulated that in general, the education system should aim at producing individuals who are properly socialized and possess the necessary knowledge, skills, attitudes, and values to enable them to participate positively in nation building, this has not been translated into reality. In Kenya females are underrepresented in educational leadership. Hence the government came up with the policy that a third of management posts in education should be occupied by women, by the year 2010 (republic of Kenya, 2005). Several obstacles that prevent women from advancing to senior management positions have been identified. Bello (1992) regards socio-cultural beliefs as the major barriers in this regard. This belief emphasizes the superiority of men and the inferiority of women. They form an integral part of the socialization process and the gender education and training most men and women are exposed to from childhood. Based on the concept of role expectancy, an individual develops through the years his/her own set of internalized values, beliefs, attitudes, ideas and aspirations. Another barrier is the international framework guiding the gender division of labor recruitment and upward mobility. Oljede (1990) notes that since men dominate public decision-making bodies, in Kenya women's participation in key decision-making positions is still minimal. In the public service, women in management positions are very few as compared to men. According to Sifana (2006) fewer implementation opportunities for women has discouraged them from following courses in higher education. Other factors which prevented them from entering universities included early

marriage and family responsibility, lack of career guidance, inability to assume personal and professional responsibility

A management level of education the government has not tapped or developed Talents of most women. Mbiliny(1992) asserts that living out women in police and decision making implies leaving out experience of half the country's population. Onsongo (2002) found that women are under-represented in university management in Kenya. Onsongo (2002)'s study is supported by Wanjama (2002) who found out that there are fewer women in higher levels of educational management in Kenya. In a related study Chellmo and Wasyanjo (2007) also round that there are fewer women than men in education management in Kenya.

Under-representation of females in too education management and leadership positions has negative implications on government policies and general educational curriculum which has gender mainstreaming Girl child has also lagged behind in education due to lack of positive female role models (Republic of Kenya, 2007), working women teachers have also lacked mentors and the scenario has tended to be cyclic (Gachukia, 2002; Growe and Mogomery, 1999; Otieno, 2001). This contributes to low participation of women in educational leadership.

### **2.3.5. Gender stereotyping and Active participation of women in primary school leadership**

Stereotyping happens when individuals categorize people into groups and then acquire beliefs that certain attributes are common among members of those groups over time, even as feeling about women's roles have evolved (poulet al. 2002). Sex-role stereotyping depicts men as superior in leadership pursuit because they are considered to possess the masculine, Agnatic qualities (e.g. men are more assertive, competitive, daring, and courageous) that are needed to regain the necessary levels of respect for the successful supervision of followers (Eagly and Mitchell, 2004). Women are expected to display relatively feminine cognominal values by acting affectionate, cooperative, and compassionate. Women are generally not expected to exhibit the characteristics typically associated with men and leader, such as being assertive, ambitious, dominant, strong, independent, and self-confident (Eagly and Mitchell, 2004).

The traditional views of leadership as special people, who fight enemies, energize troops, set directions and make key decisions, are deeply rooted in an individualistic and non-system

worldview. Leaders are considered heroes in men also rise up in time of crises and wars (Senge, 1994). These myths constitute a powerful and influential force in both the public representation and the internal shaping of executive identity. Leaders of corporate culture, with some help from management gurus and consultants, are aligned with legendary heroes to promote images of the senior management as heroic, transformative leaders (Clark and Salaman, 1998).

According to Olsson (2002), this process plays a subconscious role in reinforcing masculine leadership. As long as such myths prevail, male leadership images are dominant even while efforts are made to incorporate female leadership images.

Women have been stereotyped as dependent, submissive and conforming, and as a result have been viewed as lacking in leadership qualities and characteristics (Burnis, 1978). They are often seen as one-dimensional, viewed as either mothers who are nurturing or feminists who are career oriented. These narrowly defined categories result in women doubting their leadership (Joasil, 2008). Eagly (1987) argues that expectations are a central aspect of the socialization process thus; people behave according to societal expectations based on gender roles. The expectation that women will be more caring and relationship oriented than men largely accounts for the different approaches to leadership from a female perspective. The downside of this expectation is that the view of women as nurturing may lead to a justification of women holding supportive roles while men occupy leadership roles.

According to UNHCR (2007), women still constitute the large majority of the world's illiterate population. In several developing countries, gender gaps in education and literacy persisted. Without equitable access to quality education women did not have the means to build their knowledge, capacity and skills to access well-paid, formal sector jobs and attain positions of leadership. Unless gender gaps in literacy and education were addressed, the next generation of girls would be similarly marginalized from leadership roles. Other issues in relation to women's access to education. Gender role stereotyping was also raised as a concern to be addressed, as it was often reinforced by school curricula that hindered women from taking on leadership roles (United Nations High Commissioner for Refugees UNHCR, 2007).

## **2.4 Family Responsibilities and Active Participation of Female in primary school leadership.**

Female persistently face more household demands responsibility (Rothhard, 2011) even when working outside the home because women are still expected to be the primly caregivers. This reduces time available for work and increases stress, leading to more work-family conflict and attitude and behaviors that interfere with business leadership. Men on the other hand are expected to be good economic provider for their families and devote time to business. Therefore as “breadwinners” men are better able to maintain their family and work demands at the same time than women (Jennings and McDougald, 2007, Simon, 1995) Men tend to make greater sacrifices at home in order to maintain their work responsibilities whereas women do the opposite (Jennings and McDoudald. 2007; Rothbard 2001).

Female leaders will experience less work schedule autonomy and flexibility if they continue to work in the typical retail and personal service industries which have either inflexible hours or demanding clients (Bates, 2002; Cliff. 1998;Kim and Ling, 2001) leaving women less control over their work environments and higher levels of work-family conflict. Family-work constraints can lead women to pull double duty with home and work responsibilities, and in turn restrict business growth rather than encourage it, give higher priority to their spouse career and make sacrifice in their own. This results in smaller employment size, revenues, and income levels of women-led businesses.

It is likely that one of the major affecting women’s career experiences is family responsibilities (Coleman, 2002). America women high school principals in Lad’s (2000) study identified the expectation of family responsibility as a strong influence in their professional lives. Marital status also impacted their ability to carry out the responsibility inherent to their position. Among English principals in Lirnerick and Anderson’s (1999) study, only a women principal with no children did not report having problems in achieving a balance between the conflicting work-life demands intensified by reforms that took place in the country. Family demands are also conceived of as internal barriers to women’s advancement at work.

## **2.5. Double role as major factors that affect to females repaved leadership practice**

In most families, women are still responsibilities for the majority of child-care and homemaking. Women's progress because of both external expectations and internal accommodation's. Although there is no documentation that being a parent diminishes managerial ability, there are still many who believe that such responsibilities inhibit the ability of women to perform their jobs as school managers, and therefore that such responsibilities make women undesirable candidates for administrative positions. At the same time women sometimes say that family responsibilities keep them from applying for and assuming administrative positions, not because these women do not think they could do everything, but because they believe the costs would be too high for their families and themselves. Ironically, the home is no more an equal opportunity employer than is the workplace only in domestic matters the presumptions of competence are reversed, which creates unequal family burdens. Women are and are expected to be the primary caregivers, especially of the very young and the very old in principle most men support gender equality, but in practice, they fail to structure their lives to promote it. Family life rests solidly on the shoulders of women in all areas of the world. As spouses, parents and caregivers, they take on the primary responsibility for ensuring the proper functioning of families and provision of everyday care and maintenance. Preparing family meals, maintain hygiene, caring for other family members and a myriad of other chores related to children consume a good part of the day for women the world.

For mothers with young children, decisions regarding working hours or whether to work at all often depend on the availability of affordable and reliable childcare in the past many workers were able to count on help from-non working relatives for childcare and other domestic tasks. Although such traditional family support still exists to a greater or lesser degree in most countries, it is becoming less available with urbanization and the increased labor force participation of women.

According to Sifuna (2006) fewer employment opportunities to female dis courage them from following courses in higher education. Other factors which prevented them from entering universities included early marriage and family responsibilities, lack of career guidance, inability to assume personal and professional responsibilities.

## **2.6. To accurate female leadership affirmative action and Empowerment**

Female actively involve and participate in secular school leadership a various solutions are suggested with those suggested the most

## **2.7. The affirmative action and active participation**

In the year 2006, the government that henceforth all appointment in public service were to be reserved for women. The directive was intended to create equity in employment of men and women and promotion to senior position in the public sector (Gender and Government program, 2010). This policy deliberately attempts to reform or eradicate discrimination on the basis of color, gender, Faith and geographical locations. Its intention is to provide equal opportunities to all competing groups in the society including women. But while it has been hailed as milestone in eradicating discrimination and reforming the reforming the education sectors its results remains a contested terrain.

The percentage of Africa women in school administration has barely risen (Sada 2002). Some people have attributed the policy's failure to the it is quota filling but not a development-oriented exercise. Furthermore same Africa government is not committed to the cause of women. Thus there is need for deliberate political will by Africa government to implement the convection and protocols that address gender issues. Strategic goal number one of the Beijing perform implored government" to commute themselves establishing the goal of gender balance in government bodies and committee public administration intents, measures to substance increase the number of women, to achieve equal representation of women through positive action in all government and public administration position"(Makura 2000). A study cared out in United states of America (U.S.A) found out that it fruit where not good as expected, since the percentages of female lead teachers had barely women's believe that the policy are token gesture that do not reach in to the depth and subtle politics specially, in school. The concern for the present study is to establish how affirmative action has influenced effective participation of women in primary school education management in Migwani sub-country.

