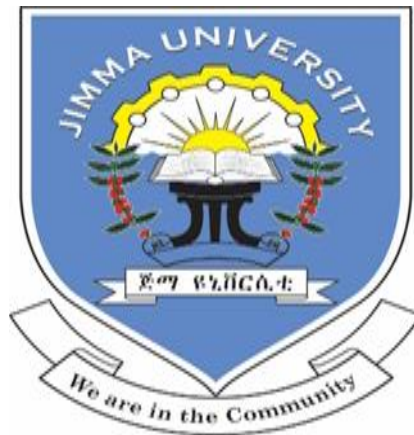


**WOMEN TEACHERS' EMPOWERMENT AND CHALLENGES IN SCHOOL
LEADERSHIP OF PRIMARY SCHOOLS OF WANTHOA WOREDA NUER ZONE
GAMBELLA REGIONAL STATE**

BY:

KOAK DENG LUAL



JIMMA UNIVERSTY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

July, 2021

JIMMA, ETHIOPIASS

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT COLLEGE OF EDUCATION AND BEHAVIORAL
SCIENCES OF JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF
REQUIREMENTS FOR DEGREE OF ART IN EDUCATIONAL LEADERSHIP**

ADVISOR: ABUNU AREGA (PhD)

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July, 2021

JIMMA, ETHIOPIA

APPROVAL SHEET FOR SUBMITTING FINAL THESIS

As members of the examining board of the final MA Thesis open defense, we certify that we have read and evaluated the Thesis prepared by Koak Deng Lual with the title, Women Teachers Empowerment in School Leadership and Challenges in Primary Schools of Wanthoa Woreda Nuer Zone, Gambella Regional State and recommended that the Thesis is accepted as fulfilling the Thesis requirement for the degree of Master of Art in educational leadership.

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DECLARATION

I, the under signed, declared that this Thesis is my original work and has not been presented for a degree in any other university, that all source or materials used for the Thesis have been duly acknowledged.

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This Thesis has submitted for examination with my approval as university advisors

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Date _____

Place: Jimma University College of Education and Behavioral Science Department of Educational planning and Management.

Date of Submission

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Acronyms/Abbreviation

AAU Addis Ababa University

CSA Central Statistics Agency

EDPM Educational Planning and Managements

EDL Educational Leadership

ESDP Ethiopia Sector Development Program

ETP Ethiopia training policy

EDL Educational Leadership

FDRE Federal Democratic Republic of Ethiopia

GIS Geographical Information Systems'

MDG Millennium Development Goals

PSTA Parents Student's Teachers Association

SPSS Statistics Software for Social Science

SL School Leadership

UN United Nation

WTE Women Teachers Empowerments

WEB Woreda Educational Boards

Abstract

The aim of the study was to investigate women teachers' empowerment and challenges in school leadership of primary schools and suggest remedial solution so as to reduce the magnitude of the problem. Method employed was cross sectional survey and sampling techniques were purposive and systematic random sampling. Data were gathered from primary and secondary sources through questionnaire, interviews, and document were reviews tools such as frequency count, percentage, mean and standard deviation population was 1261 teachers so it was the elements. Sample size was probability sampling technique that was Systematic Random Sampling in this method of sampling, the first unit of the sample selected at random and the subsequent units are selected in a systematic way 171 statistical tools such as SPSS software tabulation and frequency would be uses in analyzing the quantitative responses, .The result, of the study reveal that, such challenges are lack interest to empower women teachers in leadership positions lack of self-confidence, unsuitable working condition, lack of motivation to assure lack of support and encouragement, lack of women role models, lack of incentive, burden of family responsibility at home and high workloads at home. Consequently, in order to address such problem it is good if zonal and woreda education build the capacity of women teachers through different strategies, bringing attitudinal change in the community concerning the gender stereotype and proper implementation of school policies and practices to enhance women' empowerments in school leadership. It's advisable if women role models in school leadership positions and male dominance to be minimized. In line with this, different school administrative bodies need to play their own roles in empowering women in school leadership.

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CHAPTER ONE: INTRODUCTION

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation of the study, operational term and organization of the study.

1.1. Background of the study

The general concept of women empowerment in school leadership of primary schools becomes global issues during the last few decades. Although, women's participation rates were gradually approaching to those of men mainly under developed and emerging countries, still genders violent rate of 38% of female in school leaders' proportion to men (Jose, 2019).

According to Athony & Normore, (2008) sub Sahara in Africa ensuring gender equality sustainable development and avoid social inequality. Attitude and perception, paid work and education level mobility in the domain participation in public life, agency with regard to income use (Mahmoud, 2014).

According to Meles, (2019) in Ethiopia the issue of gender equality as a central feature of all aspects of everyday life and society become more and wider spread. Over the decades, issues concerning women empowerment has taken new dimensions and received varied treatments by the United Nations and its specialized agencies.

According to Hailu, (2013) the principle of equality of men and women were first recognized in the United Nations charter, and subsequently in the universal declaration of human rights among the influential amendments made so far, the Beijing platform for action. This concern, the platform recommends two strategies decision-making and leadership.

According to Karen & Monk, (2011) define women empowerment were crucial for better social and economic development of different countries and regions, because women empowerment enable much more working force and makes better results for performance of organizations.

According to Shank & Singh, (2016) define Education was the key factor for women empowerment, prosperity development and welfare discrimination of women from womb to tomb the well-known was continued inequality and vulnerability of women in all sectors and women oppressed in all spheres of life. They need to be empowered in all walk of life

(Irechukwu&Nkechi, 2010) women empowerment into position, their roles in leadership has become a topic of special interest and importance in the present decade.

The development of women empowerment and influence in education performance has been a continuous and constantly evolving process (Jurgita et.al,2014).

According to Nancy,etal,(2005)the United Nations commissions on status of women legitimize and promote international norms and standards to eliminate all forms of discrimination against women in all fields in many organizations, the inequality between men and women in leadership positions were not revealed by numerical discrepancies.

According to Sekar & Shunmuga,(2014)nowadays inSub-Saharan Countries the role of empowerment in school leadership of women becomes an issue. Evidence from studies. Women's empowerment suggests that women have a larger role in decision-making and household well-being improves understanding patterns influencing women in rural areas were important. According to Endalcahew&Baye,(2016) the women empowerment as the role in achieving gender equality to the sustainable development of Ethiopia.

Ethiopia was one of the countries which signed the international declarations affirming the legal rights and equality of men and women(G/michael,2015)compare to men's women in Ethiopia was clearly in a disadvantageous position in all aspects they benefit was less from social services and hold inferior positions in all economic political social and cultural affairs.

According to Fasika & Temegene,(2015)the women achievement such as in adequate time given for doing their homework by parents, weak teacher instructional support school facilities lack of guidance and counseling, sexual harassment by male students, the absence of adequate role model women teachers.

According to ESDP-IV,(2005-2010)recently in Ethiopia various policies and strategies adopted by the government to promote gender equality and protect women's rights, including the national plan for gender equality.

Despite the continuing efforts that were being done by the government of Ethiopia for women empowerment into leadership positions due to the importance of the women role in the community, in general and in the educational institutions in particular.

Many studies had been conducted all over the world and some sub-Saharan countries, about the women's empowerment into school leadership position there was no research has been

conducted in Gambella region in NuerZone. For women's teachers' empowerments and challenges in school leadership of primary schools of Wanthoaworeda in Nuer Zone.

1.2. Statements of the problem

Women education was recognizing as one of the critical paves the way to promote social and economic development as well as a means to enhance women's in development efforts effectively and meaning full at worldwide, women presence in different positions and performance in secondary schools(G/Michael, 2015).

According to Mahmoud, (2014) the result show that women academic leaders was facing challenges between medium and high levels and it indicated that the most challenges those of women leaders faced were physical challenges directly followed by the organizational challenges personal and social- cultural challenges.

Sub-Sahara in Africa the problem of women empowerment into primary schools was the major challenges, (Lucy&Njeri, 2001) the result reveal that women still lag behind in terms of their numbers in political participation, this attributed to a number of reasons which include cultural and socio-economic constraints in Kenya, as in many other African countries, a woman occupies a subordinate position.

According to report UNDP, (2019) the result show that the average school students' achievement for schools led by women were 0.63 points higher than the average achievement for schools led by men.

According to Hana, (2016) the result show that factors related to family and home responsibility women's responsibility of family child bearing and taking care of home and women were more responsible to home or family related issues than their male counterparts factors related to educational initiation do not have transparent selection and promotion policies. Implements was less committed to apply affirmative action in practice were identified as the major challenges that have slowed down women teachers right of entry to educational leadership positions.

According to Gojjam&Manjit, (2015) the result concluded that women lag far behind men in attainment of higher education leadership and management positions across all universities studied with 7.1% women representation in the management cadre, the universities was far behind the critical mass (30%) minimum thresholdvery less in number, they could pave the way for other women to enter the academic leadership process.

According to Negash, (2014) the study revealed, that the major causes that hinder women having leadership position were socio-cultural, personal and institutional barriers, like home and family responsibility, lack of self-confidence, lack of monitoring and evaluation and related issues.

According to Shimelis&Kassa, (2015) the results show that school leaders fear of risk-taking unwillingness to share decision making process with other stakeholders the undue exercise of power and control and failure make decisions based on scientific and systematic analysis were found to be the main factors that affect decision making process in preparatory schools respectively.

The government of Ethiopia has declared its commitment to gender equality and empowerment of women by stipulating the rights of women in its constitution, issuing the women's policy of the country and national action plan for gender equality to put gender mainstreaming into action in Ethiopia and in its regions across the various policies (ESDP-IV, 2005-2010).Ethiopia has undergone several changes including measure taken for women as it could be seen from the above literature, no research has been carried out in challenges of women empowerment in school leadership of primary school ofNuerZone.

In this regard, the researcher finds it appropriate to investigate women empowerments and challenge in school's leadership of primary school of Wanthoaworeda. But the major deficiency was that the undertaken researchers available have not investigated the negative attitude of Nuer on women leadership. Nuer culture has emphasized patriarchal leadership in most aspects of society structure.

