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Factors Affecting Female Teachers Participation in Government Primary School Leadership: the case of Jigjig City Administration, Somali Regional State

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ABSTRACT

The main purpose of this study is to identify factors that affect female teachers' Participation in government primary schools leadership of jigjig City Administration With this, an attempt was made to forward possible solutions for this problems. to conduct this study a descriptive survey design was employ. The target population of the study was 271. A total sample population 162(60%) respondents: 11 principals, 11'supervisors,1 Woman and child affairs office and 5 Woreda educational office were involved to study this. The data were collected by using questionnaire, interview and document analysis. Both quantitative and qualitative data analysis were employed in order to reach at results. The findings of the study revealed; higher officials make gender bias while selecting school leader; lack of special support to females to win competition for leadership position in the education system of the town; they were strong in making decision; females are less participated as both heads and deputy head teachers: females have capability to lead primary school; men consider women as their equal counterparts; females assume that they will not be successful in leading school; females do not have plan and set their promotion goals to be school leader. Some of the challenges which could hinder women representation in school leadership were for instance, pressure of home responsibilities, men dominance of management position, unclear promotion procedures. In the finding, the participants of the study also justified the following as the possible solution for the factors that affect female teacher's participation in government primary school leadership. These are providing training for female(Mentoring), gender awareness campaign, gender fairness in school leadership position, fighting traditions that hinder the progress of female, ,discourage societal discrimination, change family traditional structure(societal support), sensitize society to accept female leadership, women should be self-confident females self -motivation. Questionnaires were distributed= to all sample female and male teachers and were duly filled and returned with the return rate of 162(60%) out of 271, eleven (11) government primary schools in Jigjiga city administration was selected systematic sampling from 34 government primary schools with interval of two from the list of schools. After deeply investigating above stated problems the researcher factor affecting found that Females" teachers' participation in government at primary school in leadership position was not found at the appropriate level of expected.

Key terms: participation of government primary School 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 has 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. And leadership positions in education. A recent study by Enomoto (2000) revealed that little has changed in this regard over the past few decades. The study reveals that, despite their large numbers in teaching and in school leadership preparations programmers, females remain under-represented at higher levels of administration (Enomoto, 2000).

The Ethiopia context is a signatory to the Beijing Declaration and its Platform for Action. In 2001 Ethiopia launched a Women"s Policy to facilitate conditions conducive to the alleviation of equality between men and women so that women could participate politically, socially and economically on equal terms with men. Further, the policy aims at eliminating prejudices as well as customary and other practices that are based on the idea of male supremacy and to enable women to hold public offices and participate in leadership and decision-making at all levels. One of the strategies to implement the policy is the creation of a government infrastructure and mobilization of human resources.

In addition to the women"s policy, Ethiopia ratified a new constitution in 2003 that guaranteed gender equality in all aspects of life. The national population policy and the Ethiopian national social policy also affirm that raising the social and economic status of women is a precondition to the achievement of national development goals.

Similarly, Jigjiga city educational office report (2020 G.C) reveals that among 34 school principals and deputy principals, there are only 2 female principals and 4deputy principals Currently leading primary schools. Thus, it is very crucial to assess factors that affect Female teachers in the participation of primary school leadership in the Jigjig a city administration In Ethiopia, school administrators has been male dominated to this consequence the government has set a plan to increase the number of model female students and teachers in school as well as appointing those able women at leadership position (MoE, 2006). In line with this, some sectors has been seen in increased the proportion of female school leaders such as principals, vice principals, unit leaders, department heads and clubs heads (MOE,2006).

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). To this effect, in many organizations we find positions such as secretaries, typist and janitors being occupied by women whereas managerial positions that are better and are often entertained by men (Melzer,1992).Women in Ethiopia are mainly

limited to shoulder the hard and unpaid household responsibilities such as Child rearing and feeding the family, farming and taking care of domestic animals. Leadership has been defined in terms of traits, behaviors, influence, interaction patterns, role relationships, and occupation of an administrative position.

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 (Kotter,1996). 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).

1.2. Statement of the problems

Women‟s scarcity in managerial and decision-making sphere is global phenomena. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact, women account for no more than 10% managers and 3% of company

director and this issue has received the attention of international organizations (OnSong, 2004). Several reports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Thayer-Bacon, B 2008).

In the African context, lack of female role model among teachers of adolescent girls may have contributed to the unpopularity of teaching as career choices for girls in the past (Coleman, 2001). Some African countries like Zambia have been implementing the policy of balancing leadership position in school following the rules of selection of school leadership in such a way that when there is a male school director, the deputy must be a female. Besides, when there is a female school director, the deputy must be male. This simple regulation has meant that school leadership is now less gender biased that balance leadership (MOE, 2006). In practice, however, it had been observed that they are underrepresented in the leadership positions within the education system (Education Sector Development Program (ESDP IV: 2010).

Among the developing countries, there is a considerable variation of female teacher‟s Participation in primary school leadership. In African countries, especially in sub-Saharan Africa the gap is very wide. According to Kane (2004:39) current trends in sub-Saharan Africa reflect a predictable pattern previously emerging in some regions (under less difficult circumstances), a widening of gender gaps, as participation increase from a very low base could be a temporary phenomenon.

The Ethiopian government has endorsed several legal documents aimed at eliminating discrimination against women. One such document is the Gender Equality which was put into effect in (United Nations, 2007). The government approved the National Plan of Action on Education for All, which aims at achieving gender equity in education by 2015 (Do, n. d.). The national goal of the Strategy is to: improve women's quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate in and benefit from all aspects of politics, economy, culture and social areas (United Nations, 2007). One of the specific objectives of the strategy is the Ethiopian government's commitment to increase the number of women in leadership positions at all levels and in all sectors. This is the reason that initiated the researcher to carry out this research. This study were help to make these unseen forces explicit and explain some ways to break them down and thus widen the path for women's leadership role.

One of the recent studies was done Hana (2016) which assessed Factors Affecting Female Teachers Participation in Educational Leadership: The Case of Secondary Schools in Addis Ababa Kirkos Sub City and Solomon (2017) investigated Factors Affecting Female Teachers involvement in school leadership: in secondary school in sidamo zone. They have focused on secondary schools but did not differentiate public

and private schools in addition to that the researchers did not investigate factors affecting female leadership in government primary schools which is the aim of this study.

Moreover, Gojjam and Singh (2015) have conducted a study on factors affecting women‟s participation in leadership and management in selected public higher education institutions in Amhara region yet their study was limited on in leadership and management in public higher education institutions in Amhara region but did not incorporate primary education and those factors that may have an impact on the female participation, though the researches have done great work on factors affecting female participation on public primary schools, they were not gave an attention the factors affecting the female participation on pastoralist, particular Somali region public primary schools which is different from the high land in terms of culture, attitude, socially and religious, therefore to fill the gap it is needed to undertake further study.

As mentioned, the above paragraph most of the previous studies were too broad and did not address the problem of this study which is to determine the factors affecting female teacher‟s participation in government primary schools in lowland part of the country. Therefore this study will seek to identify the factors influence female teachers participation in school leadership at jigjiga city administration in SRS and to provide key recommendations academician, policy makers and other concerned bodies to enhance the female participation on schools leadership

1.3 Research Questions

1.3.1 General research question

The general research question of this study is stated as „what are the factors affecting females‟ teachers participation in government primary schools leadership in Jigjiga city administration?‟

1.3.2. Specific research questions

Specifically, the study answered the following research questions:

1. What is the status of female participation in school leadership in government Primary school in jigjiga city administration?
2. What are the institutional and personal factors that hinder women‟s participation in jigjiga city administration?
3. What is the Socio-economic and socio-cultural challenges that affect females‟ participation in primary school leadership of Jigjiga city administration?
4. What mechanisms are in place to increase the participation of females in school Leadership of Jigjiga city administration?