## **2.8. Theoretical frame work**

The study was guided by the feminist theory. The theory recognizes the persistent influence of gender division on social; life and tries to understand women's operation and the structures in society that promote this operation and subordination. The feminist perspectives, looking at the many similarities between genders. Concludes that women and men have equal potential for individual development. Differences in the realization of the potential, there for, must result from externally imposed constraints and from the influence of social institutions and value (Nizomo 1995).

Feminist theory advances three broad perspectives in trying to explain the absence of women from senior management in the public and private sector. The first perspective is personal factors in which the scarcity of women in management positions is an attributed to the psychosocial attributed, including personality characteristics, attributes and behavioral skills of women themselves.

Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges "to go up to ladders ". Women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to bandies a crisis (Bond 1996). On the other hands personal factors such as, assertiveness confidence, resourceful creativeness loyalties trustworthiness help women to ascend to senior management position (Singh and Shahabudin 2000).

Structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure (few members, little power, limited access to resource) which shapes and defines the behavior and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed assuming position of leadership. The problem is visited in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institution places and practices. The structural factors women negatively include discriminatory appointment and promotion practice: male resistance to women in management position; absence of policy and legislation to ensure participation of women; and limited opportunities for leadership training and for demonstrating competence as a result of power structure in work place (Bond 1996). Structural

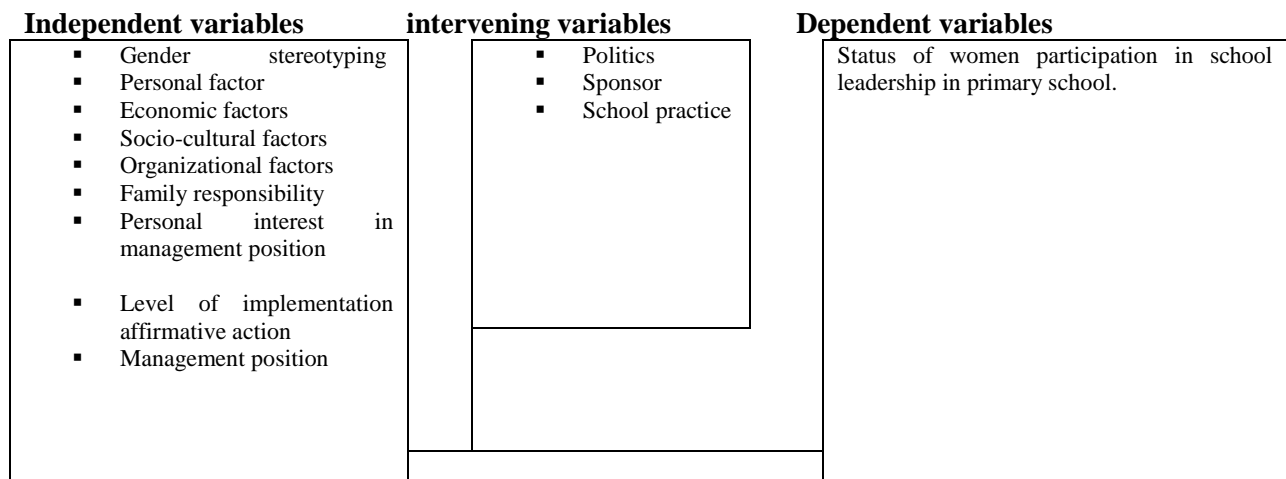
factors affecting effective participation of women positively include the presence of organizational guidance, good mentoring system, and proper staff development for women. Transparent appointment and promotion procedure.

Support services for women, accesses to information technology and flexible such schedules.

The last perspective the one advanced by Smulders (1998). She explores the cultural factors which link gender factors and organizational structure factor. Her analyses are concerned with the social constriction of gender and assignment of specific roles, responsibility and expectation to women and men. “the gender based roles, irrelevant to the work place, are cared in to the work place and keep in place because the actors involved, both dominant and subordinate, subscribe to social and origination reality”(Smulders 1998, 50).the cultural factors lead to the top management position of only suitable for men relegates women secondary roles. The emphasize is placed on women’s role as mothers, caregivers and nurturers. This three broad perspective guide the present study to explore the factors that affect women’s effective participation in primary school management in Migwani sub-country, Kitui country, Kenya.

## 2.9. Conceptual frame work

This conceptual frame work postulated that factors such as: gender stereotyping family responsibility, affirmative action and personal interest in management positions may influence the participation of women in educational management indicating in a figure one.



**Figure 1 Factors that influence active participation in leadership education at primary level**

Gender stereotypes make female to feel inferior as males dominant management position. This result in Low participation of women in educational management. Family responsibilities like: marriage, parenting, and domestic work among other level women with less time to participate actively as primary school management or principals. Husbands do not allow their supposed to go on transfer making women forfeit such promotions to management positions.

Government policies like affirmative action can increase those participation women in educational management if they are well implemented but in most cases they are not fully implemented. Lack of interest in leadership is another factor contributing to less participation of women in management of primary school. Quite often women are reluctant to apply for promotion to management position. This could be due to lack of self-confidence. Low self-esteem, lack motivation ambition on the accept challenges “to go up the ladder” women’s low potential for leadership less as assertiveness, less emotional stability and lack of ability to handle a crisis (Bond 1996) are among factors hindering active participation of women in primary school management and leadership.

## **2.10 Empowerment**

We now have a formal international consensus on the need for empowering women. This consensus reached at the United Nations Fourth World Conference on Women (Beijing 1995) is reflected in the Beijing Platform for Action. The document states;

“The platform action is an agenda for women’s empowerment. It aims at removing all the obstacles to women’s active participation in all spheres of public and private life through full and equal share to economic, social, cultural and political decision-making”.

This means that the principle of shared power and responsibilities should be established between women and men at home, in the work place and in the wider national and international communities.

“Equality between women and men is a matter of women’s right and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people centered sustainable development. A sustained and long-term commitment is essential, so

that women and men can work together for themselves, for their children and for society to meet the challenges of the twenty- first century.

The platform for action emphasize that women share common concern that can be addressed only by working together and in partnership with men towards the common goal of gender equality around the world. It respects and values the full diversity of women's situations and conditions and recognized that some women face particular barriers their empowerment.

Based on the formal international consensus on the need for empowering women, we can now ask the situation of women empowerment in our country. We can start to analyses the fact that the number of women in management positions very low. We can also look for the factors that deprive women from becoming empowered and being part of decision making processes as a manager in formal on participation in household.

In its broadest sense, empowerment is the expansion of freedom of choice and action. It means increasing one's authority and control over the resources and decisions that affect one's life.as people exercise real choice, they gain increased control over their lives.

Poor people's choice are extremely limited, both by their lack of assets and by their powerlessness to negotiate better terms for themselves with a range of institutions, both formal and informal. Since powerlessness is imbedded in the nature of institutional relations, in the context of poverty redaction an institutional definition of empowerment is appropriate.

Empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institution that affect their lives. In this definition participate and negotiate imply voice and representation institutions could be social, economic, state and global. In general it is about change in capacity of the people and the enabling environment.

Empowerment is the process by which we transform:-

- Access to tangible (material) and non-tangible (knowledge, information, ideas) resource.
- The ideologies that justified inequality (individual and collective consciousness)

- The institutions and structures that reproduce and sustain inequality (family, media, education, social, economic, legal and political institutions)
- Internalized oppression (self- image, self-esteem, aspirations, dreams)

Women's empowerment has five components: women's sense of self-worth, their right to have and to determine choice, their right to have access to opportunities and resources, their right to have the power to control their own lives, both within and outside the home, and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

## **2.11 Women Empowerment at work place**

Success stories do not happen overnight; that in building the careers, women experience up and downs alike men, and some time dramatic setbacks, but still carry on to reach their goal an era of convergence how can we, as men and women working together towards the same goal help shape workplace for today's and tomorrow's knowledge workers? (Francious Bertrand Canadian women in communications, (1997)

Francoise Bertrand (1997) stated that the following factors play a key role in the create more convergent workplace.

- Sharing our strength.
- Mentoring
- Facilitating the creation of networks;
- Accepting and valuing difference and
- Shattering the glass ceiling

Finally, measure to overcome obstacles participation of female's leadership in government secondary school schedule:-

- Changing traditional and cultural conceptions that influence female leadership participation secondary government school
- Secondary school leadership female participation efforts should have to be supported by relevant capacity building, current training and awareness creations
- By eliminating less emotional stability of families, early marriage of gender factors in the organization structure of leadership position

- Changing administrative structure of secondary school managerial system that mostly handled by male only.
- Building close relations between female leadership of secondary schools and communities
- Secondary government school leadership influence affected through teaching-learning success processes including physical environment learning of the school ; social system, relation between state and holders, lack of self-confidence class room size, capability qualification and experience of female.

Hannan (2009) who found out that the global policy and global frame works on gender equality and empowerment of women placed great emphasis on women equal participation decision making.

The Beijing plat form for action and the convention on the elimination all forms of discrimination against women are the pillars of the global and legal frame works on gender equality and empowerment of women.

## **2.12 Summary of Literature**

This literature has reviewed that there are many factors affecting women's leadership in primary schools. The independent variables are the extent of female teacher's participation, personal factors, organizational factors, socio-cultural factors and socio-economic factors. The dependent variables status of women participation in school leadership in primary school as the intervening variables while women attitude on school practice.