Therefore; the researcher was more interested to bring the problem to the attention of academic community to solve this gender-gap challenge related to patriarchal belief that prevents women to be leaders in primary school's position. Besides the researcher has experienced this problem during his ten year-experiences as the director of preparatory school in Wanthoaworeda when he tried to solve this with his school staffs.

Therefore, the researcher would have the responders answer following basic questions so as to suggest solution for research problem

1.3. Basic research question

1. What is the practice of women teachers' empowerment in leadership of primary school of Wanthoaworeda?
2. To what extent does women teachers' empowerment contribute to holding school leadership position in primary schools?
3. What are the challenges that hinder women teachers' empowerment in school leadership position of primary schools?

1.4. Objectives of the study

1.4.1. The general objective

- To investigate women teachers' empowerment and challenges in school leadership of primary school of Wanthoaworeda in Nuer Zone.

1.4.2. Specific objective

- The practice of women teachers' empowerment in leadership of primary schools of Wanthoaworeda?
- To examine the women teacher's empowerment contribution to holding in school leadership position of primary school.
- To assess the challenges that hinder women teachers' empowerment in school leadership position of primary schools.

1.5. Significant of the study

Although there are different initiatives and programs that are considered as opportunities for women teachers' empowerment to be promoted to top primary school leadership posts.

They still insignificant number of women teachers in top primary school's leadership positions in primary schools of Wanthoaworeda Nuer zone. This study would help to find out why those empowerment have not worked as expected.

This study in its ability may show that actual representation of women teachers in school leadership of primary schools was significant in Nuer Zone. The suggestions from the study would also lead to policy makers' new orientation in formulation and implementation of

affirmative action policies that would enhance the women teachers' empowerment in school leadership of primary school of WanthoaworedaNuer Zone.

This study benefits women teachers to realize their potentials in school leadership position and by suggesting how to overcome it. Finally, the study would help other researchers as literature in the study area, for Gambella general and would serve as a base for improving the human resource strategies planning.

1.6. Scope of the study

This research was delimited to four primary schools of Wanthoaworeda in Nuer zone, because the researcher may complete it within a constrained time. In addition, there were more issues to study about women teachers, but this study was delimited to empowerment of women in school leadership and its challenge of primary school of Wanthoaworeda.

Included in this, were degrees of practice of empowerment of women leadership, the contribution of promotion of women and practices in school leadership positions and challenge trying to prevent women to become school leaders.

Several impact causes for low number of women teachers in school leadership positions in this research to choose it focus only currently practices and challenges of women's teachers' empowerments in school leadership and how to contribute for government organizational for low representation of women teachers in school leadership position of primary school.

1.7. Limitation of the study

The Lack of sufficient and mostly related literatures, which were written specifically in local conditions, were among the challenges in doing this research. Consequently, the researcher was obliged to use literatures mostly written by western orientation and few unpublished local researches to review the previous works.

One time to investigate women teachers' empowerment and challenge in school leadership of primary school of Wanthoaworeda in Nuer Zone. Women teachers' empowerment as months could not be measured easily since both parents' roles would be invisible. This study cannot be used as stand-alone document for intervention, rather may compliment other related documents because it only focuses on limited ages and only one location among the 13 woreda of Gambella.

1.8. Operational definition

Gender equality: It means that everyone, whether male or female are equal in leadership should be able to develop their full potential live freedom and dignity.

Gender: identity People can also identify with different genders. People were born equal to leadership in primary school either male female.

Gender stereotypes: the structured set of belief about personal women teachers and men.

Women empowerment: Women empowerment means their survival and offering them choice to live their lives in the way they want. It is also a method to allow greater opportunities to the women to execute the important decisions which were never carried out by those underprivileged women before leadership position.

Women challenges:The factors of womenempowerment are familiar with activities and measures that can lead to implementation of women empowerment in practice, but their implementation could rise new sues in various contexts of different cultures, communities or organizations.

Women leadership: are underrepresent as gender given that they make up the whole teachingprofession.

School leadership: is underrepresented as gender given that the make up the specific teaching profession.

1.9. Organization of the study

The paper is organized in five chapters. The first chapter deals with introduction including background of the study, statement of the problem, objectives of the study, significant of the study ,delimitation of the study ,limitation of the study, operational definition, organization of the study .Chapter deals with reviews of related literature and third chapter deals with research design and methodology .chapter four deals with presentation, analysis and interpretation of the data .Chapter five deals with summary, conclusion ,and recommendation of the study

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Theoretical literature women's empowerment

Many current theories regarding women's empowerment are based on the premises that in traditional society, women are key providers of democracy by promoting women's inherent strength and positive self-image (Miressa, 2019).

Women's empowerment in leadership position is the process whereby women become able to organize themselves to increase their own self-reliance, to assert their self-independence right to make choice and to control resources which will assist in challenges (Sugana, 2002).

According to CEDAW, (2012) self-reliance has a positive self-esteem to enable them to face any difficult situation and they should be able to participate in developmental activities and in the process of decision making. The UN assembly approved the convention on the elimination of all forms of discrimination against women to provide a framework for action to end the discrimination against women in social, economic, cultural and political fields. Its principles (non-discrimination, accountability, interdependency and participation) inspire and reinforce the global initiatives.

Similarly, at the world fourth conference held in Beijing-China in 1995 all UN member states reviewed women's situation towards gender equality, women's power sharing in politics under decision making was the major ones among the 12 critical areas for intervention (Tadele, 2021).

Many governments realized that without the active participation of women at all levels of decision making; the goal of equality, development and peace cannot be achieved. It is believed that to ignore female's participation in all aspects of social, political, and economic activities are a lost half of the potential of the world's population (Benard, G. & Julia, et al, 2016). Women are still largely under-represented in decision-making positions where key policy decisions are made and resource allocations are decided. Women were left on the periphery of political life women's development.

2.1. Women teachers' empowerment global perspective

According to Ayelaw & Abdi, et al, (2017) the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective. Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives;

Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly.

According to Brotton,(2001)meta – analysis revealed that, compared with male leaders, female leaders were (a) more (significant in general and on all but one subscale) and (b) engaged in more of the contingent reward behaviors (i.e., exchanging rewards for followers’ satisfactory performance) that are one component of transactional leadership. Leadership from a feminist perspective

According to Marshall, (1995) the feminist paradigm grew from the dominant male and structural functionalist perspective. Further contends that when women talk, supervise or lead in ways that are not consistent with the dominate paradigm of leadership, their work is not credited as leadership. The researcher is of the opinion that and concentric philosophy has prejudiced and disadvantaged women who endeavored to attain leadership positions in organizations such as schools.

Reconstruction of leadership would involve women in meaningful discourse of organizational life and values as autonomous individuals rather than as objects for patriarchal discourse, with the focus on relationships between individuals and leadership. Some people might be biologically born a man, but feel more like a woman people from all religions, countries, communities, families can identify themselves in a lot of different ways (Cofin,A, 2005).

2.2.Sub-Sahara Africa

Sub-Saharan countries in Africa this are the roles of women school leaders in (Paula,2018) female empowerment is crucial for better social and economic development of different countries and regions, because female teacher’s empowerment enable much more working force and makes better results for performance of organizations.

To make female teachers’ empowerment in practice requires common instruments how to measure female empowerment in specific countries, regions and communities.

Evolution of women’s teachers’ empowerment in Ethiopia majority of women working in the public sector are concentrated in professional of teaching, nursing, technical and related services, while men occupied administrative and managerial positions (Ibid). As anywhere else in the world, women in Ethiopia are experienced inequality and discrimination their status in leadership position is low.

MOE reports indicate that Ethiopian women since the imperial era and before were not active participants in political, social and economic affairs decision man. The present government federal democratic republic of Ethiopia designed the first strategy for women's empowerment. The main trust of the strategy was for women's empowerment as decision makes and leaders in the political economic and social affairs ongoing activities and so as to maintain gender equality in the country (MOE, 2015) the current Ethiopian constitution in Article-39- set up the right of women inhuman and democratic rights. However, even in reign of FDRE there is difference in power relation between men and women.

2.3. Policy overview

The women empowerment has become an area of concern in development planning during the last few decades. The marginalization of women from development programs for a long period of time is challenged with changing policy perspectives from women in development (WID) which aims to include women in development projects at international level, the convention on elimination of all forms of discrimination against women (CEDAW,2012).

According to the Beijing platform for action (BPFA) and millennium development goals (MDG) the main strategies and contentions introduced for the achievement of gender equality.

Ethiopia, as member of the UN and signatory of the commitments has adapted the international conventions and agreements as domestic laws to promote gender equality in all spheres. As a means to implement these global agreements, different policies and legislations have been also enacted, such as the national policy of women, national population policy, education and training policy (Mark,.H,1997).

2.4. Women teachers' empowerment practiced in school leadership of primary school

2.4.1. Women teachers' empowerment

According to Hailu, (2013)the feminist paradigm grew from the dominant male and structural- functionalist perspective. Further contends that women who are educational administrators are more attended to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers.

According to Jeniboy and Kimpah, (2014)feminist reconstruction of leadership would involve women in meaningful discourse of organizational life and values as autonomous

individuals rather than as objects for patriarchal discourse, with the focus on relationships between individuals and leadership. The power of a feminist paradigm is that it focused on the gaps and blank spaces of dominant cultures, knowledge bases and behaviors.

Using those spaces, feminism can focus on women and their experiences, so that feminist theory can become part of contemporary dialogue and experiences, rather than just add on to the dominant culture. In the researcher's opinion, many women leaders see discrepancies between the dominant culture and their own experiences as women leaders. The contemporary world is male dominated in which gender-power relations are clearly adjusted in favor of men. The prevailing internationalized patriarchal system excluded women from every sphere of public life including leadership and decision-making structures.