1.4. Objectives of the study

1.4.1 General objectives

The general objective of the study is to investigate the factors affecting females‟ teacher‟s participation in government primary schools leadership in: case of Jigjig city administration

1.4.2 Specific objectives

The specific objectives of the study are: -

1. To examine the extent to female leadership in governmental primary schools in Jigjiga city administration.
2. To explore the institutional and personal factors that hinder women‟s participation in Jigjiga city administration.
3. To Examine the Socio-economic and socio-cultural challenges that affect females‟ participation in primary school leadership of Jigjiga city administration
4. To identify the strategies that is in place to promote female teachers‟ participation in government primary school leadership in the jigjiga city Administration.

1.5. Delimitation of the study

Among 34 schools of jigjig city administration SRS of Ethiopia. This stud has delaminated in scope to only in 11 schools in jigjig city administration, because of the time constraints. In order to make the study manageable, it is bounded only to government primary schools. In jigjiga city administration there are governmental and private primary schools, but this study were delimited only in 11 government primary schools in Jigjiga city administration.

In Geographical scope, Somali region consists of 11 zones, 93 districts and 6 city administrations among that this study were limited to only Jigjiga city administration.

1.6 Significance of the study

This study is significant to the follows:

It helps jigjig City education Office, to identify factors affecting females‟ teacher‟s participation in school leadership of Government primary school. It also helps the schools to

develop a strategy that lift up a number of female teachers into different school leadership hierarchies. It may be a milestone for other researcher who want to conduct further research on issues related to equity of females in primary school leadership practices.

1.7. Operation of Definition

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.

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.

1.8. 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 was prepared in English language for principals, teachers, and supervisors (WEO) Woreda Education Office and WCYA. These was checked by consulting with the advisor and other experts researching on the same area ofstudy in order to comment the extent to which the items are appropriate in securing to relevant information to the research.

1.9. Ethical considerations

The researcher was try to establish good relationship with all respondents by making himself clear where he came from, why he decide to conduct the research, the researcher were arrange the interview time and place with consideration of the respondents‟ consent and comfortable place to hearing communication and the researcher were ask permission from the school principals to see documenters (supervisor, principals, woreda education office, woman and child affairs office)relating factors affecting female‟s participation in school leadership in government primary schools.

1.10 Organization of the research

The study is organized into 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, Chapter two is about review of related literature, Chapter three consisted of the research design and methodology, Chapter four data presentation, analysis and interpretation; and Chapter five is comprised of Summary, conclusion and recommendation.

CHAPTER TWO: REVIEW OF 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 are 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, 1990). With this it can be aware that if this is a leader in school, it is also there is follower s 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 female commonly possess. Let us now consider the following attributes of leadership given by (Gardner, 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 possesses. 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 observes 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 were 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. Is a person of integrity he/she can be involve in school leadership various activities and 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 dislike 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 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 succeed, gender- based socialization, fear of failure, lack of competitiveness (Limerick and Anderson, 1999). Some women have indicated that th 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 school‟s 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 phenomenon 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 sexiest 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 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 monitory Education Quality (2010) revealed thatless 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 necessarily knowledge, skills, Attitudes, and values to in cable them to participate positively in nation building , this has not been translated in to reality.

In Kenya females underrepresented in educational leadership, Hence the government came up with the police 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 us the major‟s barriers in this regard. This believes emphasize 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‟s barriers is the international frame work 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 position is still minimal. In the public service, women in management positions are very few as compared to men.

According to sifana (2006) fewer implement opportunities for women has discouraged them from following courses in higher education. Other factors which prevented them from interning universities intended 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 higherevels 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 (poul et al. 2002). Sex-role stereotyping depicts men as superior in leadership pursuit became, they are considered to possess the masculine, Agnatic qualities (e.g. men are more assertive, competitive, daring, and courageous) that are needed to again 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). Theses myths constitute a powerful and influential force in both the public representation and the internal shaping of executive identity. Leaders of corporate cultural, 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,ale leadership image are dominant even while efforts are made to incorporate female leadership image.

Women have been serotype 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. Theses 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 were more caring and relationship oriented those 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 most of the the world‟s illiterate population. In several developing countries, gender gaps in education and literary 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 MeDougald, 2007, Simon, 1995) Men tend toake greater sacrifices at home in order to maintain their work responsibilities where as women do the opposite (Jennigs and MeDoudald. 2007; Rothbard 2001).

Female leaders were 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 most of the child-care and homemaking. Women‟s progress because of both external expectations and internal accommodations. Although there is no documentation that being a parent diminishes managerial ability, there Ares till 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-nonworking 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 discourage 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. 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 will be 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 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 fruits where not good as expected, since the percentages of female lead teachers had barely women 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.

2.7. Theoretical framework

The study is 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 (Nizomo1995). 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 law potential for leadership, less assertiveness, less emotional stability and lack of ability to bandies a crisis (Bond 1996). On the other hands

ersonal 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 under lying 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 workplace (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..

2.8. Empowerment

We now have a formal international consensus on the need for empowering are women. This consensus reached at the united national fourth world conference on women (Beijing, 1995).is reflected in the Beijing performs for action. The document state: "The platform action is an agenda for women"s empowerment. It aims at removing all the obstacle to women"s active participation in all spheres of public and private life through at full and equal share to economic, social, cultural and political decision-making". This means that the principle of shared power and responsibilities should established between women and men at home, in the workplace 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 necessarily and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is 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 analyse 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, bothformal 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, nationality and internationally.

2.9 Women Empowerment at workplace

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 primary school

schedule: -

- Changing traditional and cultural conceptions that influence female leadership participation primary government school
- Primary 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 primary school leadership system that mostly handled by male only.
- Building close relations between female leadership of primary schools and communities
- Primary 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.

2.10 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, institutional 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.

2.11. Conceptual framework

This conceptual framework postulated that factors such as: gender stereotyping family Responsibility, affirmative action and personal interest in management positions may influence. The participation of women in school leadership indicating in a figure 1.



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

The cause and effect of interdependent variables were deals with such, institutional factor personal factor and family responsibility as well-as economic factors, independents variables (causes) and were affected dependency variables (Affected) woman‟s status participation in government‟s school leadership. Therefore, the causal relationship often involves several independents variables that affect the dependents variables. Gender stereotypes make female to feel inferior as males‟ dominant management position. This result in Law 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 increases 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 law 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.

CHAPTER THREE: RESEARCH METHODOLOY

3.1. Description of the study area

Jigjig a is the capital city of Somali regional state, it became the capital of the Somali regional state in 1995 after it was changed from Godey, jigjig a population is now 568,210 it located in Fafan zone with 60 km (37 mi) west of Somalia border jigjig a city has elevation of 1,646 meters above sea level and has 9.35 latitude and 42.80 longitude jigjig a is 20th most population in Ethiopia it is located eastern of Ethiopia Jigjiga, contains four woreda and 20 kabales 07 kabale are lived most number of population and most household according to other kabales.

3.2. 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. This study of research is selected since it deem to examine the current problem and 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 researcher is interested to use this research method of the study. According to Cresswell (2003), mixed methods research is an approach that combines quantitative and qualitative research methods in the same research methods in the same inquiry. The researcher was collect analyze, and integrate both qualitative and quantitative data in single study or in multiple studies in an approach. Therefore, the study was employing mixed methods research approach. The qualitative data were employed as a supplementary to the quantitative data. The qualitative data was prepared from semi-structured interview and open- ended questions.

3.3. Research methods

The data was collected from teachers, school leadership, city administration education office, women and child affairs, principals, supervisors. The data for the study was obtained from both primary and secondary source.

3.3.1 Primary source of data

Primary source of data for this study was obtained from teachers, supervisors, principals education office and

woman child affairs office head.

3.3.2 Secondary source of Data

Secondary Sources of data was obtained from reports and documenters in school and woreda Education office and women and child affairs.