## **CHAPTER THREE**

### **Research Design sand Methodology.**

#### **3.1 Research design**

The study is a descriptive survey type. According to Churchill (1991), survey design is appropriate where the study seek to describe the characteristics of a certain group estimate proportion of people who have certain manipulation. According to Mugenda and Mugenda (2003) survey research designs seeks to obtain information that discloses existing phenomenon by asking individuals about their perception, attitude and behavior. This study of research will be selected since it is deem to examine the current problem and can provide precise information concerning the current situation of factors affecting females' participation in school leadership in government primary school in the study area .It helps to draw valid general conclusion .Therefore ,in order to identify and analyze the existing conditions of females' leadership participation in primary schools comparing the existing conditions with the review research findings of the past and to draw a general conclusion of the study ,the student researcher is interested to use this research method of the study. According to Cresswell (2003), a mixed methods research is an approach that combines quantitative and qualitative research methods in the same research methods in the same inquiry. The researcher collects analyzes, and integrates both qualitative and quantitative data in single study or in multiple studies in an approach. Therefore, the study was employed mixed methods research approach. The qualitative data was employed as a supplementary to the quantitative data. The qualitative data was prepared from semi-structured interview and open-ended questions.

#### **3.2 Description of the study area**

The study Lemoworeda is whith in the sixteen zone and three special woreda of the SNNPR of the Ethiopia it's located in the western margin of the Great Ethiopia Rift valley and at the fringe of Gurage Mountains in the Northern part of the region its absolute location is roughly between 7° 45 north and 38°, 28 east. Its capital town, Hossana is 235 kilo meter away from Addis Ababa, the capital city of Ethiopia and its 168 kilo meter and 200 kilo meter away from the capital town of the SNNPR, Hawassa through alaba-daboya-anigacha and alaba-durame-shinishicho

respectively. According to Lemo Woreda education office of 2019 report there are 12 cluster in the woreda 35 primary school. In this schools, 657 male 451 female 1108 total teachers, 31 male 3 female 34 total principals 12 male supervisors only 26 male 6 female total 32 vice principals are engaged in the teaching-learning process.

### **3.3. Sources of Data**

The data collected from teachers, school leadership (department head unit leader's club head )woreda education office, women and child affairs, principals vice principals. The data for the study will be obtained from primary and secondary source.

#### **3.3.1 Primary source of data**

Primary source of data for this study were be obtained from teachers, departments heads, club heads, unit-leaders, vice principals and principals.

#### **3.3.2 Secondary source of Data**

Sources of data was obtained from sources where reports and documenters in school and woreda education office, women and child affair.

### **3.4 Target population of study**

The target study population of study was considered the 8 (eight) government primary school has six cluster of Lemo woreda. There are Jawe primary school, semen balesa primary school, mahel Jawe primary school, Shurimo primary School, Shurimo Dacho primary school, Lareba primary school, Bukuna chachayencho primary school, Andegna omoshora primary school in Lemo woreda. The target populations are 457 teachers 8 school principal's 10 vice principal's 3 woreda education office, 3 woreda women and child affairs.

### **3.5 Samples size and sampling technique**

The study was conducted in government primary school in Lemo woreda according to Lemo woreda education department in 2019 there are 34 governmental and only one private school in selected six clusters and were 8 school 213(46.6%) teachers. The Jawe cluster, Balessa cluster, shurimo cluster, Haisse cluster, Bukuna cluster, omoshora cluster. They were selected by stratified random sampling techniques to give equal chance for the two categories 12 cluster in to two. In addition to select one from others total number of twelve clusters and to select total number simple random sampling techniques were used to give equal chance for the Woreda

administration. After that the schools were selected by using random sampling to give equal chance for the whole. 8 government primary school, after that the total number of sample population was identified consequently from 457 teachers of this sample school 213(46.6%) has been taken as the sample on simple random sampling technique. School principal department head, unit leaders, club heads, and woreda education office women, child and youth affairs and teacher and principal and supervisors of Lemo woreda were included in the study using availability sampling techniques, because they are few in number and their position is important for the participation of instructional leadership. Accordingly eight school principal 9 female principals and vice- principals 3 educational officials 3 women, child and youth affairs were included in the studies also they are immensely important for the studies. 213 teacher 8 school principals' 32 vice principals 3 education officers 3 women, child and youth affairs from each cluster and woreda also were included in the study because each person has responsibility to lead instructional leadership in the respective woreda. 213 teachers, 8 principals, 32 vice principals, 3 educational officers, 3 women and child affairs; so it was included in the study because each person has responsibility to lead instruction leadership in the respective cluster totally 481 and 12 cluster, 34 government primary school, and 1 private primary school are there in Lemoworeda that the researcher conducted woreda. In addition to there are 257 male teachers and 200 female teachers totally 457 teachers are participating in teaching-learning process especially in primary schools (1-8) Lemo woreda. Also there are 12 male supervisors only 31 male, 3 female, 34 total principals 26 males, 6 females 32 total vice principals 57 male 9 female 66 total principal and vice principals, 9(13.63%) female principals and vice principals respondents were participate included the sample for the study the approach used to determine the number of teachers samples in this study was simplified formula proved by Yemane (1973) cited in Miretahab (2015) as presented here under

$n = \frac{N}{1+N(e)^2}$  Where n, is the required sample size N =the population size and e= the level of precision set  $(0.05)^2$  the N=457 teachers will be needed  $\frac{N}{1+N(e)^2}$

Given N=population size=457, e=  $(0.05)^2$  n= how much?

$$n = \frac{457}{1+457(0.05)^2}$$

$$n = \frac{457}{1+457(0.0025)}$$

$$n = \frac{457}{2.1425}$$

$$n = 213 \text{ or } 46.6$$

**Table: 1 Sample size and sampling techniques**

N o/	Name of WoredaLemo	Name of school	Populat ion	Sample size	%	Sample t echnique	Instruments of data collection
1	Jawe cluster	MahalJawe	41	19	46.58		
2	Jawe cluster	Jawe	70	33	46.60		
3	Balesa cluster	Semen balesa	39	18	46.60		
4	Shurmo cluster	Shurimo	92	43	46.60		
5	Shurimo cluster	Shurimodacho	82	38	46.59		
6	Haisse cluster	Lareba	68	32	46.60		
7	Bukuna cluster	Bubunachachayan cho	28	13	46.60		
8	Omoshora cluster	Andagnaomoshor a	37	17	46.59		
			457	213	46.60		
9	Principal	8	8	8	100		
10	Vice principal	10	10	10	100		
11	WEO	3	3	3	100		
12	WCYA	3	3	3	100		

**Table; 2 sample population and sample size**

No	Sample population	Sample population	Sample size	%	Sample Technique
1	Teachers	457	213	46.60	Simple random sampling
2	Principals	8	8	100	Purposive
3	Viceprincipals	10	10	100	“
4	WEO	3	3	100	“
5	WCA	3	3	100	“
		481	237	49.27%	

### **3.6 Data collection instruments**

According to different researchers in any research, work there is no one final instrument recommended. Therefore, questionnaires interview, analyses of documents are tools to collect data for the research.

#### **3.6.1 Questionnaire**

The questionnaire was prepared in English language. The questionnaire prepared with close ended and open-ended types. Accordingly, Likert scale items and suggestion questions were prepared for teachers and school instructional leaders (Department heads, club heads, and unit-leader) members each separately.

Questionnaire helps the research to obtain available information from the respondents, and it helps the respondents to choose one option from the alternative that best aligns with their views. In addition to this, open-ended questionnaire was used to give opportunities for the respondents to express their perceptions, and intentions related to

The questionnaire was to obtain necessary information from the respondents. They are back ground information about the factors that affect female leadership in government primary school participation, and finally recommendation on issues in the study.

In an attempt to get valid information for the study, draft instruments were checked by pilot test. In accordance with suggestion from teachers were involved in the pilot test and modification will make on errors. This was follow by testing the instruments in the field data gathering. For testing the instruments, AmibichoGode primary School was selected for a pilot testing. In testing area, the student researcher was provide explanation about the objective of the study and how to response the questionnaires' for the study. Twenty teachers, and two department heads one club head of school based instructional leadership was taken for responding the respective questionnaires' in the testing area. The principal were interviewed.

Finally, taking in to account the suggestions from the respondents to the questionnaires' and interview closed-ended and open-ended question was modified. Thus, the instruments were valuable to collect the data for the main study and it was administrated as the schedule.

Reliability is the fact that a scale should be constantly reflect is very reliable a person's score on one half the scales should be the same (similar) to their score on the other hand half. The colorations being a sign of reality. The average of these values is equivalent to Cronbach's alpha, which is the most common measure of scale reliability (field, 2005). In this study, Cronbach's alpha testes of reliability were conducting the whole respondents. In addition, to check the reality of the instrument, the student were give pilot testing, from Amibicho Gode primary school twenty teachers were selected randomly, three department, club heads of the school and one school principal was selected by using availability same sampling technique.

### **3.6.2 Interview**

Interview permits to obtain greater depth of response, which is not possible to gate through any other means. Thus, the purpose of the interview is to collect more, supplementary option to establish the questionnaire response Creswell (2012). Hence, in this study semi-structured interview will be conducted with eight principals, vice principals woreda educations officers' women, child and youth affairs. The main reason behind the semi-structured interview items are the advantage of flexibility in which new questions will be forward during the interview with the principals, and woreda educational officers, women, child and youth affairs will be conducted in Amharic language and supported by Written note in order to minimize loss of information. The collected data will be categorized based on similarities of responses and then will be in English language the principals and woreda educational office, women and child affairs will be selected for interview because, they are small in number and their position important for describing the factors that affect female leadership participation in government primary school. Instructional leadership within school and woreda educational office, women, child and youth affairs know the strength or challenges/ weakness and opportunities of each school participatory. They will help the student researcher to gate more relevant information.

### **3.6.3 Document analyses**

Document analyses are another research instrument. In addition to questionnaire and interview, the researcher will be prepared check list to collect additional information about factors affecting females' participation in school leadership in Government primary schools of Lemoworeda. . Thus, woreda strategic plan of women requirement, empowerment in their participation to

primary school leadership. The student researcher will be strength the data from documents of records statically information, reports and minutes.