According to Assafa, (2015) one of the areas of disparity between male and female is related to the difference in their employment status which is manifested by occupational segregation, gender-based wage gaps and women's disproportionate representation in informal employment, un paid work and higher unemployment rates.

According to Hana, (2016) leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly.

2.4.2. Individual empowers

The paradox is that when women that are not managers see other women administrators involved in incorporating the activities of teaching and learning and contact with children, their interest to become leader will increase. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Netsanet,2013) argue that, low self-confidence can affect aspiration level.

A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration level to participate in any public services and as a result, these women lack the chance to move upward position to hold managerial positions than those who have high aspiration level (Mila, 2018).Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination fairness confidence honesty assertiveness and aggressiveness in putting the problems face by women into perspective.

According to (Derjee,2013) pertinently argues that “women are under-represented in higher and middle management positions in higher education even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for.

The rest of this article focuses the following barriers which represent faulty perceptions of the true position regarding women. Poor self -image which is a factor attributed more to women than to men. Lack of assertiveness: As a habit associated with women than men less career orientation; as a sign of less interest in women as leaders less confidence as an argument that women unlike men generally lack the will achieve poor performance: a myth used as an excuse for employing less women in demanding occupation, discrimination as a sign of low interest in there recruitment of women into leadership positions and demotion as a form of punishment thought to suit women better as they are perceived to be lazy and arrogant.

For those who seek to create an institutional environment conducive to equity and opportunity, this book offers insight into the pervasive barriers facing women of all colors and evidence of the need for a more complex, multi-dimensional view of leadership. For female in academic who seeks to reach their professional potential and maintain authenticity, it offers encouragement and a myriad of strategies for their growth and development.

2.4.3. Self-esteem (Self Confidence)

As a result, women develop low self-esteem and give chance to the establishment of male dominated society (Netsanet, 2013). Moreover, lack of self-confidence leads to unfamiliarity of conditions that discriminates women from the society. For instance, as indicated women and men apply for any kind of job whether they are qualified or not, and if they are not successful, men blame for the external factors for their failure.

However, the story in females is quite different; if they are not successful, they code the failure as personal failure and decide not to compete or apply any school administration position. Those people who have high self-confidence tend to develop skills attitudes values familiarity with conditions, and high aspirations and they can apply and compete for any job opportunity including school administration.

2.4.4.Socialization and sex role stereotyping

On the other hand, boys are expected to become independent, active, dominant, and confident and this gender stereotyping and cultural attitudes towards males and females has an impact

on their future Career (Vilnius & Gediminas, 2014). For example, stated that women who specially women in managerial position, as indicated in (develop a feeling of isolation from their group (absence of female support), develop negative attitudes towards the society that resulted from stereotyping, moreover, these women, because of the absence of a smaller number of women leaders (lack of role model) develop sense of loneliness.

The suffer of these women continue in connection with home and children care, if they are more committed to the home and children care, there is a possibility to be considered they are not committed to their job and if they fully committed to their job, there is a probability to be considered as 'male' or 'unfeminine'. However, men are expected to be aggressive, independent, job oriented, dominant, more active, and sociable than women (Solomon et al, 2017).

Studies have continued to report that women believe that negative stereotypical and inaccurate views held by gatekeepers about women are their perceived inability to discipline workers, supervises of other works, criticize constructively manage finances and function in political frame, supported these finding, pointing out the existence of the myth that "women are too emotional and can't see things rationally and so that affects their decision making.

2.5. The challenge that hinders women teachers' empowerment in school leadership position of primary school

Some of the barriers those keep women from becoming leaders are as follows.

2.5.1. Socio-cultural barriers

On the other hand, boys are expected to become independent active dominant and confident and this gender stereotyping and cultural attitudes towards males and females have an impact on their future Career (Netsanet, 2013).

According to (Cofi, A.2005) stated that women who Specially women in managerial position, as indicated to develop a feeling of isolation from their group (absence of female support) develop negative attitudes towards the society that resulted from stereotyping and moreover, these women because of the absence of a smaller number of women leaders develop sense of loneliness. The suffer of these women continue in connection with home and children care;

If they are more committed to the home and children care, there is a possibility to be considered they are not committed to their job and if they fully committed to their job, there is a probability to be considered as 'male' or 'unfeminine'.

However, men are expected to be aggressive, independent, job oriented, dominant, more active, and sociable than women. Therefore, this stereotyping gives male advantage over female in managerial positions.

2.5.2. Poor self -image or lack of confidence (culturally)

Women who aspire to become leadership are more likely to response lowered aspiration than men (Assafa, 2015) in studies show female, aspiring to become administrators, found a marked lack of self-confidence.

In their finding related to aspiring leaders indicated that women lack of sense of as leaders and perceive that they have further to go in developing this leadership identify than to men.

2.5.3. Family and home responsibilities

Family and home responsibilities place bound circumstances; moves with spouses or misalignment of personal and organizational goals were early contributors to women's lack of leadership success, either because the demands of family on women aspirants restricted them or because these who hired believed that women would be hindered by family commitment (Hailu, 2013).

2.5.4. Working conditions and sex discrimination

According to Elishoper, etal, (2008)after reviewing various definitions of gender stereotyping, tried to incorporate the idea of all with a single and simple statement. They define stereotype as structured set of belief about the attributes for a group of people. Whereas, sex stereotype of gender stereotype is, a structure set of belief about the personal attribute of males and females, in his book of women in management, explaining what this set of beliefs incorporate, defines gender stereotype as belief that sees men to be high in masculine traits such as independence, aggressiveness, and women to be high in feminine traits such as gentleness, sensitivity to the feelings of other, and tactfulness.

Glass ceiling is a metaphor introduced in 1986 by writers of the wall street journal to explain the contradiction of an increasing number of women entering the labor market and their persistently limited acts to leadership positions

According to Jurgita&Jeniboy, et al, (2014) the metaphor portrays the difficulty that women in the corporate world face, in order to position of higher levels, although these appear to be attainable, given their achievements in education and abilities. So, it looks as if they were falling an invisible wall, since the difficulties are not very clear and evident at first sight.

According to Chernet, (2016) the component of administrative work, as well as the perceived and real male defined environments in which many women administrators must work, shape women's perception of the desirability of administration. Determined that women's failure to aspire to the leadership might be a result of their experiences working with male leader's, role models whose leadership behavior may not be compatible with women's preferred ways of leading. After reviewing various definitions of gender stereotyping, tried to incorporate the idea of all with a single and simple statement.

2.5.5. Lack of support encouragement and counseling

Noted research studies from the late 1970s show, that pointed out that women traditionally had little support encouragement, or counseling from family peer's super ordinates or educational institutions to pursue careers in leadership position.

Empowerment has continued to be an important factor for women moving into position. Found that lack of empowerment was one of the reasons female's primary schools' teachers in Nuer zone reported not entering administration position.

2.5.6. Too few role models sponsor mentors and networks

Decades ago, literatures cited lack of role models, lack of networks and lack support sponsorship and monitoring as barriers to women's entry into and advancement in leadership position, currently, the literature reveals similar barrier for women, as professional socialization and growth continues for woman's enhanced by positive role models sponsor's mentors and networks (Buom,2018).

Role models; role models provide standards and patterns to copy or modify in reported that role models were the most effective for females, but not necessary formals.

Lack of networks: - noted a lack of established networks as barrier for women to have leadership position is the need to have access information on job opening and administrative strategies as well as visibilities and functions as a support group.

2.5.7. Fear of balancing work and family life

As compared to women, men have fewer domestic responsibilities than women of the same position do. For instance, women are responsible to care for children, cooking for food, fetching of water etc., (Hailu, 2013) furthermore, domestic activities, absence of support from husband (spouse) by sharing of domestic work, number of siblings, and perception of the importance of one's work are the major challenges that women face to become school leader.

2.5.8. Institutional barriers

Other types of stereotypes include women own such characters as greater willingness to take order, greater docility, and less likelihood to complain about work or working conditions, less likelihood to join labor unions, greater willingness to accept lower wages and less need for income greater interest in working at home character have a great influence on the general characters typifying female occupation than on qualifying or disqualifying women for particular occupations (Dereje, 2013).

Women upon upward social mobility and self-promotion female teachers also often lack the support of their head teachers, community members' spouses or even family members with respect to their application for promotion. Some women cannot contemplate taking on a headsip position which would almost certainly involve managing male teacher's lack of self-esteem, role models and mentors contribute to women's reluctance to apply for leadership positions in the education sector

According to Hailu,(2013)the underlying premises of this perspective is that women and men are equal capable and committed assuming positions of leadership, but the problems versed in the structure, among the structural factors are.

2.6. The level of contribution of women empowerment on school leadership in primary school

2.6.1 Provision of specific training

According to Assafa, (2015) women leaders are supposed to be well versed in different field's including technical learning in their specific areas by taking there should become create knowledge on the structure and function of the specific leadership system.

This enables them to have comprehensive understanding about the nature of administrative process in developing managerial and competences skills apart from the knowledge dimensions women educational leaders demand certain managerial competencies and skills because they are leaders' initiators innovators and institution builders.

Developing competencies related to human resources development.

2.6.2. Restructuring social and work environment

According to Ademe & Singh et al, (2015) which is the primary means of action to improve the working and living condition of women and men, and promote equality in the work place organizations are expected formulate gender sensitive policies for both gender and social changes.

2.6.3. Affirmative action

Affirmative action (AA) is a change intervention promoted in equity driven political agendas. Programmers include organizational goals for increasing the representation of historically excluded groups, timetables for their achievement and the introduction of strategies and practices support targets (Martin, 1997) quotas and targets can be perceived as discriminatory or as risking causing backlash and accusations of tokenism.

According to Shankar, (2016) caring, cooperative and accommodative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing the qualities of a good leader still face higher attrition and slower career mobility particularly in educational administration.

Data on equality of opportunity in educational administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education.

Transformational leadership associated mainly with women is increasingly praised for having excellent skills for leadership and, in fact, women, more than men, manifest leadership styles associated with deductive performance as leaders.