3.3.3 Target population of study

The total population of study was considered the 34 government primary school in Jigjiga city administration with 844 teachers out of this 523 are male teachers while female teachers are 321 (2020 Annual report Jigjiga city administration education office). From the 34 schools the researcher was selected as a sample for eleven schools with a target population of 271 teachers in which the researcher was selected a sample size of 162 teachers from the 11 schools by using the following Yemeni formula. In addition to this there are 11 school principals, 5 experts from educational office, 11 supervisors and one women and children affairs office heads.

3.3.4 Samples size and sampling technique

In this study, multistage sampling techniques were employed. In the first stage jigjig city administration was selected purposely among 93 Districts in 11 Zones and 6 city administrations of the SRS considering its recurrent experiences because of jigjig is one potential school in primary effect of female leadership related to female participation and researchable area. In the second stage, eleven (11) government primary schools in jigjiga city administration was selected systematic sampling from 34 government primary schools with interval of two from the list of schools. Third stage, 162 respondents (teachers) was selected by simple random sampling.

Regarding the sample size, this study was used a simplified formula provided by Yamane (1967) to determine the required sample size at 95% confidence level and 5% level of precision

$$n = \frac{N}{1 + N(e)^2}$$

Where n = the desired sample size N = Population size (equal to 271)

e = the level of precision (equal to 5% or 0.05).

$$n = \frac{271}{1 + 271(0.05)^2}$$

= 162

Therefore 162 teachers was selected as a sample random sampling from the sampled 11 schools

Therefore, sample size from each school was determined proportionally by using probability proportional to sampling. PPS= school‟s total teachers/total teachers of 11 schools * sample size

Table 1 Name of selected schools

Name of Selected schools	Total population (teachers)	Sample size
Wilwal	50	30
Ahmed Guray	39	23
Wanow	37	22
Husen Gire	35	21
Farah Magol	21	13
Jaraqato	15	9
Qordhere	14	8
Ayardaga	24	14
Dudahide	12	7

Xoodhley	13	8
Goobale	11	7
Total	271	162

Sour: Own survey, 2021

In addition to this, 11 school principals, 5 experts from educational office, 11 supervisors and one which were the women and children affairs office head was selected as a sample from their respective works purposively.

3.3.5 Data collection Tools

According to 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.

3.3.6 Questionnaire

The questionnaire was prepared in English language. The questionnaire was consisting of both close ended and open-ended questions. On addition to that, Likert scale items and suggestion questions was prepared for teachers and school instructional leaders (supervisors, principals) Questionnaire were help the research to obtain available information from the respondents, and was help 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 title under study. The questionnaire was to obtain necessary information from the respondents about the factors that affect female leadership in government primary school participation, and finally recommend on issues in the study.

3.3.7 Interview

Interview permits to obtain greater depth of response, which is not possible to get 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 was conducted with 11 principals, education‟s officers, women, child and youth affairs head. The main reason behind the semi-structured interview is the advantage of

flexibility in which new questions that was forwarded during the interview. The collected data was categorized based on similarities of responses and then the principals and Jigjiga city educational office, women and child head was 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 Jigjig city educational office, women, child and youth

affairs know the strength or challenges/ weakness and opportunities of each school participatory.

3.3.8 Document analyses

Document analyses are another research instrument. In addition to questionnaire and interview, the researcher was prepared check list to collect additional information about factors affecting female‟s ‟ participation in school leadership in Government primary schools of Jigjga City. Thus, city administration strategic plan of women requirement, empowerment in their participation to 34 primary school leadership. The researcher was analyzed the data from document records, statistical information, reports and minutes. Information about factors affecting females‟ participation in school leadership in governmental primary school of jigjig and education office strategic plan of women recruitment, empowerment to primary school leadership.

3.4. Methods of data analyses

After the collection data from the respondents both quantitative and qualitatively, the data was analyzed. Thus mixed approach was have good opportunity to critically examine factors Affecting females‟ participation in school leadership in government primary school.

3.4.1 Quantitative data analysis

Quantitative items or (questionnaires) were prepared in tables according to their conception similarities. The data responses were categorized, and frequencies were tallied. The analyses were using descriptive statistics such as frequencies percentages. In terms of given items. Then were interpreted in the light of literature and the experience of the researcher. The SPSS computer program was used. Besides, for suitability of analyses the five-point Liker scale

responses of the questionnaires ‟were employed to identify to what extent the respondents 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 4, disagree 5, strongly disagree as well as in order to find of variables Above methods was used.

3.4.2 Qualitative data analysis

The qualitative data were collected from semi-structured interview; open-ended question of questionnaire and document was analyzed and interpreted qualitatively and were reported through narrative description

to complete the qualitative data they was interpreted in the light of the experience of the researcher. The handwritten notes of interview were transcribed categorized and complied into 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.

HAPTER FOUR: RESULT, DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of data gathered from the sample population which include teachers, principal, education office and women and children affairs. The data that were obtained through questionnaires and interviews were analyzed and interpreted in line with the basic research questions raise so far. For this reason, the questionnaires were distributed to 162 teachers to be filled out of which 65 teachers were female. Out of these 65(40.1%) were properly filled and returned. Moreover, 11 school principals, 5 education officials and 1 women and children affairs head were interviewed. Based on the responses obtained from the respondents, the analysis and interpretation of data was made. Thus, the respective quantitative data was analyzed quantitatively using frequency, percent. On the other hand, the collected data through interview and open- ended questions were analyzed qualitatively. The analyzed data were collected and organized in a way that suits interpretation of the results in addressing the research questions. In this way 6 tables were constructed in categorizing the objectives of the study in thematic groups which in details deals with the responses of participants on the extent of female teachers‟ participation government primary school leadership, Institutional and personal factors that affect female teachers‟ participation, aspiration of female teachers and strategies to promote female teachers‟ participation in primary school leadership.

4.2 Demographic Characteristics of Respondents

Understanding about the overview of the respondents‟ characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents which directly or indirectly related to the objectives of the study. Accordingly, the general demographic characteristics of the respondents in sex, marital status and field of study, level of educational and work experience were analyzed and discussed in terms of frequencies and percentage as follows.

Table 2 Demographic Respondent

No	Variable	Category	T(n=162)	Pr(n=11)	Supp(n=11)	WEO(n=5)	WCYA(n=1)	T=190

			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Total
1	**Gender**	Male	97	59.9	9	81.8	6	54.5	3	60	-	-	115
		Female	65	40	2	18.18	5	45.45	2	40	1	100	75
2	**Age**	Below 25 years	32	19.8		-	1	9.0	-	-	-	-	33
		26-30	96	59.3	6	54.5	6	654.5	4	80			112
		31-40	30	18.5	5	45.45	4	36.36	1	100	1	100	41
		41-60	4	2.5	-	-	-	-	-	-	-	-	4
	Marital status	Married	114	70.4	9	81.81	7	63.63	3	60	1	100	161
		Single	48	29.6	2	18.18	4	36.36	2	40	-	-	56
3	**Educational status**	ABE	4	2.5		-	-	-	-	-	-	-	4
		Grade 12	8	4.9		-	-	-	-	-	-	-	8
4		TTI	13	8.0	-	-	-	-	-	-	-	-	13
		Diploma	50	30.9	-		-	-	1	20	-	-	51
		Degree	71	43.8	10	90.9	9	81.81	4	80	1	100	95
		Master and above	16	9.9	1	100	2	18.18	-	-	-	-	19
	Work experience	Below 2 years	5	3.1	-	-	-	-	-	-	-	-	5
		3-4 years	18	11.1	-	-	-	-	3		1	100	22
		5-6 years	46	28.4	3	27.27	2	18.18	2	40	-	-	53
		6-10 years	58	35.8	8	72.72	9	81.81	3	60	-	-	78
		Above 10 years	35	21.6	-	-	-	-	-	-	-	-	35

Source: own survey with SPSS, 2021

As it is indicated in Table 1 above, item refer to the participants. With regarding to sex, 59.9 % of were male, 40.1% of were female. Therefore, more participants were male. With regard age 59.3% of teachers found between 26-30, 1(100%) of „Woreda" child affairs were found between 31-40, 6(55%) of principals were found between 26-30. Most of the teachers were

found between 26-30 regarded with level of education, 71(43.8%) of were first degree teachers. With regarded experience, 58(35.8%) of were 6-10years‟ service and 1(100%) of Woreda‟ child affairs had 3–4-year service, most of the respondents had good experiences in their occupation.