Information about factors affecting females' participation in school leadership in governmental primary school of those six clusters of woreda. Thus, woreda education office strategic plan of women recruitment, empowerment to primary school leadership.

### **3.7 procedures of data collection**

The student researcher was gone through a serious of data gathering procedures. These procedures help to gate genuine and applicable data from the sample units. Thus, after having letters of permission from EDPM department, Addis Ababa university, and Hadiya education office (for additional letters towards woreda and school) fair clearance after having permission letter from WEO and selected school, the student researcher directly was gone to Amibicho Gode primary school to pre- test the gathering instrument after all aspects related to pilot test, the student researcher was contact to the selected clusters and principals of respective schools for consent. After making agreement with the concerned participants the student researcher will introduce his objectives and purposes. Then, the final questionnaires were administrated to some teachers in selected school. The participants were allowed to give their own answer to each item independently and the data collectors were closely asset and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and make it ready for data analyses. The interview was conducted, after the participant's individual consent. During the process of interview, the student researcher will be attempting to select free and calm environment to lessen communication barriers that disturb the interviewing process.

### **3.8 Methods of data analyses**

After the collection data from the respondents both quantitative and qualitatively the data was analyzed. This mixed approach would have good opportunity to critically examine factors affecting females' participation in school leadership in government primary school.

#### **3.8.1 Quantitative data**

Quantitative items or (questionnaires') was prepared in tables according to their conception similarities. The data responses were categorized and frequencies were tallied. There was analyses using descriptive statics such as frequencies percentages, and media.in other hand

inferential static namely chi-square was employee to make sure weather there is significant statically difference in the distribution of preference between two groups of respondents (teachers and school leadership) in terms of given items. Then they were interpreting in the light of literature and the experience of the student researcher. The SPSS computer program was used to describe the central tendency value. Besides, for suitability of analyses the five point Likert scale responses of the questionnaires'' were employed to identify to what extent the rsespondents never or rarely. Likert scale is easy to construct, takes less time to construct simplest way to describe the data the scale consists of five scales:- 1, strongly agree, 2, agree, 3, neutral ( non-decided) , 4, disagree 5, strongly disagree.

### **3.8.2 Qualitative Data**

The qualitative data were collected from semi-structured interview; open-ended question of questionnaire and document were analyzed and interpreted qualitatively was reported through narrative description to complete the qualitative data they was interpreted in the light of the experience of the student researcher. The hand written notes of interview was transcribed categorized and complied in to themes. The result of open-ended questions was summarized and organized with related category. To this end analyses and interpretation was based on the questionnaires, interviews and documents. Finally, the overall course of the study was summarized with findings and conclusions.

### **3.9. Pilot Test**

To set the pre-requisite information to prepare the

`actual tool, pilot study was made in Amibicho Gode primary school. In the pilot test (n=20) respondents were participated; those are:-20 teachers, 1 principals, 1 department head, 1 club head was checked both by questionnaire and interview in pre-testing questionnaire and interview, the main concern detected problems which may cause confusion to the respondents, which is to identify ambiguous of biased items in the questionnaire for elimination and suitability for collection of the required data. It also needed to improve the format of the questionnaire to facilitate understanding, to determine whether the words in each question measure what it was intended to measure. After questionnaire is filled and return back, the reliability and validity of items is measured by using Cronbach's alpha method by the help of SPSS version 20.(Field, 2009-2012 E,C).And the responses of the participants were entered in to SPSS software and

Cronbach's Alpha was calculated for of the category scales regarding Teachers and Principals. This process yielded internal reliability alpha coefficients that ranged .757 with 36 items questionnaire and some interviews.

### 3.9.1. Validity and Reliability

Checking the validity and reliability of data collection instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To achieve the validity in the instrument of data collection, the instrument is prepared in English language for principals, teachers, Woreda Education Office and WCYA. These checked by consulting with the advisor and other experts researching on the same area of study in order to comment the extent to which the items are appropriate in securing to relevant information to the research. The scores of each item were organized and introduced statistical software to obtain sum mean value and standard deviation in to SPSS v. 20. The reliability of the instruments or the internal consistence was checked by using Cronbach's alpha at alpha level of 0.05. As to Cohen *et al.* (2007) the Cronbach's Alpha result,  $\alpha > 0.9$  excellent,  $\alpha > 0.8$  good,  $\alpha > 0.7$  acceptable,  $\alpha < 0.6$  questionable, and  $\alpha < 0.5$  poor. Therefore, calculated reliability of the items, Alpha result = .757 (acceptable). Similarly, as suggested by Cronbach cited in Tech-Hong and Waheed (2011), the reliability coefficients of final study ranged between 0.70–0.90 are generally found to be internally consistent in bellow table.

**Table 3: Reliability test results with Cronbach's alpha for each item**

<b>No</b>	<b>Variables/Themes</b>	<b>No of items</b>	<b>Cronbach alpha</b>
1	Current status of females' teachers participation.	4	0.731
2	Socio-cultural factors that affecting females' participation in school leadership in government primary schools of LemoWoreda.	8	0.723
3	Personal factors that hinder women's participation in school leadership.	8	0.730
4	Organization factor	8	0.709
5	Socio-economic factors	8	
6	Average reliability result	36	0.723

### **3.10 Ethical considerations**

Several ethical issues must be considered the student researcher was try to established good relationship with all respondents by making himself clear where he came from, why he decide to conduct the research, why he choice the interview of the study was also arrange the interview time and place with affecting the respondents consent and comfortable place to hearing communication and ask permission from the school principals to see documenters ( department head, club heads, and unit leaders) factors affecting female's participation in school leadership in government primary schools.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

**Table: 2 Characteristics of the Respondents**

No	Item		T(n=205)		Pr (n=18)		WEO(n=3)		WCYA (n=3)		T=229
			F	%	F	%	F	%	F	%	
1	Sex	Male	91	44.4	10		1	33.3	1	33.3	103
		Female	114	55.6	8		2	66.6	2	66.6	126
2	Ages	20-24	95	46.3			--	--	--	--	95
		25-29	51	24.9	4	22.2	--	--	3	100	81
		30-34	46	22.4	11	61.1	--	--	--	--	55
		35-39	5	2.4	3	16.7	3	100	--	--	11
		40-44&>	8	3.9			--	--			
3	Level of Qualification	Beg Tchr	26	12.7							
		Jun Tchr	116	56.6							
		Tchr	20	9.8							
		SenTchr	11	5.9							
		Ass lead Tchr	15	7.3							
		Lead Teacher	12	5.9							12
		Sen Lead Teacher	5	2.4							
4	Experience	1-10	71	34			--	--	-	--	71
		11-20	118	57.6	6	33.3	--	--	3	100	127
		21-42	16	7.8	12	66.7	3	100			
5	Education level	Diploma	112	54.6	2	11.1					
		BA/BSc	89	43.4	16	88.9					
		MA/MSc									
		Other specify	4	1.1							
6	Responsibility	Dept head	24	11.7							
		Unit leader	16	7.8							
		Other occupation	165	80.5							
7	Field special	Administration	40	19.5	18	100	3	100	3	100	64
		Language	28	13.7							
		N/ science	68	33.2							
		S/ science	56	27.3							
		Other field	13	6.3							
8	Marital status	Married	128	62.4	12	66.7	2	66.7	3	100	
		Single	71	34.6	6	33.3	1	33.7			
		Divorce	4	1.1							
		Widowed	2	0.98							
9	No. of children	1-3	111	54.1	8	44.4	3	100			
		3-4	54	26.3	6	33.3			3	100	
		Above 4	27	13.2	2	11.1					
		Have no children	13	6.3	2	11.1					

As it is indicated in Table 2 above, item 1-9 refer to the participants. With regarding to sex, 44.9% of were male, 55% of were female. Therefore, more participants were female. With regard age 46.3% of teachers found between 20-24, 3(100%) of 'Woreda' child affairs were found between 25-29, 3(100%) of principals were found between 35-39. Most of the teachers were found 20-24 regarded with level of qualification, 116 (56.6) of were junior teachers. With regarded experience, 118(57.6%) of teachers and principals have had 3(100%) 11-20 years' service and 12 (66.7%) of 'Woreda' child affairs had 21-42 year service, most of the respondents had good experiences in their occupation. According to their education level 112(54.6%) of the teachers were diploma holders and 16(88.9%) of the principals were first degree holders. Therefore, this indicates that under standards of MOE policy .From these one can understand as most of participants were degree holders. So the government should work to increase the capacity of female teachers and the whole principals.

With regarding responsibilities, 165(80.5%) of working on other position or most of teachers have on the teaching and the remained bodies are serving on additional administrative purposes. According to field specialization most of the teachers were graduated with teaching while other 18(100%) of principal trained and working in administrative management. with regards marital status and that of children 128(62.4%) of teachers, 12(66.7%) of principals 3(100%) of 'Lemo Woreda' child affairs office were married. According to 111(54.1%) of teachers 8(44.4%) of principals were have 1-3 children. From the above data, the researcher was observed that certificate and diploma teachers were not allowed to teach in the primary school students regarding to road map policy. The data also indicates that all the principals were degree holders and they were males, from these few were females and are on the leadership position.