Unlike men women have communal qualities, democratic and participatory, typically focusing on relationships and creating positive working atmospheres (KwaZulu& Pietermaritzburg et al, 2016).

Therefore, the researchers strongly support this idea from the fact that if this quality of female behavior and structures based on stereotypes by having commitment of members states of the UN are committed to the equal representation of women and men in decision making positions at all levels as suggested affirmative action in favor of women should not be considered as discriminatory against men.

2.6.4. Mentoring

The concept of mentoring has its origins in Greek mythology. “Ulysses” entrusted his son, Telemachus, to the care and direction of his friend, mentor, while he went off to fight in the Trojan wars.

The word mentor has since become synonymous with wise counseling and has in recent years, been adopted as a conscious development option by many companies as cited by (Chalchissa&Amentie et al, 2015).

The role of mentors in guidance support encouragement and facilitation female leadership development the influence of foreign professionals upon women’s progress in developing countries, forms of direct and latent gender discrimination stereotypes and aspiration to principal ship.

A part from the risk that the other countries practice may be misinterpreted, they may be too closely bound up with their specific contexts to be applicable can where else. By examining educational projects that aim at promoting women’s equality and equity, research can help indicate the kind of adaptation need to fit then in to other system. For example, in a study that explored the careers of African-American female principals, the authors used stand point theory that focuses on the production of knowledge that is emancipator, anti-oppressive, non-hierarchical, negotiated and politically focused (Miressa, 2019).

2.6.5. Gender mainstreaming

A mentor is a trusted experienced professional who is willing to assist a less experienced person by listening, sharing experience, advising, and guiding (Nigist, 2019) mentors share experience and skill to the inexperienced person and mentoring enables women leaders to have the necessary skills on how to handle managerial positions.

It is a means of integrating equality concerns across the board in to all policy objectives in order to promote equality of all workers, irrespective of sex. The main areas of concerns are promoting and realizing fundamental principles and rights at work to ensure the principles of non-discrimination creating greater opportunities for women and men to secure decent employment and in enhancing the coverage and effectiveness of social protection for all in order to improve socio- economic security of all people, awareness raises and capacity building activities (Ibid).

2.6.6. Improvement in hiring policies and strategies

According to Vilma&Pricellas et al, (2016) providing women the appropriate knowledge, trainings, and having networks with colleagues will help women to become effective in their managerial skills.

In order to do this, women should get the chance for employment to administrative position and it is necessary to change the attitude of individuals who recruit employers to avoid gender bias by providing financial and technical support to help them to evaluate their own policies and practices not to take any discriminatory actions while selecting employers.

Changing the school context in which women work institutional context in which women work should be adjusted in a way that women teachers shape and view their careers and this could be done by providing support and networks for women and helping women to analyze the working environment.

Schools should be ‘women friendly’ i.e., schools in which the decision-making processes were informed by an awareness of equality and equity. In addition to creating jobs for women that balance nature of the internal administration context, schools should be adjusted to provide networks for women, helping women to analyze the school culture and environment, induction to training and counseling should be provided (Beatriz, p. etal, 2008).

Therefore, to summarize, countries have been challenges in leadership position and female empowerments taking actions to promote women participation in leadership and this is a

great opportunity that encourage women to become leaders in schools and in other organization.

2.7. Empirical literature

The study is guide by the social feminist theory which borrows from Karl Marx ‘s ideas on exploitation, oppression and division of labor (Elishoper& Gideon,2008). It was also noted that women were discriminated upon and could not rise to top leadership positions due cultural economic political environment and stereotype among the leadership that was male dominated.

The theory recognizes the pervasive influence of gender divisions on social life and tries to understand women’s oppression and the structures in society that spouse this oppression and subordination (Kendra & Morin,2019).

Transformational leadership closer look at the effects of transformational leadership women teachers of primary school leaders in Wanthoaworedaof NuerZonein social justice, democratic schooling and equity and born leadership theory integrated as the believe.

2.8. Conceptual frame work

This study investigates women teacher’s empowerment in school leadership and challenges of primary schools of Wanthoaworeda in NuerZone.

The studies measure the following conceptual frame work

Variable

1. Dependent variable

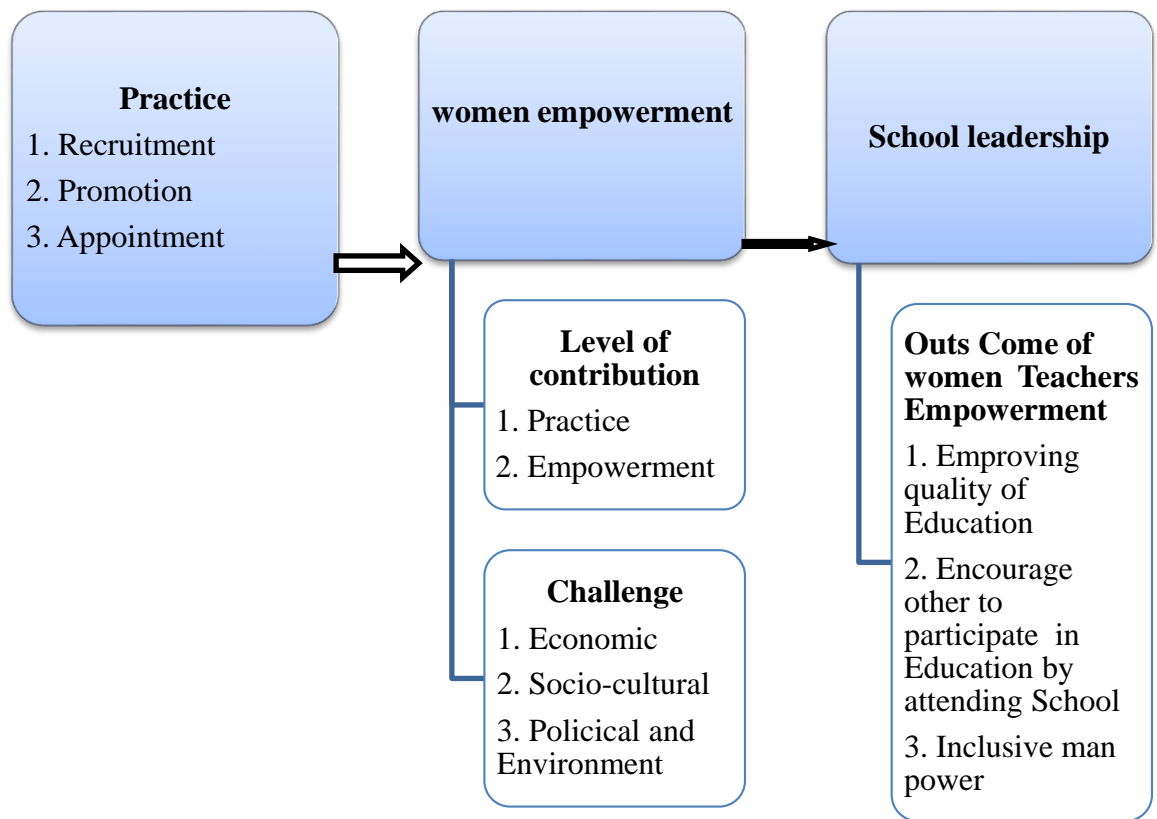
Women teachersin school leadership

2. Independent variable:

- Socio demographic (age, sex, address, occupation, education background)
- Practice (recruitment appointment promotion)
- Level of contribution or linkage (practice, empowerment)
- Challenges (socio cultural, economic, political and environment)

3. Intermediate variable (effect)

- Women teachers’ empowerment



(Sources: 2021)Figure 1: Schematically Conceptual framework

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Location of study area

Wanthoa is one of the woreda in the Gambella region of Ethiopia. Part of the Nuer zone, the geographic coordination system of the Wanthoaworeda is between 8°30'N-8°05'N latitudes and 33°06'E-33°30'E of longitudes. As seen in Figure 1, Akobo borders Wanthoa on the south on the west and north by South Sudan, on the east by Jikawo, and on the southeast by Anuakzone; the Akobo River to the west and the Baro River on the north define Wanthoa's boundaries with South Sudan. The main towns in this woreda include Matar.