According to their education level 71 (43.8%) of the teachers were degree holders and 10(90%) of the principals were first degree holders while the remaining percentage of ten were diploma holder 1(10%). Regarding to the female principals as showed by the above tables 2(18.18%) while male counterpart were 9(81.81%).

Therefore, this indicates that under standards of MOE policy were followed and but the percentage of female principal were very lower than male .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, 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 11(100%) of principal trained and working in administrative management. 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 MOE.

4.3 Reliability test

Table 3 Reliability test with conbach”s alpha for the Item

Reliability Statistics	
Cronbach's Alpha	N Items
.707	41

Case Processing Summary			
		N	%
Cases	Valid	162	100.0
	Excluded	0	.0
	Total	162	100.0
a. Listwise deletion based on all variables in the procedure.			

Source: Survey Result SPSS,2021

4.4 Current status of female participation

Table 4 Current status of female participation in school leadership in government Primary

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)	F (%)
1	There is a government policies and strategy that govern recruitment, appointment and Promotion of primary school female leadership in jigjiga city administration.	162	57(35.2)	48(29.6)	13(8.0)	22(13.6)	22(13.6)
2	Men continue to be rated higher than women on most of the qualities associated with leadership	162	61(37.7)	49(30.2)	22(13.6)	12(7.4)	18(11.1)
3	Both females and males teachers do not want to work under females	162	56(34.6)	64(39.5)	12(7.4)	10(6.2)	20(12.3)
4	Females do not have plan and set their promotion goals to be school leader	162	55(34.0)	74(45.7)	1(.6)	13(8.0)	19(11.7)
5	Females are dependent on male, passive, emotional, uncertain of them self-belief.	162	55(34.0)	63(38.9)	7(4.3)	14(8.6)	23(14.2)
6	The provision of recruitment guidelines had made it clear that among others female applicants are guaranteed to affirmative action and be given the priority for recruitment	162	51(31.5)	57(35.2)	7(4.3)	18(11.1)	29(17.9)
7	The school provides capacity building training to promote female teachers‟ participation in primary school leadership	162	50(31.5)	65(40.2)	7(4.3)	15(9.3)	25(15.4)
8	there is Institution /schools involves the gender unit or office in the committee or team established for the recruitment, training and deployment of individual or leadership in female.	162	54(33.3)	61(37.3)	10(6.2)	20(12.3)	17(10.5)
9	there is chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors	162	40(24.7)	68(42.0)	12(7.4)	27(16.7)	15(9.3)

Source: own survey with SPSS, 2021

Item number one of table 4.clearly shows that, 57(35.2%), 48(29.6%), of respondents indicates with Agree and strongly agree and 22(13.6%)of the respondents disagreed (disagree plus strongly disagree), 13(8.0%),neutral and respectively towards the statement of lack of female participation school leadership rather than male, From this one can understand that,majority of the respondents Agree that lack of confidence and getting the reword are the factor that can affects the female school leadership participation..

Item numeral Two of table 4. clearly indicates that, 61(37.7%), 49(30.2%), of the respondents Agree), 22(13.6%) Disagree, 12(7.5%) neutral and respectively towards the statement refers man rated higher than women on most positions and less rework for the female the promotion in leadership positions. Form this one realizes that, most of the respondents agree that females have lack of motivation and cultural berries in high position affects this was one that can influence the female participation in leadership therefore, this reviled that majority of the respondents Esteemed as Agree, neutral and agree (Agree plus strongly agree) correspondingly towards the statement of employing qualified. Therefore, the researcher concluded that woman lower than male in high position for any institution.

Item number three of table 4. Reviled that female and males teachers do not want to work under females. Accordingly, 56(34.5%), 64(39.5%), of the respondents rated as disagree (agree plus strongly agree), 12(7.4), neutral and 20(12.3),10(6.17) disagreed (plus strongly disagree) respectively. This result indicates that majority of the respondents agreed towards the issue raised. Furthermore, the investigator concluded that man teacher do not want to work together the female teachers in main positions.

The interview conducted by the researcher, with "woreda education office experts, supervisors, Woman and child affairs head 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".

Item number four of table 4. evidently specifies that, 74(45.7%), 55(34.0%), of the respondents agree (plus strongly agree), 1(0.6%) neutral and, 19(11.7%) strongly disagree), respectively to the speech of Females do not have plan and set their promotion goals to be school leader, form this solitary can conclude that the most of the respondents agreed that the female have less plan rather than man. therefore, researcher concluded that most of the respondent approved that female taechers do not have plan and strategies that can be a leader.

According to table 4. Item 5, shown as 63(38.9) and 55(34.0) of the respondents responded that agree, and 23(14.2), of respondents responded that disagree while,7(4.3%), netural

Therefore the majority of respondents deals with Females are dependent on male, passive, emotional, uncertain of them self-belief. That is why that did not participate top level positions in the school leadership. Furth more, the scientist conclude that the utmost of respondents agree that female have low confidence rather male

Regarding item 6 of the table: 4. the respondents reflect that the provision of recruitment guidelines had made it clear that among others female applicants on the priorities. Accordingly, among the respondents

requested to answer this question, most respondents 57(35.2%) replied agree that the effort of school leaders‟ in such activities is sometimes based on affirmative action. As stated in the table 6, hence ,51(31.4%),of this implies that strong agree the school leaders “have selected based on their provisions and competence.so far the researcher concluded that there is no affirmative action in government primary school for the female.

In Table 4. from above item 7 show that the respondents of the response, whether there is school provides capacity building training to promote female teachers‟ participation in primary school leadership. As it is stated in the table 4, among 65(40.1%),of respondents responded agreed, the majority 50(30.8%),of respondents strong Agreed that, there is capacity building with affirmative of the female in the government primary schools were provided, while 25(15.4%)of respondents being Disagree and 7(4.3)of the respondents neutral in this view, therefore the Appropriate respondents belief that there is lite capacity build in school leadership for the female rather than male.so that the researcher concluded that female teachers have some upgrading.

The tables 4. Item number 8 show the responses of the respondents whether there is Institution /schools involves the gender unit or office in the committee or team established for the recruitment, As stated in the item 8,with 61(37.3%),of the respondents strongly agreed, the mainstream 54(33.3),of the respondents agreed, 10(6.17%),of respondents were being neutral, 20(12.3%)respondents Disagreed and the rest 17(10.5%)respondents strongly disagreed, furthermore the institutions have some gender committee but not much in the government schools.so that the researcher conclude that government schools have some committee that female included but less rather than male.

Respondents responded the item 9 with regarding whether the there was a chance of separate quota to compute among for female themselves. As specified in the table 4. With a 68(42.0%) of the respondents strongly agreed, 40(24.75%), of the respondents agreed, 12(7.4%) respondents‟ responses as neutral, and the rest 27(16.7%) respondents strongly disagreed. Therefore, the examiner, conclude that the schools have some chance of selected the school leaders, but the female have some few chances at time of selection process.