**Table; 3 Current status of females’ teachers participation**

Variables	Sc	Teaches=205		Mean	SD	P-V
		Fr	%			
1 Women mostly occupy lower Occupation grades than men.					--	--
	A	158	77.0	2.62	1.21	0.032
	UN	12	5.9	1.75	1.23	
	DA	35	17.0	2.38	2.82	
2 Leadership is more appropriate to male than females.	A	28	13.7	2.50	1.45	0.041
	UN	8	3.9	1.46	1.89	
	DA	146	71.2	2.89	1.98	
	SD	23	11.2	2.63	1.56	
3 Females participation decrease at higher leadership position than lower position (club head, Department Head and unit leader)	A	138	67.3	2.68	1.22	0.039
	UN	16	7.8	2.70	0.16	
	DA	51	24.9	2.76	2.34	
4 High number of female staff in teaching area than leadership Position	S A	---	--	---	---	0.039
	A	28	13.7	2.63	1.32	
	UN	2	1.0	2.65	0.23	
	DA	175	85.4	2.82	2.42	

With regard Table 3, under Item one, out of 158(77.0%) of the teachers, respondents agreed the idea that their women mostly occupy lower position they were not decision makers. On the other hand, the rest 35(17.0%) of them disagreed. In addition to this, respondents with mean scores  $M = 2.62$ ,  $SD = 1.21$  and  $P\text{-Value} = 0.032$ , of only Teachers were rated Agree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea that their women mostly occupy lower position.

At the same table item 2, As shown in 146(71.2%) of the respondents responded that disagree, 23(11.2%) of respondents responded that strongly disagree. In addition to this, respondents with mean scores  $M = 2.89$ ,  $SD = 1.98$  and  $P\text{-Value} = 0.041$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that their responses one concludes that leadership is appropriate to both only factor is personal, organizational socio-economic and socio-cultural problem.

As it is observed in table 3, in item 3, out of 138(67.3%) of the respondents responded that agree, 51(24.9%) of respondents responded that strongly disagree. In addition to this, respondents with mean scores  $M = 2.62$ ,  $SD = 2.82$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that females' participation decrease at higher leadership position than lower position by different factors in their life.

According to table 3, item 4, shown as (13.7%) of the respondents responded that agree, and 175 (85.4%) of respondents responded that disagree. In addition to this, respondents with mean scores  $M = 2.82$ ,  $SD = 2.42$  and  $P\text{-Value} = 0.039$ , of only Teachers were rated Agree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea that their women mostly One can conclude most of female teachers teaching and not assigned as leadership in primary school.

*The interview conducted with "WEO and WCYA gender expert which supports this finding is that female teachers do not have chance to get special point during competition for school principals and vice principals like completion during educational opportunity. One and the most reason is that due concern was not given to female teachers; most male teachers and experts at WEO believe that the duties of principals should be given based on competition without affirmative measure".*

**Table: 4 Socio- cultural factors that affecting female’s participation in school leadership in primary school**

Variables	Sc	Teachers=205		Mean	SD	P-V
		Fr	%			
1 Most male teachers and few female teachers do not want to agree to work under female teachers’ leadership style.	A	87	42.4	2.62	1.21	0.049
	UN	6	2.9	2.75	1.23	
	DA	101	49.3	2.38	2.82	
	SD	11	5.4	2.31	.076	
2 Females’ teachers participation promote by capacity building training in primary school leadership style.	A	25	12.2	2.50	1.45	0.051
	UN	23	11.2	2.46	1.89	
	DA	134	65.7	2.89	1.98	
	SD	23	11.2	2.63	1.56	
3 Most of the male teachers were successful in female teacher’s leadership activities	A	58	28.3	2.68	1.22	0.039
	UN	26	12.7	2.70	0.16	
	DA	121	59.0	2.76	2.34	
4 Do you think culture has any influence on women leadership in primary school	S A	26	12.7	2.67	0.97	0.052
	A	160	78.0	2.63	1.32	
	UN	2	1.1	2.65	0.23	
	DA	17	8.3	2.82	2.42	
5 The amount of rate that is more influences female leadership participation in government primary school.	A	32	15.6	2.74	1.37	0.039
	DA	146	71.2	2.96	2.58	
	S D	27	13.2	2.32	1.38	
6 Female teachers assume that they will not be successful in leading primary School.	A	56	27.3	2.23	1.34	0.036
	UN	11	5.3	1.97	0.32	
	DA	138	67.3	3.21	2.21	
7 Female teachers have lack of self-confidence, low esteem and less motivation than male teachers primary school leadership	A	154	75.1	2.61	1.38	0.040
	UN	13	6.3	2.59	1.29	
	DA	38	18.5	3.14	2.36	
8 Our culture and socialization influences a large number of women in their primary school leadership activity.	S A	4	1.1	2.99	1.96	0.038
	A	167	81.5	2.19	1.39	
	DA	14	6.8	2.81	2.32	

Regarding statement in table 4 item 187(42.4%) of teachers replied that agree, 6(2.9%) of the teachers undecided 101(49.3%) of teachers were disagree 11(5.4%)of teachers strongly agreed. In addition to this, respondents with mean scores  $M = 2.38$ ,  $SD = 2.82$  and  $P\text{-value} = 0.049$  Teachers were rated disagree.  $2.38 =$  teachers disagree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that this analysis shows that the leadership style was given for only male by nature or most of the time in the most school system male and female have no mutual agreement.

According to table 4 item 2, 87(42.4%) of teachers responded that agree 6(2.9%) of teachers responded that undecided, 101(49.3%) of respondents responded that disagree and 11(5.4%) of teachers strongly disagree. In addition to this, respondents with mean scores  $M = 2.89$ ,  $SD = 1.98$  and  $P\text{-Value} = 0.051$  Teachers were rated disagree.  $2.38 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea one can conclude that some male teachers and female teachers disagreement among them leadership style

According to table 4 item 3, 25(42.4%) of teachers responded that agree 6(2.9%) of teachers responded that undecided, 101(12.2%) of teachers responded that agree and 23(11.2%) of teachers undecided 134(65.7%) of teachers replied that disagree 23(11.2) of teachers responded that strongly disagree. In addition to this, respondents with mean scores  $M = 2.76$ ,  $SD = 2.34$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea that one can conclude that some male teachers and female teachers disagreement among them leadership style

Regarding to table 4, item 4, 26(12.4%) of teachers responded that strongly agree 160(78.0%) of teachers responded that agree, 2(1.1%) of teachers responded that undecided and 17(8.3%) of teachers answered disagree. In addition to this, respondents with mean scores  $M = 2.63$ ,  $SD = 1.32$  and  $P\text{-Value} = 0.052$ , Teachers were rated agree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea that one can conclude that socio-culture affect female leadership style.

Table 4 item 5, 32(15.6%) of teachers responded that agree 146(71.2%) of teachers responded that disagree, 27(13.2%) of teachers responded that strongly disagree. In addition to this, respondents with mean scores  $M = 2.96$ ,  $SD = 2.58$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea that one can conclude that low influence poor participation female leaders in government school.

Table 4 item 6, 56(27.3%) of teachers responded that agree 11(5.3%) of teachers responded that undecided, 138(67.5%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 3.21$ ,  $SD=2.21$  and  $P\text{-Value}= 0.036$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the idea shows that one can conclude that females are equal with male in nature but, they are affected by different factors.

Table 4 item 7, 154(75.1%) of teachers responded that agree 13(6.3%) of teachers responded that undecided, 38(18.5%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.61$ ,  $SD=1.38$  and  $P\text{-Value}= 0.040$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude this shows that one can conclude that female lack of confidence and self-esteem in leading primary school.

Table 4 item 8, 4(1.1%) of teachers responded that strongly agree 167(81.5%) of teachers responded that agree, 14(6.8%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.19$ ,  $SD=1.39$  and  $P\text{-Value}= 0.038$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the shows that one can conclude that culture and socialization more affect female leaders currently this data shows female number was low in school leadership as compared with male leaders.

*The interview conducted with principals, WEO and WCA expert or girls" club heads also reveals this finding. Most of the interviewed principals, WCA said that priority is for female applicants when they score equal point with male applicants and act accordingly was high. In all developing countries, Female leaders abound, not just in politics, but also in academia, and private and public sector/organizations (Okafor, Fagbemi and Hassan, 2011).*

**Table: 5 Personal factors that to women’s participation in school leadership.**

	Variables	Sc	Teaches=205		Mean	SD	P-Value
1	Female is relevant to accept responsibility	A	138	67.3	2.62	<b>3.13</b>	0.024
		DA	67	32.7	2.38	2.82	
2	Females can make strong decision and be Committed to the organization and their Careers.	A	155	75.6	2.50	1.45	0.038
		UN	10	4.9	2.46	1.89	
		DA	40	19.5	2.89	1.98	
3	Female have lack of confidence in their Capabilities, qualification and experience	A	38	18.5	2.68	1.22	0.039
		UN	36	17.6	2.70	0.16	
		DA	131	63.9	2.76	2.34	
4	Female are better leader than men	S A	26	12.7	2.67	0.97	0.052
		A	139	67.8	2.63	1.32	
		UN	2	0.9	2.65	0.23	
		DA	38	18.5	2.82	2.42	
5	Females have less involvement in socio-economic factor	A	125	60.1	2.74	1.37	0.039
		DA	44	21.4	2.96	2.58	
		S D	36	17.6	2.32	1.38	
6	Females have capability to lead primary School	A	138	67.3	2.23	1.34	0.036
		UN	27	13.2	1.97	0.32	
		DA	40	19.5	3.21	2.21	
7	Early marriage and family responsibly, lack of career guidance in ability to assume personal and professional responsibilities female leadership	SA	23	11.2	3.15	1.45	0.043
		A	163	79.5	2.61	1.38	
		DA	19	9.3	3.14	2.36	
8	Resourceful, creativeness, loyalties, help women to rise to senior leadership position.	S A	38	18.5	2.99	1.96	0.038
		A	130	63.4	2.19	1.39	
		DA	37	18.0	2.81	2.32	

Table 5 item 1, 138(67.3%) of teachers responded that agree 67(32.7%) of teachers responded that disagree. 14(6.8%). In addition to this, respondents with mean scores  $M = 2.62$ ,  $SD = 3.13$  and  $P\text{-Value} = 0.024$ , Teachers were rated disagree. 2.49 = teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female is relevant to take responsibility.