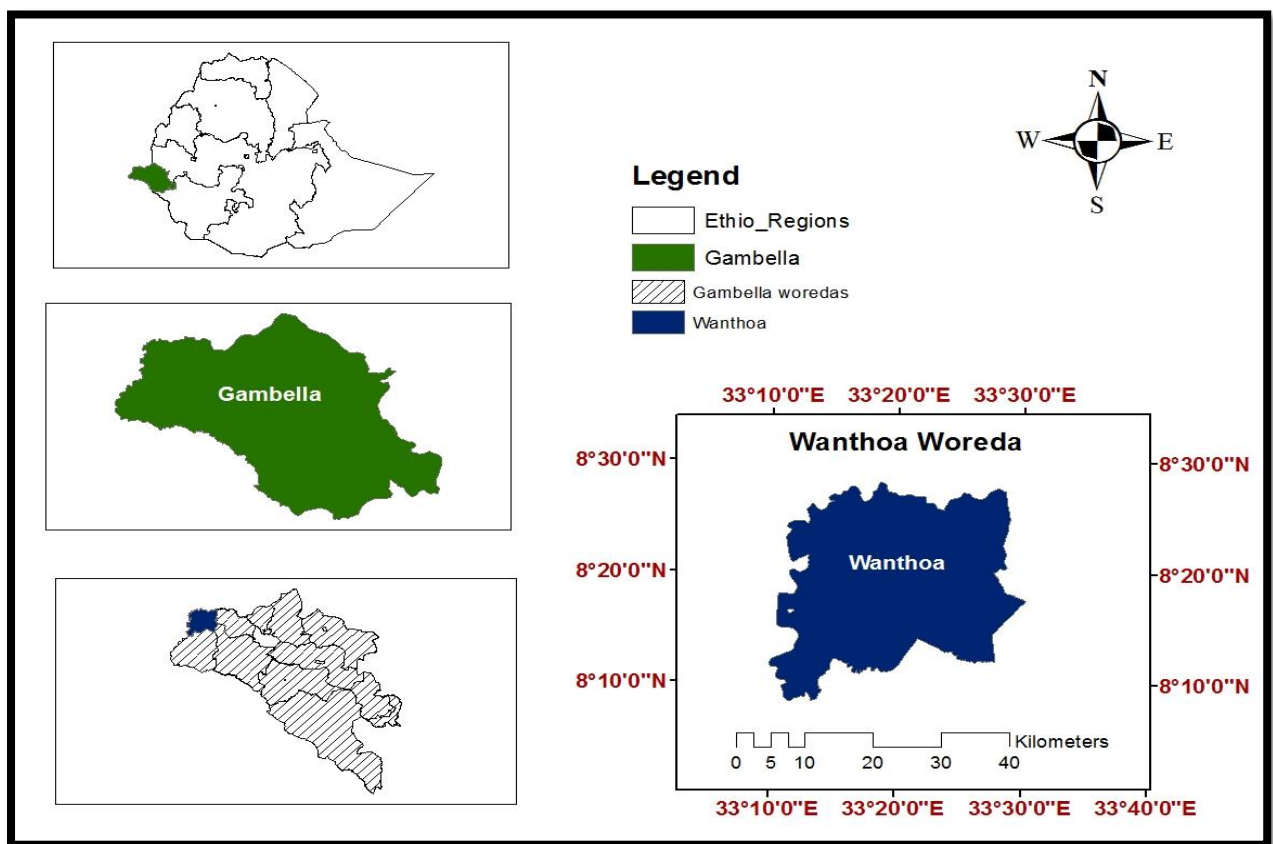


Figure 1: Location map of study area (Ethio-GIS, 2021)..1.2. Demographic of the area

According to (CSA), 2007 Census this Woreda has a total population of 20,970, of whom 10,991 are men and 39,979 women; with an area of 887.74 square kilometers, Wanthoa has a population density of 23.62, which is less than the Zone average of 23.79 persons per square kilometer. While 2,851 or 13.60% are urban inhabitants, a further 59 individuals are pastoralists. 3,996 households were counted in this Woreda, which results in an average of 5.2 persons to a household, and 3,846 housing units.

The majority of the inhabitants said they were Protestant, with 92.82% of the population reporting they observed this belief, while 3.22% practiced traditional religions, 1.89% is Catholic, and 1.58% of the population practiced Ethiopian Orthodox Christianity.

3.1.3. Economic Activities

The economy of the areas is mixed farming (crop production complemented by livestock rearing). Crop production are rainfall feeding. The main crops grown for home consumption are maize, and sorghum. Maize and sorghum are long cycle. The livestock reared are cattle, sheep, goats, donkeys and chickens. Livestock are replaced through purchase and from within the herd. Men and women share the responsibility of looking after animals. Livestock's are the primary source of income in Woreda. In the Rural and Town people are mostly depends on agriculture, livestock, fishing, trade and administrative services (CSA, 2007).

3.1.4. Topographic and Climatic Condition

The Woreda extends hot lowland zones with extreme ranges of temperature and rainfall variation. There are two seasons in the Woreda based on the movement of Inter-Tropical Convergence Zone (ITCZ), the amount of rainfall and the rainfall timing. The two seasons are Kiremt (summer), which is the main rainy season (June-October), Bega (spring), which is the dry season (November-May). The mean annual rainfall varies from 800 mm in the elevated areas to 1,200 mm in some area of the Woreda. In the same way, the mean annual temperature of Woreda ranges from 30.8°C in the upper part to 39°C in the lower part. The terrain in Woreda consists of marshes and grasslands area; the elevations range from 390m to 410 m. a. s. l. According to the Atlas of the Ethiopian Rural Economy published by the Central Statistical Agency (CSA, 2007), around 10% and 90% of the Woreda is forest and Grassland respectively.

3.2. Research design

According to Creswel, (2012) the purpose of this study was cross sectional survey design. The cross-sectional survey designs were employed to investigate women's teachers' empowerment and challenges in school leadership of primary schools of Woreda in NuerZone. The aim was to suggested explanation to the research problem and to contribute knowledge so as to benefit many primary schools' bases on the findings of the study.

Descriptive statistic and explanatory method would use for as these were appropriate methods to measure respondents' opinions and attitude towards women teachers' empowerment and challenges in school leadership of primary schools of Wanthoaworeda in NuerZone.

3.3. Research method

According to Cresswell,(2012)mixedresearch approach was chosen for its advantages in suggesting solutions for research problem. Because of this, both qualitative and quantitative research approach was chosen because it would give a balanced weight to the finding of the research study. This was possible in a number of ways. Firstly, the used of more instruments make investigation of women teachers' empowerment and challenge in school leadership of primary schools of Wanthoaworeda in Nuer Zone more comprehensive.

Secondly, findings were triangulated and complemented. This enables researcher get findings which lead to holistic conclusion with appropriate recommendations to research problem.

3.4. Sources of data

Primary and secondary sources in two phases. Primary data were collected through interview's involving women teachers' principal's, supervisors and woreda education offices employees in primary schools and questionnaires was prepared for the teachersand principals in general which were the main primary source. In addition to this, primary schools' documents were reviewed, related to women teacher's empowerment and analysis would uses for the study.

3.5. Population, Sample size, sampling technique

3.5.1. Population

Sample was the small group of people from whom a researcher draws out information about the total population, was 1261 teacher's so it was the element or set of elements considered for selection in some stage of Sampling. Thus, for the purpose of this study the sampling contains Nuer Zone in Wanthoaworedateachers 1, 261 female150 male 1, 111.out of target population 1,261 Teachers only ,171 teachers' in Wanthoaworeda male 96 and female 75 only would be selected by simple randomly sample technique by taking ever K N/n

3.5.2. Sample size

In the sample size calculation for the descriptive survey, as there has been no institutional based cross-sectional study conducted for the woman's teacher's empowerment on school

leadership and challenge in primary schools of Wanthoaworeda so the study would be assumed to estimate the proportion of the population.

The following sample size would investigate to find the representative sample units from 52,000 target of all population in Wanthoaworeda. Therefore, out of the target populations of Wanthoaworeda the sample population would be taken 300 teachers' parent teachers association (PSTA) woreda education officers who were employed by government convenience to using following formula by (Yamane, 1967) 95% was acceptable error at marginal level of 5 % (0.05) in order to minimize the error would be used; N was total population, based on (Yamane, 1967).

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

$$n = \frac{300}{1 + 300 * 0.05^2} = 171$$

$n_f = n * \frac{N_f}{N} = 171 * \frac{75}{300} = 43$ Where; n_f was the sample size from female teachers and N_f was the total population of female teachers

$n_r = n * \frac{N_m}{N} = 171 * \frac{96}{300} = 55$ Where; n_m was the sample size of male teachers and N_m was the total population of male teachers.

Hence, this research work would manage to select 171 of teachers' in Wanthoaworeda.

3.5.3. Sampling technique

According to Masuku and Micah, (2014) probability sampling technique that was Systematic Random Sampling in this method of sampling, the first unit of the sample selected at random and the subsequent units are selected in a systematic way. If there are N units in the population and n units are to be selected, then $R = N/n$ (the R is known as the sampling interval). The first number is selected at random out of the remainder of this R (Sampling Interval) to the previous selected number. Multistage Random Sampling used that was systematic randomly sampling

3.6. Instrument of data collection

In order to collect relevant data from the field, the researcher used both qualitative and quantitative data collecting a tool that was mixed design. These tools were interviews, questionnaires, focus group discussion and document analysis.

3.6.1. Questionnaires

Both closed and open-ended questionnaires were employed to collect quantitative and qualitative data from teachers and leaders (principals'). This was because questionnaire was convenient to conduct survey and to acquire necessary information from relatively large number of study Subjects with in short period of time.

Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable responses (participant). The questionnaire was prepared by the researcher with close guidance of the advisor.

The questionnaire also prepared in English language, because the sample necessary skills to read and understand the concepts that were incorporate. The questionnaires have two parts.

The first part of the questionnaire describes the respondents' background information, categories include; sex level of education, area of specialization and service year. The second and the largest part were incorporated with the whole possible areas of school women teacher's empowerments variables of both closed and open-ended questions.

The closed ended items were prepared by using likert scales. The value of the scale was in between one and three but, the type of likert varies according to the type of questions. In addition to that it indicates that the respondents need not mention their name in the questionnaire and it insures confidentiality. The distribution and collection of questionnaires were made using simple distribution. This led the respondent to provide their view without any fear and discomfort.

3.6.2. Semi structure interview

Semi Structured interview were prepared by the researcher to generate data from principals, supervisors and woreda education office or boards. The prepare interview schedule was verified and checked for its authenticity for the use in this study by the major advisor. It would be uses to get supplementary data which would help the researcher to have a more relevant data for the study.

It also uses as a source of study of themes to identify issues that was important for the development interviews, focusing on issues related to existing currently practices and challenge of women empowerment in school leadership of primary school of Wanthoaworeda in Nuer Zone.

The interview was used based on the assumption that the participants' perspectives were meaningful, and the researcher has the knowledge in the study area and able to make explicit points then their perspective affects the success of the research.

3.6.3. Document review

In order to triangulate the information obtained through questionnaires and focus group discussion, analysis of the available documents like the women teachers' empowerment and challenge on school's leadership in primary schools of Wanthoaworeda in Nuer Zone were reviewed. Besides, level of contribution of women and practice in school leadership, challenge that prevents women in leadership position was analyzed and interpreted.