4.5 Institutional factors affecting women`s participation in school leadership

Table 5 institutional factors affecting women`s participation in school leadership

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)	F (%)

1	Government institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation.	162	60(37.0)	50(30.9)	16(9.9)	19(11.7)	17(10.5)
2	Educational institutions have no official effort to make females active participants in leadership.	162	57(35.2)	49(30.2)	20(12.3)	19(11.7)	17(10.5)
3	Educational institutions have sex segregation that favor Men while selecting and hiring employees.	162	60(37.0)	54(33.30	21(13.0)	16(9.9)	11(6.8)
4	Lack of supporting female to form professional network in leadership.	162	51(31.5)	53(32.7)	20(12.3)	19(11.7)	19(11.7)
5	Lack of female role models in educational institutions affects Participation of other female aspiring for leader.	162	51(31.5)	63(38.9)	15(9.3)	18(11.1)	15(9.3)
6	Females have an interest and motivation to apply for school leadership	162	47(29.0)	56(34.6)	20(12.3)	21(13.0)	18(11.1)
7	Women`s responsibility of family child bearing and taking care of home affect their participation in educational leadership	162	50(30.9)	76(46.9)	10(6.2)	16(9.9)	10(6.2)
8	Women are more responsible to home or family related issues than their male counterparts.	162	51(31.5)	69(42.6)	19(11.7)	10(6.2)	13(8.0)

Source: own survey with SPSS, 2021

Table: 5, item 1.60(37.0%), of the respondents agreed with Government institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation. 16(9.9%) of respondents indicate the neutral while 17(10.5%) of the respondents reviled strongly disagree, respectively this deals with government do not have female policy that increase the participation of school leadership, the most percentage of the respondent agree there is no policy that concern with female. consequently, the researcher conclude that government have no policy of female gender issue.

The respondents of item, 2 table, 5. Covenants with Educational institutions have no official effort to make females active participants in leadership. From the above table 5, 57(35.2%) of the respondents agree in these views. Common of the respondents stayed that, 20(12.3%), neutral in responding government institution do not have formal that makes female leadership participation. And 19(11.7%) of the respondents move up the disagree separately. furthermore, the investigator conclude that the maximum of respondents agree there is no formal strategies that can provide female leadership participation.

Regarding the above item 3 table of 5. Showed that the educational institutions have sex segregation that favor Men while selecting and hiring employees. Therefore, the most respondents, that is, 60(37.0%), agree this idea it seems that all institution have such challenge of female isolate, while the responses of other is16 (9.9%), of responses disagree, in this the researcher conclude that there is no effective and efficiency requirement selection the female participation In school leadership positions that reason was the issue which less confidence to female participation of school leadership positions.

The results in Table 5, item number 4 display that the idealized that there is Lack of supporting female to form professional network in leadership, of 52(32.1%), of respondents strong agree and of 20(12.3%), of this is neutral at this opinion whereas 19(11.7%), of responses were disagree. Furthermore, most of respondents agree that there is no at official support to the female and giving chance to the top position to filed them rather man. So that the researcher concludes that public institution have less support to the female to participate in school leadership.

Table 5, item 5 presents the Lack of female role models in educational institutions affects Participation of other female aspiring for leader from respondents"63(38.9%), of respondents strong agree while 15(9.3)%,of response is neutral and 18(11.1%),of this were disagree
,therefore, based on above data the most respondents agree that the female teachers do not have any reword or role model in leadership positions so this was factor that covenants the female have low level of motivation and giving supports. furthermore, the researcher conclude almost have of the government institution do not have affirmative action and respect to the female rather than male.

In item 6, of table 5, shows Females have an interest and motivation to apply for school leadership allow, 56(34.6%), of the respondents strong agree while, 20(12.3%), of response are neutral and 21(13.0%) shows disagree, in short the most of respondents belief that the females have no interest to apply school leadership so that this was the reason to become lower then male.so that the investigator concluded this factor the female have no interest and commitment than male.

Item number 7of table 5, realized that, 76(46.9%), of the respondent rated as agree whereas 10(6.2%), of this was natural and 16(9.9%),of the respondents were disagree correspondingly towards the statement of Women`s responsibility of family child bearing and taking care of home affect their participation in educational leadership, for this issue the majority of respondents refers that the participation of female in leadership positions did able because of the role of the family and child care have influence their volume of participation to the school leadership. Therefore the researcher concluded that factor that affect female have family challenge than male to participate leadership positions of any institution.

The last item of table 5 clearly shows that, 69(42.6%), 51(31.5, of the respondents esteemed as (Strongly agree plus agree),of this 19(11.7%) neutral and 13(8.0%)disagree respectively this indicate that the announcement of Women are more responsible to home or family related issues than male counterpart. furthermore, most of the respondents deals with woman have double role to compared with man that can affect to participate the high-level positions. so, the scientist concludes the female was more work than male to family and the houses.

4.6 Personal factors

Table 6 Personal factor

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)	F (%)
1	There is Discrimination in Appointments (Unfavorable or unfair treatment due to sex on female at schools to proceed in leadership positions	162	38(23.5)	36(22.5)	12(7.4)	41(25.3)	35(21.6)
2	Women achieve top positions in the schools leadership as Qualification ,Political support , Family background and Affirmative action	162	32(19.8)	23(14.1)	18(11.1)	50(30.9)	39(24.0))
3	Women are equal in number with men in principal position in the School leadership,	162	22(13.6)	38(23.5)	13(8.0)	60(37.0)	45(27.77)
4	Gender Stereotype (these are generalized believes about the characteristics, qualities, and demonstrated that men are generally seen as more agent and more competent than women	162	55(33.9)	60(37.0)	14(8.6)	44(27.2)	42(25.9)
5	There is a government policies on Female leadership participation at school principals and vice-principals	162	30(18.5)	36(22.2)	14(8.6)	49(30.2)	33(20.4)

Source: own survey with SPSS, 2021

Above table 6, item 1 obviously discloses that, 38(23.5) 36(22.5%), of respondents valued as agree (strongly agree),12(7.4%) neutral and 41(25.3%)disagree respectively near the testimonial of There is Discrimination in Appointments (Unfavorable or unfair treatment due to sex on female at schools to proceed in leadership positions. Since this indicates with, majority of the respondents disagreed on the issue raised for discrimination of female to participate school at decision maker‟s positions why because the government schools have no direct discrimination on female participation leadership positions. Therefore, the researcher concluded that the institutions have no personal discrimination rather t few based on less experience.

The item of 2, table 6 visibly indicates that, 23(14.1%), 32(19.8) , of the respondents regarded as agree (strongly agree), 18(11.1%) neutral and 50(30.9%) ,were disagree (strongly disagree) correspondingly to the account the Women achieve top positions in the schools leadership as Qualification, Political support, Family background and Affirmative action, furthermore the popular of the respondents disagree that the woman achieve the leadership positions as qualification and performance. So that the researcher concluded female have no encouragement and information gap at vacancy period that was factor that affect females" participation in main position on time.

Regarding the table, 6, item 3, covenants with that of, 38(23.5%), 22(13.6%),this respondents agree and 13(8.0%),neutral and 60(37.0%),disagree individually the statement of Women are equal in number with men in principal position in the School leadership, therefore. the most respondents refers to disagree while because they belief that woman are not equal the man in positions of school principal as well as vice-principals, in this issue the researcher supports that concluded that female was not equal in ma at magerial position such as principals as well-as leaders. It showed that table 6 ,item of 4 specify that 60(37.03%),,and 55(33.9%) of respondents agree this factor and 14(8.6%)neutral while 44(27.2%),of respondents are strong disagree with Gender Stereotype (these are generalized believes about the characteristics, qualities, and demonstrated that men are generally seen as more agent and more competent than women, forefather of this the huge amount of respondents disagree about belief man are generally seen as more important and competent woman in high position such as school leaders. Therefore, the researcher concludes that there is no government/institutions that feel attitude about man was important than female.

Least tables of the the item number of 5, Table 6 Percentage of 36(22.2%), of respondents agree, strongly agree30(18.5%), agree ,14(8.6%), neutral, 49(30.2%) respondents strongly disagree compared to the other, with regard to the variable „There is a government policy on Female leadership participation at school principals and vice-principals. For this issue the majority of the respondents disagree with government have policy that can motivate the female participation school principals and vice-principals while female have less percent of schools leaders.futharmore the researcher concluded that government public institutions have no female policy improvement of their leadership participation rather than non-governmental organizations.