Table 5 item 2, 155(75.5%) of teachers responded that agree 10(4.9%) of teachers responded that undecided, 40(19.5%) of teachers responded that disagree. In addition to this, respondents with

mean scores  $M = 2.50$ ,  $SD = 2.82$  and  $P\text{-Value} = 0.038$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female can make strong decision and committed to organization and their career.

Table 5 item 3, 38(18.5%) of teachers responded that agree 36(17.6%) of teachers responded that undecided, 131(63.9%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.76$ ,  $SD = 2.34$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that females have confidence and qualification to leading their school.

Table 5 item 4, 26(12.7%) of teachers responded that strongly agree 139(67.8%) of teachers responded that agree, 38(18.5%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.63$ ,  $SD = 1.32$  and  $P\text{-Value} = 0.052$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female better leader than male.

Table 5 item 5, 125(60.1%) of teachers responded that strongly agree 44(21.4%) of teachers responded that disagree, 36(17.6%) of teachers responded that strongly disagree. In addition to this, respondents with mean scores  $M = 2.74$ ,  $SD = 1.37$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female less involvement in multi-dimensional practices in the school.

Table 5 item 6, 138(67.3%) of teachers responded that agree 27(13.2%) of teachers responded that undecided, 40(19.5%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.523$ ,  $SD = 1.34$  and  $P\text{-Value} = 0.036$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female have capability to lead primary school as well as other higher commission as respondents' implication.

Table 5 item 7, 23(11.2%) of teachers responded that strongly agree 163(79.5%) of teachers responded that agree, 19(9.3%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.61$ ,  $SD = 3.45$  and  $P\text{-Value} = 0.043$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that early marriage and other social problems affect female leaders in the government primary schools.

Table 5 item 8, 38(18.5%) of teachers responded that strongly agree 130(63.4%) of teachers responded that agree, 20(10.1%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 2.19$ ,  $SD = 1.39$  and  $P\text{-Value} = 0.038$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude resource and loyalty can help women leadership style.

**Table: 6 Organizational factors affect female leadership in primary school**

	Variables	Scale	Teaches=205		Mean	SD	p-value
			Fr	%			
1	Job recruitment and hiring practice do not attract female candidate for Leadership		Fr	%		-	--
		A	18	8.8	1.12	1.26	0.034
		UN	26	12.7	1.87	1.68	
		DA	138	67.3	2.78	2.38	
		SD	23	11.2	1.26	2.31	
2	Institution (schools) leadership style attract females to participate in primary school leadership	A	39	19.0	1.51	1.85	0.036
		UN	10	4.9	1.11	1.46	
		DA	134	65.4	3.56	2.89	
		SD	22	10.7	1.23	1.63	
3	Higher officials make gender bias while Selecting school leadership	A	108	52.7	3.18	2.68	0.033
		UN	36	17.6	1.18	1.76	
		DA	61	29.8	2.58	2.85	
4	Lack of special support to female to win competition for leadership position in the education system of the woreda	S A	28	13.7	1.72	2.67	0.017
		A	36	17.6	1.24	2.63	
		UN	2	1.0	0.54	2.65	
		DA	139	67.8	3.48	2.82	
5	Assigning tasks and delegation of authority in school does not encourage female teachers to come to leadership position	A	146	71.2	3.52	2.74	0.030
		DA	53	25.9	1.54	1.96	
		S D	6	2.9	1.12	1.16	
6	The provisions made in the document and guide lines do not give priority for females to attend leadership training in the Woreda	A	145	70.7	3.38	2.78	0.034
		UN	12	5.9	1.65	1.28	
		DA	48	23.4	1.98	1.188	
7	Does policy and regulatory framework have no any effect on women leadership in primary school leadership	SA	23	11.2	1.65	1.15	0.039
		A	38	18.5	1.78	2.61	
		UN	13	6.3	1.12	1.59	
		DA	131	63.9	3.42	3.14	
8	Does network have influence on women participation in leadership in primary School leadership?	S A	8	3.9	1.24	1.23	0.038
		A	30	14.6	1.12	2.19	
		UN	26	12.7	1.87	1.98	
		DA	141	68.8	3.76	2.94	

Table 6 item 1, 18(8.8%) of teachers responded that agree 26(12.7%) of teachers responded that undecided, 138(67.3%) of teachers responded that disagree, 23(11.2%) of teachers replied that strongly disagree. In addition to this, respondents with mean scores  $M = 2.78$ ,  $SD = 2.38$  and  $P\text{-Value} = 0.034$ ,

Teachers were rated disagree. 2.49 = teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that job recruitment and hiring practice do not attract female candidate for Leadership because practice, commitment, motivation is enough to leadership in the given school.

Table 6 item 2, 39(19.0%) of teachers responded that agree 10(4.9%) of teachers responded that undecided, 134(65.4%) of teachers responded that disagree, 22(10.7%) of teachers replied that strongly disagree. In addition to this, respondents with mean scores  $M = 3.56$ ,  $SD=2.89$  and  $P\text{-Value}=0.036$ , Teachers were rated disagree. 2.49 = teachers disagree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that organization can affect female leadership system.

Table 6 item 3, 108(52.7%) of teachers responded that agree 36(17.6%) of teachers responded that undecided, 61(29.8%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 3.18$ ,  $SD=2.68$  and  $P\text{-Value}=0.033$ , Teachers were rated disagree. 2.49 = teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that most of higher official make gender biasness during selecting school leaders.

Table 6 item 4, 28(13.7%) of teachers responded that strongly agree 36(17.6%) of teachers responded that agree, 2(1.0%) of teachers responded that undecided, 139(67.8%) of teachers replied that disagree. In addition to this, respondents with mean scores  $M = 3.48$ ,  $SD=2.82$  and  $P\text{-Value}=0.017$ , Teachers were rated disagree. 2.49 = teachers disagree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that lack of special support to female lags behind competition leadership position

Table 6 item 5, 146(71.2%) of teachers responded that agree 53(25.9%) of teachers responded that agree, 6(2.9%) of teachers responded that strongly disagree. In addition to this, respondents with mean scores  $M = 3.52$ ,  $SD=2.74$  and  $P\text{-Value}$  Teachers were rated disagree. 2.49 = teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the Assigning tasks and delegation of authority in school does not encourage female teachers to come to leadership position

Table 6 item 6, 145(70.7%) of teachers responded that agree 12(5.9%) of teachers responded that undecided, 48(23.4%) of teachers responded that disagree. In addition to this, respondents with mean

scores  $M = 3.38$ ,  $SD = 2.78$  and  $P\text{-Value} = 0.034$ , Teachers were rated disagree.  $2.49 =$  teachers disagree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that the document and guide lines do not give priority for females to attend leadership training in the Woreda this is one of factor to female leaders document and guide lines do not give priority for females to attend leadership training in the Woreda this is one of factor to female leaders.

Table 6 item 7, 23(11.2%) of teachers responded that strongly agree 38(18.5%) of teachers responded that agree 13(6.3%) of teachers responded that undecided, 131(63.9%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 3.42$ ,  $SD = 3.14$  and  $P\text{-Value} = 0.039$ , Teachers were rated disagree.  $2.49 =$  teachers disagree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that policy and regulatory frame work have no any effect on women leadership in primary school leadership.

Table 6 item 8, 30(14.6%) of teachers responded that strongly agree 26(12.7%) of teachers responded that undecided, 141(68.8%) of teachers responded that disagree. In addition to this, respondents with mean scores  $M = 3.76$ ,  $SD = 2.94$  and  $P\text{-Value} = 0.038$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that school network could not influence women leadership and participation.

*The interview conducted with WEO gender experts also reveals this finding. Most of the interviewed WEO said that most of the female teachers are reluctant to accept responsibilities beyond classroom teaching because lack of confidence and encouragement school leaders and WEO heads.*

**Table: 7 Socio-economic factor that affecting female leadership**

	Variables	Sc	Teaches=205		Mean	SD	p-v
			Fr	%			
1	Female persistently face more house hold demands and responsibilities.					--	--
		A	178	86.8	3.62	2.21	0.035
		DA	20	9.8	2.38	2.82	
		SD	7	3.4	1.31	.076	
2	Women some times said that families responsibilities were kept them from applying for and, assuming administrative position	A	134	65.4	3.50	1.45	0.056
		UN	10	4.9	2.46	1.89	
		DA	38	18.5	2.89	1.98	
		SD	23	11.2	2.63	1.56	
3	Women believe that the costs would be high for their families and themselves.	A	128	62.4	2.68	1.22	0.039
		UN	36	17.6	2.70	0.16	
		DA	41	20	2.76	2.34	
4	Women are still expected to be primly care givers or home makers.	S A	26	12.7	2.67	0.97	0.044
		A	150	73.2	3.63	3.32	
		DA	29	14.1	2.82	2.42	
5	Family life rests solidly on the shoulder of women in all areas.	A	146	71.2	2.74	1.37	0.039
		DA	53	25.9	2.96	2.58	
		S D	6	2.9	2.32	1.38	
6	Female leading to more work-family conflict and attitude and behaviors that interfere with business leadership.	A	38	18.8	2.23	1.34	0.036
		UN	29	14.1	1.97	0.32	
		DA	138	67.3	3.21	2.21	
7	Men are expected to be good economic provider for their families	SA	43	20.1	3.15	1.45	0.056
		A	145	70.7	2.61	1.38	
		UN	4	3.4	2.59	1.29	
		DA	13	6.3	3.14	2.36	
8	Preparing family meals, maintain hygiene caring for other family members and myriad of other chores related to children consume a good part the day for women.	S A	28	13.7	2.99	1.96	0.048
		A	130	63.4	2.19	1.39	
		UN	26	12.7	1.98	1.26	
		DA	21	10.2	2.81	2.32	

Table 7 item 1, 178(86.8%) of teachers responded that agree 20(9.8%) of teachers responded that disagree, 7(3.4%) of teachers responded that strongly disagree. In addition to this, respondents with mean scores  $M = 3.62$ ,  $SD = 2.21$  and  $P\text{-Value} = 0.035$ , Teachers were rated disagree. 2.49 = teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that

female persistently face more house hold demands and responsibilities this was one of factor to female leadership style.