3.7. Pilot testing of the instrument or Validity and Reliability test Checking

The validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Ajay,S.& Micah,.2014). To ensure validity of instruments, the instruments were developed under close guidance of the advisors and also a pilot study was carried out on 75 teachers of Wanthoa primary schools to pre-test the instrument. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence. One of the methods to estimate the reliability of the scores on a test or measurements is Cornbach's coefficients alpha method. Hence, Cornbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by (Field, 2009) if Alpha Coefficients were above 0.70, consistency and suitability were considered high. Accordingly, the reliability measures of each of the major variables are presented in the following table to ease the process of the data analysis

Table 3.2: Reliability Statistics

Statements	Cronbach's Alpha	Number of items
Women teachers' empowerment practiced on school leadership	.797	7
The level of the contribution of women empowerment on school leadership position	.892	8
Challenges that hinder women teachers' empowerment on school leadership position	.822	12
Overall	.851	27

Thus, as shown in table 3.2 the reliability of the scores was evident by strong Cronbach's alpha coefficients for all variables, which used as independent and dependent variables of the study. The Cronbach's alpha ranged from 0.797 to 0.892, indicating that the items were highly reliable to measure the variables they were expected to measure.

This was because descriptive analysis was considering as an appropriate test for describing the significance links between the practices and challenges of women 's teachers' empowerment on school leadership in primary schools.

Inferential statistics like independent sample test(t-test) were used to see difference between leaders and teachers' responses regarding women teachers' empowerment and challenge on school leadership in primary schools with the help of SPSS computer software (version 23).

3.8. Procedures of data collection

To get relevant response for the research questions, the investigator would be used a series of data gathering procedures. These procedures help the researcher to get authentic and essential data from the four sample primary schools.

Accordingly, the instrument is initially prepared by the researcher and developing under close guidance of the advisor. After having letter of authorization from Jimma University, the researcher would go to Nuer Zone primary schools. For free test which would be include in the sample. Here the free test is conducted with 171 respondents

3.9. Method of data analysis

The data gathered through questionnaire were organized and structure in order to make it manageable and ready for analysis. Moreover, various statistical tools such as SPSS software tabulation and frequency would be uses in analyzing the quantitative responses.

Besides, independent sample was the descriptive and inferential analysis would be uses to see the statistical significance of two groups "respondents" response.

3.10. Ethical consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations were made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents 'regular activity.

For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions are framed in a manner that is not offensive and disturb their personality. They are assured that the information they provide would be kept confidential. To ensure this, the researcher removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents 'cooperation to provide the required information for the study. This study carries in line with the approval obtaining from Jimma University and Nuer Zone educational offices and selected woreda education offices also would give writing permission to conduct this research in response to a writing inquiry

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered by different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data has been presented by the use of tables. On the other hand, the collected data through interview and open-ended questions were analyzed qualitatively. These tools were used to triangulate the consistencies and variations of the result obtained.

As mentioned earlier, among various data collecting instruments, questionnaire and semi-structured interview were used to collect the relevant information for this study. Thus, a total of 171 questionnaires were distributed to the selected primary school teachers and leaders. Unfortunately, only 158 (92.4%) of them were properly filled and returned to the researcher. Among these 127 of them teachers the remaining 31 of the respondents were school leaders. Some questionnaires were lost and some were incomplete because of the reluctance of the respondents. Among 12 interview respondents (four heads of WEO, four primary school principals and four primary school female teachers) and 11(91.6%) have properly participated and gave the required information on the issue under investigation. In general, 91.6% of respondents have participated as respondents to the issue rose through interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

Hence, the data gathered were organized and analyzed in a manner that enables to answer the basic research questions raised at the beginning of the study by using SPSS version 23. Accordingly, the overall results of the issue investigated as well as respondents' personal background or profiles were clearly presented below.

4. Background information of the respondents

The demographic characteristic consists of sex, age, educational background, marital status and experience of the respondents. This aspect of the analysis deals with the personal data which was briefly described through tables found below.

Table 4.1: Demographic characteristics of the respondents

No	Characteristics of the Respondents	Variable	Respondents					
			School leaders		Teachers		Total	
			F	%	F	%	F	%
1	Sex	Male	19	61.3	77	60.6	96	60.8
		Female	12	38.7	50	39.4	62	39.2
		Total	31	100.0	127	100.0	158	100.0
2	Age	21-30	2	6.5	14	11.0	16	10.1
		31-40	7	22.6	28	22.0	35	22.2
		41-50	18	58.1	68	53.5	86	54.4
		>50	4	12.9	17	13.4	21	13.3
		Total	31	100.0	127	100.0	158	100.0
3	Level of education	Diploma	5	16.1	26	20.5	31	19.6
		Bachelors	25	80.6	84	66.1	109	69.0
		Master's degree	1	3.2	17	13.4	18	11.4
		Total	31	100.0	127	100.0	158	100.0
4	Work experience	1-5	2	6.5	11	8.7	13	8.2
		6-10	8	25.8	26	20.5	34	21.5
		11-15	17	54.8	73	57.5	90	57.0
		>16	4	12.9	17	13.4	21	13.3
		Total	31	100.0	127	100.0	158	100.0
5	Marital status	Married	13	41.9	69	54.3	82	51.9
		Single	18	58.1	58	45.7	76	48.1
		Total	31	100.0	127	100.0	158	100.0

Table 4.1. Shows there were 31 school leaders and 127 teachers participated in the study. From the total respondents that participate in answering the question of the study were 62(39.2%) females and 96(60.8%) were males.

With regards to age, 16(10.1%) of the respondents were 21-30 years old; 35(22.2%) of the respondents were between 31-40 years old; 86(54.4%) of them were also between 41-50 years old, and 21(13.3%) of respondents had an age of greater than 50 years old. When the

researcher observed the age of the respondents, the distribution of majority of respondents were between 41 and 50 years accordingly.

The qualification distribution of respondents revealed that the majority of respondents 109(69%) were first degree holders and 18(11.4%) were M.Sc. /MA degree holders the remaining 31(19.6%) were diploma holders. Among these respondents 18(100%) of the leaders were master degree holder.

When the researcher saw the work experience of respondents, 13 (8.2%) of the total respondents had an experience of 1-5 years; 34(21.5%) of the respondents had an experience of 6-10 years, 90(57%) of school leaders and teachers had work experience of 11-15 years and 21(13.3%) of the school leaders and teachers had work experience of above 16 years. The work experiences of the respondents were used for the study to get relevant response from the respondent by comparing the activities done in the school yearly.

Regarding to marital status of the respondents, more than half 82(51.9%) of the respondents were married and 76(48.1%) were single.

4.1. The extent women teachers' empowerment of leadership practiced in primary Schools of Wanthoaworeda

The extent of empowerment of women teachers' school leadership practiced in school was measured using a set of 7 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales were strongly agreed=5, Agree =4, Undecided =3, Disagree =2 and strongly disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. Agree undecided and disagree.

In categorizing the rating scales, the frequency and percentage results of strongly agree 'and agree' were combined in to agree' and the results of strongly disagree' and disagree 'merged to disagree '.

Table 4.2: Respondents' opinion on the extent of empowerment women teachers' leadership practiced in primary schools

No.	Items	Sex	D (%)	U (%)	A (%)	Mean	Std.	MD	T	Sig.
1	Empowerment women in leadership is low	Teachers	35(27.6)	45(35.4)	47(37)	3.21	1.09	3.5	-2.74	.007
		Leaders	3(9.7)	7(22.6)	21(67.7)	3.80	1.01			
2	Women's lack qualification to empower in school leadership positions	Teachers	36(28.3)	41(32.3)	50(39.4)	3.60	1.12	3.78	-1.53	.127
		Leaders	5(16.1)	6(19.4)	20(64.5)	3.96	1.37			
3	Women still minority as both head and deputy	Teachers	21(16.5)	36(28.3)	70(55.1)	3.22	1.10	3.46	-2.17	.031
		Leaders	5(16.1)	2(6.5)	24(77.4)	3.70	1.10			
4	Women teachers lacks experience to empower in leadership and decision-making positions	Teachers	35(27.6)	34(26.8)	58(45.7)	3.23	1.23	3.20	.28	.778
		Leaders	11(35.5)	5(16.1)	15(48.4)	3.16	1.65			
5	Women have lack interest to upgrade in leadership profession	Teachers	20(15.7)	25(19.7)	82(64.6)	3.70	1.03	3.80	-.98	.328
		Leaders	2(6.5)	5(16.1)	24(77.4)	3.90	.78			
6	Women empowerment decreases at higher leadership position than lower position (club heads, department and unit leader)	Teachers	24(18.9)	31(24.4)	72(56.7)	3.54	1.05	3.54	-1.69	.093
		Leaders	3(9.7)	5(16.1)	23(74.2)	3.90	1.10			
7	Both male and female teachers' unequal empowerment in school leadership position	Teachers	17(13.4)	36(28.3)	74(58.3)	3.61	.99	3.80	-1.96	.051
		Leaders	2(6.5)	4(12.9)	25(80.6)	4.00	.93			

As indicated in item 1 of table 4.2, the majority 47(37%) of teachers and 21(67.7%) of leaders were respond agree regarding low empowering of women in leadership.

This reveals that the empowerment of women in school leadership was still low which coincide with of the finding of (Hart, 1995) because of traditional stereotypes cast women and minorities as social incongruent as a leader. The mean score of teacher's responses was (M=3.21) with standard deviation of (SD=1.09), mean score of school leaders' response was (M=3.80) with standard deviation of (SD=1.01), and the overall mean of the two group 3.5, which is found in the agreement level. To see whether there was significant difference or not

between two groups of respondents the independent sample t-test was computed. The t-test result was less than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-2.74$, $p=.007$).

As item 2 of table 4.2, the majority 50(39.4%) of teachers and 20(64.5%) of leaders were agreed that women's lack qualification to empower in school leadership positions. The mean score of teacher's responses was ($M=3.60$) with standard deviation of ($SD=1.12$), mean score of school leaders' response was ($M=3.96$) with standard deviation of ($SD=1.37$), and the overall mean of the two group was 3.78, which is found in the agreement level.

The t-test result was less than p-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-1.53$, $p=.127$). This reveals that there is no significant difference between the two groups of respondents.