4.7 Socio-Economic factor

Table 7 Socio-Economic factor

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree

			F (%)	F (%)	F (%)	F (%)	F (%)
1	Very low economic profile for the majority cannot overcome the direct and hidden coats of school is one factor that can influence females at participate top positions.	162	64(39.5)	85(52.5)	2(1.2)	3(1.9)	8(4.9)
2	Child labor is a key element in family survival. Adult males not yet working with daily labor, supportive of females gaining new skills and status is other factor that can challenge female to proceed school leadership.	162	73(45.1)	67(41.4)	7(4.3)	5(3.1)	10(6.2)
3	Grinding poverty and hunger has both rural and urban variants at negative effect on female school leadership participation. Worsening situation for female Work force.	162	56(34.6)	89(54.9)	6(3.7)	7(4.3)	7(4.3)
4	Allocation of financial resources is factor that can reflect female capacity building training to promote their participation to primary school leadership	162	90(55.6)	52(32.1)	6(3.7)	8(4.9)	7(4.3)

Source: own survey with SPSS, 2021

Concerning declaration in table 7, item 1, 85(52.5%), 64(39.5%) of teacher respondents reacted that agree, strong agree 2(1.2%) of the teacher‟s neutral 3(1.8%) of teachers were disagree. In addition to this, respondents with very low economic profile for the majority cannot overcome the direct and hidden therefore this the shows that, there was no economic supportive to the female to participate the high level positions and school leaders, in this problem concluded that the maximum of the responds have strongly agree woman‟s have some effect of searching income to compare with man and more chance then female in high positions.so almost female scored less at participation school leadership. Therefore, the researcher concluded that female have low income and more responsibility of family care.

Rendering to table 7, item 2, 73(45.1%) of teachers responded that strong agree while 7(4.3%) of teachers responded that neutral, 10(6.2%) of respondents responded that disagree and In adding to this, respondents with issue of Child labor is a key element in family survival. Impression that one can conclude that greatest of respondents strongly agree that male teachers and female teachers does not have equal participation in school leadership due to the economic circumstance with family. For further, the researcher concluded this view the female have more family responsibility and less economic that participate the leadership position rather than male

Item digit three of table 7 deals with inadequacy of grinding poverty and hunger has both rural and urban variants at negative effect on female school leadership participation. Worsening situation for female Work forces consequently, 89(54.9%), 56(34.6%), and of the respondents graded as Strong agree), 6(3.7%), of

this is neutral while,7(4.3%) disagree separately.as result of this factor the record of respondents agree that there is less participation for the female in case of man, therefore, the researcher concluded that government should follow the policy that can improve female in ranked positions.

The remaining item 4,of table 7 clearly directs that, 90(55.6%), 52(32.1%) ,of the respondents rated as (strongly agree plus agree), 6(3.7%),neutral and 7(4.3%),of this (disagree plus strongly disagree) individually to the report with Allocation of financial resources is factor that can reflect female clearly participation of school principals and leaderships, furthermore the researcher conclusion the majority of the respondents agree that there is female gap at to position for the reason of double role of family and less consideration as gender issue is highly effect to proceed next positions, that of decision making.

4.8 Socio cultural Factors

Table 8 Socio cultural Factors

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)	F (%)
1	Female teachers have obstacles of childcare, and breastfeeding to participate in school leadership positions.	162	77(47.5)	44(27.2)	20(12.3)	16(9.90	5(3.1)
2	People think female do not have the ability and skills to be leaders.	162	104(64.2)	60(37.0)	21(13.0)	8(4.9)	8(4.9)
3	The patriarchal ideology that dominated the culture affects females‟ participation in school leadership	162	71(43.8)	51(31.5)	25(15.4)	7(4.3)	8(4.9)
4	Lack of Awareness and short term training, skill improvement is one factor that influences female teachers the participation of school leadership positions.	162	103(63.6)	30(18.5)	21(13.0)	8(4.9)	7(4.3)
5	Men feel more competent, capable and efficient in leadership than female.	162	94(58.0)	43(26.5)	4(2.5)	13(8.0)	8(4.9)

Source: own survey with SPSS, 2021

The tables 8 item number of,1 indication the responses of the respondents whether the Female teachers have obstacles of child care, and breastfeeding to participate in school leadership positions. As stated in the tables with 77(47.5%),44(27.2)of the respondents strong agreed, the majority of the respondents refers to that agree, while 20(12.3%)respondents remaining being neutral, 16(9.9%),of respondents disagree and the rest 5(3.1%)respondents strongly disagree, therefore the results deals with the most of the respondents is agree at this issue while the remaining of respondents belief that this view is neutral and rest of the are disagree, so the researcher concluded that the the school leaders and government concerned bodies have to have some

point of strategies that can improve the female participation at the necessary position while female have their own obstacles of child care and feed,

The table, 8, item of 2, refers to that the teacher respondents, 104(64.2%),60(37.03%)),of responses are Strong agree plus, agree in this views whereas, 21(13.0%),of this was a neutral to this responses and other deals with 8(4.9%),of their responses were disagree with People think female do not have the ability and skills to be leaders. furthermore, the

investigator concluded that above the responses more of them was agree though the rest of them indicates that disagree and neutral responses, so that the NGO"S and governmental institution most take the responsibility to reduce the view of man are competent then female participate in any position of school leaders/decision makers.

Exceeding table 8 variable of 3, Respondents responded concerning, the patriarchal ideology that dominated the culture affects females" participation in school leadership. As indicated in the table 8 with 71(43.8%), 51(31.4%), of the respondents strongly agreed, 7(4.3%))of the respondents disagreed, remaining of respondents of,25(15.4%) existence neutral, the majority of the respondents agreed, and the rest 8(4.9%)respondents strongly disagreed.so far the researcher concluded that the most of the defendants are agree this point while little remain disagree and natural, therefore, the the cultural and negative view have an impact of female leadership participation, in order to remove this government have to give the females re-orientation that can approve their view rather than.

Table, 8, element number 4, deals with Lack of Awareness and short-term training, skill improvement is one factor that influences female teachers the participation with regard to this the respondents responded that. 103(63.6%),30(18.5),of the response are agree plus strong agree, although21(13.0%),of the respondents actuality natural and outstanding of them, 8(4.9%),of the Reponses is disagree and strongly disagree, furthermore, the majority of respondents are agree this point while view of them are disagree and rest is neutral, so that researcher conclude the most female have no skill training and capacity building, this was an obstacle that can reduce the number of leadership.to improve the female leadership participation in governments schools have proved some goals and strategies that can solve this female gap.

From the results presented, Table 8, item number 5, refers with most of the respondents, supported the view that Men feel more competent, capable and efficient in leadership than female. 94(58.0%), 43(26.5%), of respondents strongly agreed and only 13(8.0%) of the respondents disagree and did not support it and4(2.5%),of the respondents is neutral at this view. Therefore the most of the responses strong agree and some less response disagree This shows that the society,,s precipitation is that women should remain in

lower positions than men in the leadership of primary schools, based on this multiple view government shouldcreate a new strategies that to protect the number of female which is les then male in main positions, so that the researcher concluded the high intuitions both government and non- government to resolved this problem by providing female mental improvement to participate leadership positions.