Table 7 item 2, 134(65.4%) of teachers responded that agree 10(4.9%) of teachers responded that undecided, 38(18.5%) of teachers responded that strongly disagree, 23(11.2) of respondents replied that strongly disagree. In addition to this, respondents with mean scores  $M = 3.50$ ,  $SD=1.45$  and  $P\text{-Value}=0.056$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that Women were kept them from responsibility applying for and, assuming administrative position

Table 7 item 3, 128 (62.4%) of teachers responded that agree 10(4.9%) of teachers responded that undecided, 38(20%) of teachers responded that strongly agree, 36(17.6) of respondents replied that undecided, 41 (20%) of disagree In addition to this, respondents with mean scores  $M = 2.68$ ,  $SD=1.22$  and  $P\text{-Value}= 0.039$ , Teachers were rated Agree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that Women costs would be high for their families, organization, government and themselves.

Table 7 item 4, 150 (73.2%) of teachers responded that agree 29(4.1%) of teachers responded that undecided. In addition to this, respondents with mean scores  $M = 3.63$ ,  $SD=3.32$  and  $P\text{-Value}= 0.044$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that Women are still expected to be primly care givers or home makers.

Table 7 item 5, 146(71.2%) of teachers responded that Agree 53(25.9%) of teachers responded that disagree, 6(2.9%) of teachers responded that strongly agree. In addition to this, respondents with mean scores  $M = 2.74$ ,  $SD=1.8322$  and  $P\text{-Value}=0.039$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha=0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that most of the time family life rests solidly on the shoulder of women in all areas

Table 7 item 6, 38(18.8%) of teachers responded that Agree 29(14.1%) of teachers responded that undecided, 138(67.3%) of teachers responded that agree. In addition to this, respondents with mean scores  $M = 3.21$ ,  $SD = 2.21$  and  $P\text{-Value} = 0.036$ , Teachers were rated disagree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that female more help their family they were not interfere any business organization and they could not use their power efficiently.

Table 7 item 7, 43(20.1%) of teachers responded that strongly Agree 145(70.7%) of teachers responded that agree, 4(3.4%) of teachers responded that undecided, 13(6.3) disagree. In addition to this, respondents with mean scores  $M = 2.61$ ,  $SD = 1.38$  and  $P\text{-Value} = 0.056$ , Teachers were rated agree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude that men are expected to be good economic provider for their families comparatively with females.

Table 7 item 8, 28 (13.7%) of teachers responded that strongly Agree 130(63.4%) of teachers responded that agree, 26(12.7%) of teachers responded that undecided, 21(10.2) disagree. In addition to this, respondents with mean scores  $M = 2.19$ ,  $SD = 1.39$  and  $P\text{-Value} = 0.048$ , Teachers were rated Agree.  $2.49 =$  teachers Agree, at  $\alpha = 0.05$  level of significance shows that, there was no significant statistical mean difference between the groups of respondents. As a result, it is possible to conclude most of the time more home work load laid down on the females hand they was waste their more energy multi-dimensional home serving this was lags female leadership position equal with males.

*From the interview conducted with principals, WCA and WEO in relation to item 8 above, the researcher summarized that, government primary schools did not fully accept representation of Female in school management due to different reasons. Some of these reasons lack of time, lack of interest among female teachers to be member, refusal of school principals to invite Female and the staff did not select them during election. They also recommended as measures taken was not be practical to increase the number of Female in school management team.*

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, AND RECOMMENDATION

This chapter deals with the presentation of main findings, basic questions, summary, conclusion, and recommendations. Firstly it presents summary of the findings. Next, it outlines the major conclusions drawn from the findings, and lastly, it provides recommendations on the basis of the conclusions and findings.

#### 5.1. Summary of the Study

The purpose of this study was to identify factors that hinder female participation in Lemo Government selected primary school in 'Hadiya' zone and to come up with remedial solutions in order to improve the current practices. In order to solve these problems, the following basic questions were raised in the study:

1. What is the current status of women's participation in school leadership in government primary school in 'Lemoworeda'?
2. What are the institutional and personal factors that hinder women's participation in 'Lemoworeda'?
3. What are the challenges that affect females' participation in primary school leadership of socio-economic and socio-cultural demands in Lemoworeda?
4. What mechanisms are in place to increase the participation of females in school leadership of Lemoworeda?

As a result, to find response to these basic questions, the following procedural steps were undertaken: searching related resources to frame background of the study, formulating basic question, developing instrument for data collection, selecting methods of identification of respondents, complete analysis of the study and finally writing report.

Data that are essential for the study were collected by using questionnaire, interview and focus group discussion data gathering tools. The subjects of the study are teachers, School principals, WEO Lemo Women, Child and Youth Affairs expert. The respondent of the study was 91 male teachers, 114 female teachers, in 8 primary schools. The researcher used stratified and simple random sampling technique for selecting teachers, and availability sampling technique for

selecting teachers' principals, primary schools, WEO and WCYA experts were selected by purposive sampling technique. The questionnaire was pilot tested before it was distributed to the respondents. Descriptive survey research design was adopted to carry out the study. Data secured from different sources were analyzed by statistical tools and interpreted using descriptive methods involving percentage, mean, standard deviation and independent sample t-test. Depending on the analysis of the result made, the following major findings were obtained principals, 3WCYA and 3 WEO experts those were found.

## **5.2 Summary of Major Findings**

- ✓ Females' participation in primary school was not found at the expected level.
- ✓ Females have low status and poor motivation to primary school leadership position.
- ✓ Most of society class towards negative attitude to female leadership position
- ✓ Numerous factors that affect female participation in primary school leadership which was related with personal, socio-economic, socio-cultural and organizational
- ✓ Poor strategies were forwarded to overcome that affecting female participation in primary school leadership.

## **5.3 Conclusions**

Based on the findings, the following conclusions were drawn.

Female participation in school leadership of primary school is very important because the respondents agreed as they are effective if they go the chance to apply for school leadership positions. But the status of females' participation in primary school was not found at the expected level. So, it can be concluded from the findings that females have low status to primary school leadership. Therefore, it is better to work for increasing the number of female's leaders in school leadership. Research result revealed that the overall perception of school stakeholders like teachers, students, principals and WEO workers has changed towards female leaders' ability, skill and leadership competence. But still there is negative attitude towards leadership that was under question. Because number of Female participation at primary school leadership position was low and above all school the primary school leadership system was male dominated (masculine). Therefore, one may conclude from the finding that, female teachers do not have

significant difference in ability, skill and competence in leadership as compared to men even if there was domination of male. As indicated in the findings several factors affect Female participation in primary school leadership which was related with personal, socio-cultural and institutional areas. Therefore, one may conclude from the findings that there are different barriers that affect Female school leaders and female teachers that limit their participation in primary school leadership. Based on the these factors, this study also forwarded different strategies that help for overcoming with different factors that hinder Female leaders participation in school leadership. Hence, all stakeholders should take its share for increasing the representation of female leaders in school leadership.

## **5.4 Recommendations**

Based on the findings and conclusions of this study, the following recommendations were made to enhance female participation in school leadership of primary school.

- ‘LemoWoreda’ Education office and primary school management team should need to assign female teachers as unit leaders, department heads and co-curricular coordinators. Since they get opportunity to develop leadership, managerial and decision making skills in order to come to higher position in the school.
- ‘LemoWoreda’ WEO, WCYA and NGO or other concerned bodies and interested owners build female performance to update them and equally compete with their men counter parts. Because of some of our traditional thoughts regarding female performance sometimes gender based discriminations happens.
- WEO and other education experts facilitate further research in wide scale is very essential to understand the existing determinants of female in school leadership position
- ‘Woreda’ education office should select and assign female school principals among from female teachers on the basis of their experience, academic merits and effectiveness in teaching and other co-curricular activities.

- ‘LemoWoreda’ education office and all stake holders should create collaboration with schools to encourage female education by upgrading their skills and these makes them better qualified personnel to participate in leadership position.
- Educational leaders should found at different level starting from school principals to ‘Woreda’ education Office experts need to ensure that all guide lines to be fully implemented and that they appoint and support female teachers during competition.
- ‘Woreda’ education office should have developed and design gender sensitive workshops and training about family shared responsibilities and gender role perceptions that are conducted with men so as to make them more receptive to females in order to reduce home responsibilities.

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**Appendix A**  
**Addis Ababa University**

**College of Education and behavioral studies Department of Educational planning and management.**

A, Questionnaires' to be filled by school teachers, unity leaders, department heads.

Dear respondents:

The purpose of this questionnaire is to collect relevant data for the study entitled factors affecting “females’ participation in school leadership in government primary schools of Lemoworeda, SNNPR” your responses are highly important for the success of the study, therefore, you are kindly request to read all questions carefully fill the questionnaire with genuine response. Be Shure that your response will be not useful for any other purpose other than academic purpose.

**General direction**

1. you do not write your name
2. Read all the instruction before attempting to answer the questions.
3. There is no needed to consult others to fill the questionnaires
4. Provide appropriate response by using a tick “√” in the boxes that fit your opinion for answering the objection questions. (more than one answer is possible when necessary.)
5. Write your opinion briefly for answering the open-ended questions.