As item 3 of table 4.2, the majority 70(55.1%) teachers and 24(77.4) leaders replied that women are still the minority as both head and deputy teachers. The mean score of teachers' responses was ($M=3.22$) with standard deviation of ($SD=1.10$), mean score of school leaders' response was ($M=3.70$) with standard deviation of ($SD=1.10$), and the overall mean of the two group is 3.46, which is found in the agreement level. This result shows there is a smaller number of both head and deputy teachers. The t-test result was less than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-2.17$, $p=.031$).

With respect to item 4 of table 4.2, majority 58(45.7%) of teachers and 15(48.4) of leaders were agreed in the question they requested to answer whether there is lacks of experience to empower women themselves in leadership.

The mean score of teachers' responses was ($M=3.23$) with standard deviation of ($SD=1.23$), mean score of school leaders' response was ($M=3.26$) with standard deviation of ($SD=1.65$), and the overall mean of the two group is 3.80, which is found in the above average level. This means women teachers' lacks experience to empower in leadership and decision-making positions. The t-test result was greater than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=0.28$, $p=.778$).

With respect to item 5 of table 4.2, majority 82(64.6%) of the teachers and 24(77.4%) of the leader were agreed in the question they requested to answer whether women have interest to upgrade in leadership profession. The mean score of teachers' responses for item 5 was ($M=3.70$) with standard deviation of ($SD=1.03$), mean score of school leaders' response was

(M=3.90) with standard deviation of (SD=0.78), and the overall mean of the two group was 3.80, which is found in the above average level. This means women have interest to upgrade in leadership profession. The t-test result was greater than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-.98$, $p=.328$).

As item 6 of table 4.2, majority 72(56.7%) of the teachers and 23(74.2%) of the leaders were agreed that women empowerment decreases at higher leadership position than lower (unit leader, department heads and club heads in the school).

The mean score of teachers' responses for item 6 was (M=3.54) with standard deviation of (SD=1.05), mean score of school leaders' response was (M=3.90) with standard deviation of (SD=1.10), and the overall mean of the two group was 3.72, which is found in the agreement level.

The t-test result was greater than the p-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-1.69$, $p=0.093$). This reveals that there is no significant difference between the two groups of respondents.

The majority of respondents suggested that 74(58.3%) of the teachers and 25(80.6%) of leaders were agreed in the question they requested to answer whether both male and female teachers were not equal empowerment in school leadership position. The mean score of teachers' responses for (M=3.61) with standard deviation of (SD=.99), mean score of school leaders' response was (M=4.00) with standard deviation of (SD=.93), and the overall mean of the two group was 3.80, which is found in the agreement level. This shows that both male and female teachers were not equal empowerment in school leadership position. The t-test result was greater than the p-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-1.96$, $p=0.06$).

4.2. The level contributions of women teachers' empowerment to school leadership position of primary schools

The level of the contributions of women teachers' empowerment in school leadership position in primary schools was measured using a set of 8 statements questionnaire. Item scores for each category were arranged under five rating scales. The range of the rating scales were very high=5, High =4, Undecided =3, Low =2 and very low=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e., high, undecided and low. In categorizing the rating scales, the

frequency and percentage results of very high ‘and high’ were combined in to high’ and the results of very low’ and low ‘merged to low ‘.

Table 4.3: Respondents opinion on the level of contributions of women teachers’ empowerment in school leadership position

No.	Item	Sex	L (%)	U (%)	H (%)	Mean	Std.	t	Sig.
1	Developing and implementing gender sensitive plans at zonal, Woreda and levels is currently empowered of women in leadership.	Teachers	67(52.8)	36(28.3)	24(18.9)	2.41	1.13	-2.00	.047
		Leaders	25(80.6)	2(6.5)	4(12.9)	2.03	1.22		
2	Officials of WEB are strongly committed to implement gender equity in leadership	Teachers	75(59.1)	29(22.8)	23(18.1)	2.40	1.08	-2.34	.020
		Leaders	26(83.9)	3(9.7)	2(6.5)	1.90	.94		
3	Proactive strategies sifting to empower women teachers through training.	Teachers	66(52.0)	36(28.3)	25(19.7)	2.50	1.09	-2.95	.004
		Leaders	26(83.9)	3(9.7)	2(6.5)	1.87	1.05		
4	Gender department of the WEB is effective of gender policy implementation.	Teachers	66(52.0)	34(26.8)	27(21.3)	2.51	1.09	-2.03	.045
		Leaders	22(71.0)	6(19.4)	3(9.7)	2.06	1.15		
5	Women’s teachers networking is established in order to share their experience & to empower women teachers through experience sharing.	Teachers	74(58.3)	34(26.8)	19(15.0)	2.30	1.01	-2.45	.015
		Leaders	27(87.1)	1(3.2)	3(9.7)	1.80	1.01		
6	Gender preference and quota system are currently given special attention during selection so as increase women leaders.	Teachers	63(49.6)	24(18.9)	40(31.5)	2.73	1.17	-4.37	.000
		Leaders	27(87.1)	3(9.7)	1(3.2)	1.74	.89		
7	Management bodies of WEB are highly aware of gender issues and takes high responsibility to increase empower of women teachers in leadership.	Teachers	64(50.4)	31(24.4)	32(25.2)	2.59	1.18	-3.25	.001
		Leaders	25(80.6)	4(12.9)	2(6.5)	1.83	1.00		
8	Gender related issues are monitoring and evaluating regularly by top officials so as increase women teachers.	Teachers	71(55.9)	34(26.8)	22(17.3)	2.41	1.06	-2.20	.029
		Leaders	24(77.4)	6(19.4)	1(3.2)	1.96	.79		
Overall mean						2.32			

As indicated in item 1 of table 4.3 above, majority of the respondents 67(52.8%) of teachers and 25(80.6%) of leaders disagreed that developing and implementing gender sensitive plans at zonal, woreda and levels to empower women in leadership was low. Similarly, item 2 from the same table above, the majority of teachers 75(59.1%) and leaders 26(83.9%) were disagreed that officials of WEO are strongly committed to implement gender equity in leadership respond leadership evaluate teachers sometime.

Table 4.3 items 3, also shows the majority of respondents 66(52%) teachers and 26(83.9) % leaders were given a low response on the question “proactive strategies sifting to empower women teachers through training”.

Likewise, indicated in item 4 from the table 4.3, majority of respondents 66(52%) of teachers and 22(71%) leaders agreed that gender department of the WEO is effective of gender policy implementation was low.

Regarding item 5, table 4.3 also shows the majority of the respondents 74(58.3%) teachers and 27(87.1%) leaders were given a low response on the question “Women’s teachers networking is established in order to share their experience & to empower women teachers through experience sharing”. Likewise, indicated in item 6 from the table 4.3, majority of respondents 63(49.6%) of teachers and 27(87.1%) leaders agreed that on the statement gender preference and quota system are currently given special attention during selection so as increase women leaders.

Regarding the response of teachers, the above table showed that the mean scores of the statements were between 2.30 (SD = 1.01) to 2.50 (SD = 1.09). All the statements had low mean scores, indicating that the level of contribution of women teachers’ empowerment in the leadership position is low. On the other hand, the response of the leaders showed that the mean scores of the statements were between 1.74 (SD = 0.89) to 2.06(SD = 1.15). These lower mean scores, indicates the contribution of women teachers’ empowerment in the leadership position is low.

From the 8 statements used to explain the level of contribution of women teachers’ empowerment in the leadership position had an overall mean score of 2.32 indicating that respondents agreed that the level of the contribution of women teachers’ empowerment in the leadership position is low in primary schools of Wanthoaworeda in Nuer Zone.

The independent sample t-test was used to see the significant difference between teachers and leaders' response regarding the contribution of women teachers' empowerment in the leadership position in primary schools of Wanthoaworeda in Nuer Zone. Eight questions were asked for school leaders and teachers regarding on this issue. The result for all items shows there is statistically significant difference between the response of the teachers' and the school leaders, sig <0.05, (CI=95).

4.3. The challenges that hinder women teachers' empowerment in school leadership position of primary schools

The challenges that hinder women teachers' empowerment in school leadership position was measured using a set of 12 statements questionnaire. Item scores for each category were arranged under five rating scales.

The range of the rating scales were strongly agreed=5, Agree=4, Undecided =3, Disagree =2 and strongly disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e., Agree, undecided and disagree.

In categorizing the rating scales, the frequency and percentage results of strongly agree 'and agree' were combined in to agree' and the results of strongly disagree' and disagree 'merged to disagree '.

Table 4.4: The opinion of respondents on the challenges that hinder women teachers' empowerment in school leadership position