4.9 Mechanisms in place to increase the participation of females in school Leadership

Table 9 The mechanisms in place to increase the participation of females in school Leadership

S/N	Item	N	Strong agree	Agree	Neutral	Disagree	Strongly disagree
			F (%)	F (%)	F (%)	F (%)	F (%)
1	Schools have an mechanism and strategies that increase female teacher‟s participation in school leadership positions?	162	42(25.9)	44(27.2)	5(3.1)	67(41.4)	55(34.0)
2	. There is the mechanism that increases the participation of female in school leadership as Giving the Awareness, Long and short term training for skill improvements and Motivation and respecting.	162	31(19.1)	95(58.6)	5(3.1)	29(17.8)	2(1.2)
3	Women mostly occupy lower Occupation grades than men.	161	105(64.8)	50(30.9)	21(19.)	21(13.0)	2(1.2)
4	Leadership is more appropriate to male than females.	160	45(27.9)	88(55)	5(3.1)	22(13.75)	2(1.2)
5	Female‟s participation decrease at Higher leadership position than Lower positions.	162	43(26.5)	91(56.2)	10(6.2)	3(1.9)	14(8.6)

Source: own survey with SPSS, 2021

The above table 9, item number 1 depicts that the schools have an mechanism and strategies that increase female teacher‟s participation in school leadership positions, in school. Thus, as it can be seen in table 5, the major finding of the respondents was centered up on the items 1where by the majority of the respondents showed, 42(25.9, %)44(27.1%)), of the respondents was agree plus strong agree at this issue however, 67(41.3%), 55(33.9)), of the respondents was disagree plus strong disagree and, 5(3.1%),of this were neutral. Therefore, the researcher concluded that the most of respondents was disagree this and few of them were agree, in this rising problem deals with government school have no mechanism that can

increase female participation school leadership, so that government and academicians have to try to increase the mechanism that help female to get their chance of participation.

On item 2 of the table 9, respondents pacts with the mechanism that increases the participation of female in

school leadership as Giving the Awareness, Long and short term training for skill improvements and Motivation and respecting.to give their opinion, the respondents of, 95(58.6) %, 31(19.1%), was agree and strong agree this idea but the other respondents were reflect . Accordingly, 29(17.8%) of the respondents showed as disagree plus strongly disagree at this opinion while, 5(3.1%), of respondents was neutral. therefore, the majority of responses were agree there is government mechanism that can help at gender issue, at this views and few of the respondents was disagree, furthermore, the investigator deals with this to increase if there any mechanism that can provide female participation school leadership position in the public institutions,

Item number three of table 9, clearly reveals that, there was Women mostly occupy lower Occupation grades than men, respondents of, 105(64.8%), 50(30.9%), was replied that agree plus strong agree accept one respondent that cannot participate audience, whereas as, 21(19.%)of respondents were neutral and, 21(19.%), of them was disagree and strong disagree, therefore the most of the respondents belief that strong agree as well-as agree were others was disagree and some little of them were neutral, in this the researcher concluded that the woman was less positions then man ad need to build new strategies that can motivate the females leadership positions in case of man.

Table 9, item 4, presents the results from respondents‟, 88(54.3%), 45(27.77%) was agree plus strong agree admit two respondent that was not fulfill the questions, while the reaming of,22(13.5%), 2(1.2), respondents were disagree and strong disagreed at this point of view and, 5(3.1%),of responses were neutral at this indicates that the mainstream of respondents was agree the Leadership is more appropriate to male than females.

Therefore the scientists observed that the mostly respondent have positive reflection at this issues and less negative of against to other, in this results concluded that concern bodies have to remove the idea of female cannot able to participate high level positions rather man.

As depicted in item 5 of Table 9, the shows Female‟s participation decrease at Higher leadership position than Lower positions ,the popular of, 91(56.2%), 43(26.5%),of respondents was agree and strong agree this, Whereas the,14(8.6%),3(1.9%)respondents disagree plus strong disagree and few of them was, 10(6.2%),neutrals that the hug respondents was agree this while some little responses disagree and neutral, therefore the researcher concluded that governments and law enforcements agencies take the responsibility that can increase the female participation of top level management in the schools as well-as institutions.

CHAPTER FIVE: FINDING, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

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

Aspiration related the breeding grounds for the very existence and determination, females do not have plan and set their promotion goals to be school leader, both female and males do not want to work under female leader, as recognized as highly generalized and used as pre texts not to encourage female teachers to be school leader.

At the implementation level, the target of the document and guidelines appear to be less critically understood or narrowly interpreted by implementers; therefore, some female applicants are failed the competition for leadership posts because due to the guidelines some of the ignored by the recruitment committee.

5.2 Findings

The purpose of this study was to identify factors that affect female participation in Government selected primary school in jigjiga city administration and to come up with remedial solutions in order to improve the current practices. Through investigating variables like socio-cultural, person factor and institutional factor the researcher were found the following major finding and advice jigjiga city educational office to take this major finding and act accordingly.

Based on the analysis of the data, the study came up with the following major findings:

- ✓ As analysis in the background information disclosed the number of females was few less than males in teaching staff. But this number was not proportionate with the leadership position of females compared to the males.
- ✓ Since having children and family responsibility could have significant impact on their aspiration to become school leadership the result indicates as majority 77(47.5%) of females had children.
- ✓ he finding of the study showed that the majority 50(30.86) of female teachers were graduated with diploma. Thus, they do have the appropriate educational level to participate in government primary school leadership as set by (MOE, 2002 E.C).
- ✓ The society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereo type of sex discrimination) in bringing females to the educational leadership position.

With regard to Institutional and personal factors, the major 56(34.6) finding of the study revealed that, females have lack of confidence in school leadership but Females have necessary skills to discipline students, supervise other adults and criticizes other constructively in their work place.

Concerning to teachers‟ aspiration, the major finding revealed that the major factors that stand along the way

to female teachers to pursue in school leadership .Both female and males do not want to work under females. 61(37.7%), Showed Females do not have plan and set their promotion goals to be school leader.

5.3. Conclusions

From the finding it is possible to conclude that female teachers‟ participation tend to be relatively more successful in holding lower leadership position than at the top leadership positions. The major factors that affect female teacher‟s participation in government primary school leadership in jigjiga city Administration were manifested in Institutional and personal factors as job recruitment and hiring practice do not attract females, female teachers are minority as both head and vice head teachers, females are reluctant to accept responsibility of school leadership and females have lack of confidence in their capabilities, qualification and experience, female have less involvement in socio economic development than males.

Based on above 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 in some circumstance in case of culture and society perception. So, it can be concluded from the findings that females have low status to primary school leadership when we compare to the man in counterpart. Therefore, it is better to work for increasing the number of female‟s eaders in school leadership. Research result revealed that the overall perception of school stakeholders like teachers, supervisors, principals and Woreda education office workers has transformed towards female leaders‟ ability, skill and leadership competence.

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. Consequently, one may conclude from the results that there are different barriers that affect Female school leaders and female teachers that limit their participation in primary school leadership. Founded on these factors, this study also forwarded different strategies that help for overcoming with different factors that affect Female leader‟s participation in school leadership. Hence, all participants should take its share for increasing the representation of female leaders in school leadership

5.4. Recommendations

Above the findings and conclusion reached the following possible solutions and recommended forwarded so as to increase female‟s participation in government primary school leadership.

✓ As evidence by the study the status of female principals in jigjiga primary school needs improvement and this has to start with changing the society‟s mind set and this is mainly the duty of culture persons, mass media and family the way of socializing girls and boys should be changed. In doing jigjiga city

education office and woman, child affairs bureau head in collaboration with government policy makers needs to create awareness regarding the skills and abilities of female teachers. As they appear to the school leadership in terms of their skill, ability, are also competent as men do. All concerned bodies should empower girls with skills for self. Confidence, assertiveness, speaking out, decision making (by giving different tasks at school level) and negotiation in order for them to overcome gender- based restriction to their participation.

✓ Moreover, raising various factors which could influence their participation is crucial; like creating conducive working condition, setting applicable school rules and regulations to handle those who were misbehave badly which could avoid the conviction of masculine leadership. Therefore, the education bureau and woman and child affairs office have to revise the policy, strategy and selection criteria used to

appoint primary school principals and serious consideration should be given form giving priority to female teachers to train to develop their self- confidence.