**Thank you in advance (thank you)**

**Part I**

Section one personal data.

- 1.1 Name of school-----.
- 1.2 sex A, male  B, female
- 1.3 Age A, 20-24 years  B, 25-29 years  C, 30-34 years D, 35-39 years E, 40-44 years  F, above 45 years.
- 1.4 Position in carrel ladder.

A, Beginner teacher  B, junior teacher  C, teacher  D, senior teacher  E, Associate leader teacher   
F, leader teacher  G, senior leader teacher.

1.5, Experience A, 1-10 year  B, 11-20 years  C, 21-42 years.

1.6, Educational back ground

A, Diploma

B. First degree (B.A B.Sc. )

C, Second degree and above

D, other specify

1.7, Current work position besides teaching.

A, Department head  B, unit leader  C, other specify club head

1.8, Field of specialization

A, Administration  B, Language  C, Natural science  D, social science  E, Other fields

1.9, marital status

A, Married  B, Single  C, Divorce  D, Widowed

1,10, Number of children

A, 1-3 children  B, 3-4 children  C, above 4 children  D, have no children

## Part II

Please tick "✓" as appropriate to the extent of female teachers' participation in school leadership in primary school to which you agree or disagree to the following statements. Using appropriate scale from 1= strongly agree 2=agree 3=neither agree nor disagree 4=disagree 5= strongly disagree

Item	1	2	3	4	5
1, Women mostly occupy lower Occupation grades than men.					
2, Leadership is more appropriate To male than females.					
3, Females participation decrease at Higher leadership position than Lower position (club head, Department Head and unit leader)					
4, High number of female staffs In teaching area than leadership Position.					

**Socio-cultural factors that affecting females' participation in school leadership in government primary schools of Lemo Woreda.**

1, Most male teachers and few female teachers do not want to agree to work under female teachers leadership style.					
2, Females 'teachers participation promote by capacity building training in primary school leadership style.					
3, Most of the male teachers were successful in female teacher's leadership activities.					
4, Do you think culture has any influence on women leadership in primary school					
5, The amount of rate that is more influences female leadership participation in government primary school.					
6, Female teachers assume that they will not be successful in leading primary School.					
7, Female teachers have lack of self-confidence, low esteem and less motivation than male teachers primary school leadership					
8, Our culture and socialization influences a large number of women in their primary school leadership activity.					

**Personal factors that hinder women’s participation in school leadership.**

<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1, female is relevant to accept responsibility					
2, Females can make strong decision and be Committed to the organization and their Careers.					
3, Female have lack of confidence in their Capabilities, qualification and experience					
4, Female are better leader than men					
5, Females have less involvement in socio-economic factor					
6, Females have capability to lead primary School.					
7, Early marriage and family responsibly, lack of career guidance in ability to assume personal and professional responsibilities.					
8, Resourceful, creativeness, loyalties, help women to ascend to senior leadership position.					

**Part III**

Please put a mark “√” to indicate the possible answer for the following given alternative that represent closed ended question regarding to organization related factors for female teachers participation in primary school leadership areas 1= strongly agree 2=agree 3= undecided 4= disagree 5=strongly disagree

**Organization factor**

<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1, Job recruitment and hiring practice Do not attract female candidate for Leadership					
2, Institution (schools) leadership style Attract females to participate in Primary school leadership.					
3, Higher officials make gender bias while Selecting school leadership.					

4, Lack of special support to female To win competition for leadership Position in the education system of the woreda					
5, Assigning tasks and delegation of authority in school do not encourage female teachers to come to leadership position.					
6, The provisions made in the document and Guide lines do not give priority for females to attend leadership training in the Woreda					
7, Does policy and regulatory frame work have no any effect on women leadership in primary school leadership					
8. Does network have influence on women Participation in leadership in primary School leadership.					

List down the main factors that hinders. The females participation in school Leadership in Government primary school Of Lemoworeda

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### Socio-economic factors

Item	1	2	3	4	5
1, Female persistently faces more house hold demands and responsibilities.					
2, Women some times said that family's responsibilities were kept them from applying for and, assuming administrative positions.					
3, Women believe that the costs would be high for their families and themselves.					
4 Women are still expected to be primly care givers or home makers.					
5, Family life rests solidly on the shoulder of women in all areas.					

6, Female leading to more work-family conflict and attitude and behaviors that interfere with business leadership.					
7, Men are expected to be good economic provider for their families.					
8, Preparing family meals, maintain hygiene, caring for other family members and myriad of other chores related to children consume a good part the day for women.					

What do you suggest as solution for the problems (factors).

1-----

2-----

3-----

-----

**Thank You!**

## **Appendix B**

### **Addis Ababa University**

College of Education and behavior studies Department of Educational planning and management. Interview questions for school principals and vice principals.

Dear respondents

The purpose of this study is to collect relevant data for the study entitled factors affecting female's participation in school leadership in government primary schools of Lemoworeda. Your response is highly important for the success of the study. The information collected through this interview will be used purely for academic purpose. Your responses will be kept confidential and you are kindly requested to give your responses carefully.

Preliminary question about personal data;-/

- I. Sex -----
- II. Age -----
- III. Qualification -----
- IV. Experience -----
- V. Parent position -----

1. Please share with me some of your background information in terms of marital and education status.
2. Please tell me how you got this position what did you? Think when you decided to take this role?
3. What organization and personal factors you think that affecting females teachers participation in school leadership in primary school in your areas?
4. It is said that women are reluctance to accept school leadership. What is your point of view about this perception?
5. It is said that leadership more suitable for men in our culture. What is your point of view about this perception?
6. Could you specify other factors that challenge female teacher's participation to school leadership position? Would you specify with respect to cultural believes and values?

7. How do you evaluate female's teacher's involvement in your school leadership? And have you seen any improvement?
8. What mechanisms are in place to increase the participation of female teachers to school leadership?
9. What do you suggest as solutions for the factors (problems).

## **Interview**

Schedule for female head teachers Principal /Vice principal

### **Part one preparation leadership.**

1. For how long have you been a head in your current school?
2. What factors motivated you to become a school head teacher?
3. What was the selection process like?

### **Part two work experience.**

4. Please share briefly your experience as a female leader in your work?
  - a. With learners
  - b. With the teachers
  - c. With the parents, and other stake holders.
5. Please share some of the major challenges in the course of your work?
  - a. personal challenge
  - b. Administrative challenge
  - c. Organizational challenges
6. What would improve females' participation in primary school leadership
7. Is there anything else you would like to add?
8. What do you suggest as a solution to overcome the problems (factors)?(In advance for your cooperation)

# Addis Ababa University

## College of Educational and Behavioral Study

### Department of Educational Planning and management

#### **Guideline to conduct interview with woreda education office and women, child and youth affairs**

The aim of this interview is to investigate issues related to factors affecting females' participation in school leadership in government primary school of Lemoworeda.

### **Part I**

#### **General information**

1. Sex\_\_\_\_\_ 2.Age\_\_\_\_\_ 3.Qualification\_\_\_\_\_

In \_\_\_\_\_

1. Could you please briefly explain your contribution within this woreda\_\_\_\_\_

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2. How long you have been in this position (role)?

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## Part II

**Give your response to the questions in Short and precise.**

1. Does yourworeda have clear rules, regulation and procedures to guide the recruitment of school leadership?

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2. What is the role of WEO/WCYA in placement of leadership?

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3. What would you improve females' participation in primary school leadership?

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4. Would you accept and encourage more women to be in leadership?

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5. Is there anything else you would like to add?

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6. What mechanisms are in place to increase the participation of female teachers to school leadership?

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7. What do you suggest as solution to outcome the problems (factors)?

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## Appendix - c

**The past four year's quantitative data on Teachers involvement in school leadership by**

**Document analysis.**

Year	Fr	Co-curricular activities and leadership																	
		Club head			Department head			Unit leader			Vice principal			Principal			Total		
	Sex	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
<b>2009</b>	<b>No</b>	67	53	120	39	22	61	13	2	15	10	2	12	8	-	8	137	79	216
	<b>%</b>	<b>56</b>	<b>44</b>	<b>100</b>	<b>64</b>	<b>36</b>	<b>100</b>	<b>81</b>	<b>19</b>	<b>100</b>	<b>83</b>	<b>17</b>	<b>100</b>	<b>100</b>	<b>-</b>	<b>100</b>	<b>64</b>	<b>36</b>	<b>100</b>
<b>2010</b>	<b>No</b>	68	49	117	34	28	62	13	3	16	9	3	12	7	1	8	131	84	215
	<b>%</b>	58	42	100	55	45	100	81	19	100	75	25	100	87	13	100	61	39	100
<b>2011</b>	<b>No</b>	63	54	117	39	19	58	12	-	12	8	4	12	6	2	8	128	79	207
	<b>%</b>	54	46	100	67	33	100	100	-	100	67	33	100	75	25	100	62	38	100
<b>2012</b>	<b>No</b>	72	46	118	37	21	58	11	3	14	6	5	11	5	3	8	131	78	209
	<b>%</b>	61	39	100	64	36	100	79	21	100	55	45	100	63	37	100	63	37	100
<b>Total</b>	<b>No</b>	270	202	472	149	90	239	49	8	57	33	14	47	26	6	32	527	320	847
	<b>%</b>	<b>57</b>	<b>43</b>	<b>100</b>	<b>62</b>	<b>38</b>	<b>100</b>	<b>86</b>	<b>14</b>	<b>100</b>	<b>70</b>	<b>30</b>	<b>100</b>	<b>81</b>	<b>19</b>	<b>100</b>	<b>62</b>	<b>38</b>	<b>100</b>

**Data from documents source sample size primary school.**

**Thank You!**