✓ The gender heterogeneity in the primary school teaching staff should be increased because the more the number of female teachers exists in the staff is the more female competent may exist for school leadership positions.

✓ Jigjiga city education office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women. It has to empower and assign female teachers in different levels of school leadership areas such as principals, education office experts etc.

✓ Educational leaders should create at different level starting from school principals to Jigjiga city‟ education Office experts need to ensure that all guidelines to be fully implemented and that they appoint and support and highly encourage the female teachers during competition

✓ Finally, the researcher recommends further researches in the area with broader scope and depth including other variables like the perception of male teachers, female teachers.REFERENCE

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APPENDEX A OROMIA STATE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMIC DEPERTEMENT OF LEADERSHIP AND CHANGE MANAGEMENTD

TEACHERS RESPONDENTS‟ QUESTIONERS.

Dear Respondent,

I am pursuing my graduate study in the field of Master of Leadership and change management (MA) in the department of leadership and change management, Oromia state University. Currently, I am conducting my thesis work on **factors affecting female teacher's participation in government primary school in leadership: in the case of Jigjiga city Administration'**. Coincidently, you become one of the respondents selected to participate in this study. Thus, I humbly request you to take your time and answer all the questions included in this

Questionnaire. Your honest and genuine responses will have the contribution towards the success of my study. Finally, I would like to assure that the information that you will share will be kept confidential and only used for academic purpose.

Thank you in advance for your positive cooperation!

I. Respondent Background

Part: I please circle the letter that appropriately represents your response in each of the following questions.

Gender:

A. Male B. Female

Age

A. Below 25 **B**. 25 – 30 **C**. 31 – 40 **D.** 41- 60 **E**. Above 61

Marital Status

A. married B. Single

Level of education

A. AB **B**.12 grade complete **C.** Certificate **D.** Diploma **E**.TTI **F**. Degree **M**asters and above

Work experience

A. below 25 B.26-30 C.31-40 D.41-60

1. Current status of female participation in school leadership in government Primary school in Jigjiga city administration?

(1=strongly 2= Agree, 3= Neutral, 4= Disagree, 5= Strongly Disagree)

NO	Items	1	2	3	4	5
1	There is a government policies and strategy that govern recruitment, appointment and Promotion of primary school female leadership in jigjiga city administration.					
2	Men continue to be rated higher than women on most of the qualities associated with leadership					
3	Both females and males teachers do not want to work under females					
4	Females do not have plan and set their promotion goals to be school leader					
5	Females are dependent on male, passive, emotional, uncertain of them self-belief.					
6	The provision of recruitment guidelines had made it clear that among others female applicants are guaranteed to affirmative action and be given the priority for recruitment					
7	The school provides capacity building training to promote female teachers‟ participation in primary school leadership					
8	there is Institution /schools involves the gender unit or office in the committee or team established for the recruitment, training and deployment of individual or leadership in female.					
9	there is chance of separate quota to compute among for female themselves and with an additional chance to compute with the male counterpart competitors					

2. Institutional and personal factors that hinder women‟s participation in Jigjiga city administration?

2.1. institutional factors affecting women`s participation in school leadership leadership.

Part: II please, provide your response by markin at tick or write on box below

(1=Strongly Agree, 2= Agree, 3= Neutral 4= Disagree, 5= Strongly Disagree)

No	Items	1	2	3	4	5

1	Government institutions do not have transparent selection and promotion policies and practices to enhance women`s school leadership participation.					
2	Educational institutions have no official effort to make females active participants in leadership.					
3	Educational institutions have sex segregation that favor Men while selecting and hiring employees.					
4	Lack of supporting female to form professional network in leadership.					
5	Lack of female role models in educational institutions affects Participation of other female aspiring for leader.					
6	Females have an interest and motivation to apply for school leadership					
7	Women`s responsibility of family child bearing and taking care of home affect their participation in educational leadership					
8	Women are more responsible to home or family related issues than their male counterparts.					

2.2Personal factor:-

Please, provide your response by markin at tick or write on box below

(1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree)

NO	**Items**	**5**	**4**	**3**	**2**	**1**
1	There is Discrimination in Appointments (Unfavorable or unfair treatment due to sex on female at schools to proceed in leadership positions					
2	Women achieve top positions in the schools leadership as Qualification, Political support, Family background and Affirmative action					
3	Women are equal in number with men in principal position in the school leadership,					
4	Gender Stereotype (these are generalized believes about the characteristics, qualities, and demonstrated that men are generally seen as more agent and more competent than women					
5	There is a government policy on Female leadership participation at school principals and vice-principals.					

3. The Socio-economic and socio-cultural challenges that affect females‟ participation in primary school leadership of Jigjiga city administration?

3.1Economic factor:-

Part: II please, provide your response by markin at tick or write on box below

(4=Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree)

No	Items	1	2	3	4	5
1	Very low economic profile for the majority cannot overcome the direct and hidden coats of school is one factor that can influence females at top positions.					
2	Child labor is a key element in family survival. Adult males not yet supportive of females gaining new skills and status					
3	Grinding poverty and hunger has both rural and urban variants at negative effect on female school leadership participation. Worsening situation for female Work force.					
4	Allocation of financial resources is factor that can reflect female capacity building training to promote their participation to primary school leadership					

3.2. Socio cultural Factors: -

(1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree)

No	Items	1	2	3	4	5
1	Female teachers have obstacles of childcare, and breastfeeding to participate in school leadership positions.					
2	People think female do not have the ability and skills to be leaders.					
3	The patriarchal ideology that dominated the culture affects females‟ participation in school leadership					
4	Lack of Awareness and short-term training, skill improvement is one factor that influences female teachers the participation of school leadership positions.					
5	Men feel more competent, capable and efficient in leadership than female.					

4. The mechanisms are in place to increase the participation of females in school Leadership of Jigjiga city administration?

Please, provide your response by markin at tick or write on box below (1=Strongly Agree, 2= Agree, 3= Neutral 4=Disagree, 5= Strongly Disagree,)

NO	Item	1	2	3	4	5
1	Schools have an mechanism and strategies that increase female teacher‟s participation in school leadership positions?					
2	There is the mechanism that increase the participation of female in school leadership as Giving the Awareness, Long and short term training for skill improvements and Motivation and respecting.					
3	Women mostly occupy lower Occupation grades than men.					
4	Leadership is more appropriate to male than females.					
5	Females participation decrease at Higher leadership position than Lower position (club head, Department Head and unit leader)					

APENDEX B OROMIA STATE UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMIC DEPERTEMENT OF LEADERSHIP AND CHANGE MANAGEMENTD

Dear Respondent,

I am pursuing my graduate study in the field of Master of Leadership and change management (MA) in the department of leadership and change management, Oromia state University. Currently, I am conducting my thesis work on **factors affecting female teacher's participation on government primary school in leadership position: in the case of Jigjiga city Administration'**. Coincidently, you become one of the respondents selected to participate in this study. Thus, I humbly request you to take your time and answer all the questions included in this

Questionnaire. Your honest and genuine responses will have the contribution towards the success of my study. Finally, I would like to assure that the information that you will share will be kept confidential and only used for academic purpose.

Thank you in advance for your positive cooperation!

The purpose of this interview is to examine issues related to factors affecting females‟ participation in school leadership in government primary school of Jigjiga city administration.

Guideline to conduct interview with woreda education office and woman, child and youth affairs, principals and supervisors.

Part: I

General information

Gender_____ Age_____ Marital status_____ Level of education_____ Work experience

1. What is the role of WEO/WCYA in place of increase female participation school leadership?

_____
_____
_____
_____

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

_____
_____
_____

3. What are the mechanisms that increase the female participation school leadership? Position?

_____
_____
_____

4. Does the office have any contribution to enhance the contribution of female to top? Management level? If its yes please specify?

_____
_____

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

_____
_____
_____
_____