No.	Item	Sex	D (%)	U (%)	A (%)	Mea n	Std.	T	P-value
1	In order to empower women in school leadership positions women teachers lack qualification.	Teachers	26(20.5)	18(14.2)	83(65.4)	3.62	1.12	-.940	.349
		Leaders	4(12.9)	2(6.5)	25(80.6)	3.83	1.06		
2	Women lack interest to empower in leadership positions.	Teachers	21(16.5)	23(18.1)	83(65.4)	3.65	.970	.521	.603
		Leaders	7(22.6)	6(19.4)	18(58.1)	3.54	1.15		
3	In order to empower in school leadership positions women teachers, lack experiences.	Teachers	12(9.4)	25(19.7)	90(70.9)	3.75	.870	1.08	.278
		Leaders	8(25.8)	3(9.7)	20(64.5)	3.54	1.23		
4	Lack of self-confidence of women	Teachers	17(13.4)	33(26.0)	77(60.6)	3.55	.981	.33	.737

	teachers hinders them to empower in leadership and decision-making positions.	Leaders	4(12.9)	11(35.5)	16(51.6)	3.48	1.06	7	
5	Women refrain from empowering in leadership positions because the working condition is not suitable to them.	Teachers	27(21.3)	26(20.5)	74(58.3)	3.40	1.12	-	.277
		Leaders	4(12.9)	7(22.6)	20(64.5)	3.64	1.08	1.09	
6	Empower of women in leadership is low because lack of motivation to women leadership by community.	Teachers	26(20.5)	24(18.9)	77(60.6)	3.53	.990	1.1	.237
		Leaders	9(29.0)	7(22.6)	15(48.4)	3.29	1.19	9	
7	Empowering of women in leadership is low because the placement criteria in not gender sensitive.	Teachers	16(12.6)	30(23.6)	81(63.8)	3.66	.968	.61	.542
		Leaders	5(16.1)	9(29.0)	17(54.8)	3.54	1.06	2	
8	Empower of women in leadership is low because of lack of women role models.	Teachers	21(16.5)	26(20.5)	80(63.0)	3.56	1.01	-	.294
		Leaders	2(6.5)	9(29.0)	20(64.5)	3.77	.844	1.05	
9	Women refrain from empower in leadership positions because in most the teaching staff is male dominant (sex-biased discrimination)	Teachers	32(25.2)	23(18.1)	72(56.7)	3.31	1.16	-	.380
		Leaders	6(19.4)	7(22.6)	18(58.1)	3.51	1.06	.880	
10	Lack of incentive to women hinders theirs empower in leadership positions.	Teachers	26(20.5)	23(18.1)	78(61.4)	3.56	1.05	-	.949
		Leaders	8(25.8)	4(12.9)	19(61.3)	3.58	1.12	.064	
11	Burden of family responsibility at home prevents women teachers to empower in leadership post.	Teachers	11(8.7)	18(14.2)	98(77.2)	3.92	.883	1.6	.107
		Leaders	4(12.9)	6(19.4)	21(67.7)	3.64	.838	2	
12	High workloads at home prevent women teachers to empower themselves in leadership position.	Teachers	12(9.4)	20(15.7)	95(74.8)	3.84	.946	-	.605
		Leaders	1(3.2)	4(12.9)	26(83.9)	3.93	.629	.519	
Overall Mean						3.67			

As indicated in item 1 of table 4.4, the majority 83(65.4%) of teachers and 25(80.6%) of leaders were respond agree regarding lack qualification to empower women in school leadership positions. Similarly, item 2 of table 4.4, the majority 98(77.2%) of teachers and 18(58.1%) of leaders were agreed on the lack of interest to empower in leadership positions.

Table 4.4, item 3, the majority 90(70.9%) of teachers and 20(64.5%) of leaders were respond agree regarding lack experiences qualification to empower women in school leadership

positions. Similarly, item 4 of table 4.4, the majority 77(60.6%) of teachers and 16(51.6%) of leaders were agreed on the self-confidence to empower in leadership positions.

Regarding item 5, table 4.4, the majority 74(58.3%) of teachers and 20(64.5%) of leaders were respond agree regarding unsuitable working condition to empower women in school leadership positions. Similarly, item 6 of table 4.4, the majority 77(60.6%) of teachers and 15(48.4%) of leaders were agreed on lack of motivation to empower in leadership positions.

As indicated in item 7 of table 4.4, the majority 81(63.8%) of teachers and 17(54.8%) of leaders were respond agree regarding not gender sensitive placement criteria to empower women in school leadership positions. Similarly, item 8 of table 4.4, the majority 98(77.2%) of teachers and 18(58.1%) of leaders were agreed on the lack of women role models to empower in leadership positions.

Regarding item 9, table 4.4, the majority 72(56.7%) of teachers and 18(58.1%) of leaders were respond agree regarding sex-biased discrimination to empower women in school leadership positions. Similarly, item 10 of table 4.4, the majority 77(60.6%) of teachers and 15(48.4%) of leaders were agreed on Lack of incentive to hinder women empowerment.in leadership positions.

As indicated in item 11 of table 4.4, the majority 98(77.2%) of teachers and 21(67.7%) of leaders were respond agree regarding burden of family responsibility at home to empower women in school leadership positions.

Similarly, item 12 of table 4.4, the majority 95(74.8%) of teachers and 26(83.9%) of leaders were agreed on high workloads at home prevent women teachers to empower in leadership position.

The mean score of teachers' responses was ($M=3.21$) with standard deviation of ($SD=1.09$), mean score of school leaders' response was ($M=3.80$) with standard deviation of ($SD=1.01$), and the overall mean of the two group 3.5, which is found in the agreement level. To see whether there was significant difference or not between two groups of respondents the independent sample t-test was computed. The t-test result was less than the critical t-value at $\alpha=0.05$ level of significance. The t-test result was ($t=-2.74$, $p=.007$).

Regarding the response of teachers, the above table showed that the mean scores of the statements were between 3.31 ($SD = 1.16$) to 3.92 ($SD = .883$). All the statements had high mean scores, indicating that there are many challenges that hinder women teachers'

empowerment in school leadership position. Similarly, the response of the leaders showed that the mean scores of the statements were between 3.29(SD = 1.19) to 3.93(SD = .629).

The overall mean score of 12 statements related to challenges that hinder women teachers' empowerment in school leadership position was 3.67, this indicating that respondents were agreed on there is challenges that hinder women teachers' empowerment of school leadership position in primary schools of Wanthoaworeda in Nuer Zone.

This concurs with (Farr,2011); (Spillane,2009) and (Townsend,2010) that women school leaders are action oriented and response centered can help teachers to be role models who embody values and success in teaching and learning. This agrees with Loeb, (Elfers&Plecki, 2010) that women school leaders must have or develop self-confidence to become knowledgeable in school's leadership.

The independent sample t-test was used to see the significant difference between teachers and leaders' response regarding challenges that hinder women teachers' empowerment in school leadership position of primary schools of Wanthoaworeda in Nuer zone.

Twelve questions were asked for school leaders and teachers regarding on this issue. The result for all items shows there is no statistically significant difference between the response of the teachers' and the school leaders, sig > 0.05, (CI=95).

4.4. Semi structured interviews were asked by researcher

1. The extent of women teachers' practice in school leadership of primary schools of Wanthoaworeda

Regarding the majority of respondents as the empowerment of women in school leadership is much better in lower level of leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice and principal position".

The majority respondents suggested that, developing and implementing gender sensitive action plan was very low and encourages women teachers into key position in primary school lack of support, lack of in-service-training, lack of induction training and upgrading.

Regarding this, the majority of the interviewee responded as:

The empowerment of women in school leadership is much better in lower level of leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice and principal position".

The majority respondents suggested, gender related issues, networking, quota system more were lack of network lack of sharing experience lack of gender equity there was no effective policy implementing.

Generally, the extent of empowerment women teachers' leadership practiced in primary schools of Wanthoaworeda in Nuer zone is low due to women's lack of interest to empower, women teachers' lack interest to upgrade in leadership profession, unequal empowerment given for both sexes in school leadership position in primary schools.

Similarly, the data obtained by document analysis from the primary school of the Nuer Zone revealed that the last four years women teachers' empowerment in leadership was decreasing from low leadership position towards lowest leadership position.

2. The level of contributions of women teachers' empowerment in school leadership position of primary schools

Interviewees were being asked whether their respective NuerZone had contribution to empower women in leadership positions. Most of the respondents answered that it is insignificant and the gender gap is entrenched widely at the whole zone. This indicates that the Wanthoaworeda and its subordinates did not give appropriate and practical consideration for gender issues.

The majority of respondents suggested that, criteria have been made by office to bring women teachers to leadership position in primary school. The first priority is EdPM teachers' second social science students from 2010-2012 E.C.No more women in primary school position.

The majority of respondent suggested that, promotion placement and selection criteria their opinion is lack of promotion few placements and lack of selection of women teachers into primary school leadership position.

Nuer Zone and Wanthoaworeda must forwards women empowerment allows women teachers to attain greater responsibilities and consequently make valuable contributions to the school. School principals will need to rely more on collaboration and cooperation to keep up with the countless changes and initiatives on the horizon in today's climate of educational reform. In addition to linking teacher empowerment to principal relationships built on trust, (Rinehart *et al.* 1986) concluded that there are "higher levels of empowerment in schools where principals were viewed as having higher levels of persuasion" (p. 643). Principals can conclude that

credibility and influence to persuade come as a result of buy-in and maintaining trust in their leadership.

Respondents as suggestions, to empower women in primary school leadership positions, the respondents also forwarded the following ideas and in the interview part of the tools.

Accordingly, women teachers should be assigned at the bottom school leadership positions such as department head, unit leader, club coordinator and PSTA so that they would get bottom experiences that will help them to empower in leadership position and for future leadership positions advancement.

In addition to that, the society and the women teachers should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter in bringing women to the school leadership positions. This will help the women to be confident and to aspire for leadership positions. The respondents also suggested that women role models should be put in the school leadership positions and male dominance should be minimized.

Most respondents voiced that; different education administrative bodies need to play their own roles to empower women into school leadership position. The majority of the respondents voiced that: schools needs to encourage women teachers to come to primary schools leadership areas, schools may give chances to women teachers to participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors and so on: schools recommended to have women empowering strategies like short and long term training: giving recognition and encouragement to better performing women teachers and female students at school level: and schools need to do much work on awareness creation about sex equality among the school communities.

In addition, the respondents suggested that the woreda education office is another determinant body that can play great role in empowering women in different leadership position.

According to the respondents, the office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misperception about women: They suggested that WEO has to empower and assign women teachers in different levels of schools' leadership areas such as principals, education office experts, etc.

More, the zonal education office can also play a very vital part empower women. For instance, they suggested that, the zonal education officers need to create a tie relation with WEO and with other concerned bodies and prepare different schools and other training opportunities for women teachers to upgrade and update their capacity so that they would empower school's leadership positions.

3. The challenges that hinder women teachers' empowerment in school leadership position of primary schools

Interviewees were being asked about the challenges that hinder women teachers' empowerment in school leadership position. The respondents suggested that the challenges that hinder women teachers' empowerment in school leadership position are as follows.

Firstly, there were no women role models in school's leadership positions that would encourage women teachers to empower in the leadership position. Secondly, attitude of the school society does not enhance women teachers to become leaders. Because of this, women teachers were not interested to empower in school leadership positions. This means women teachers do not have confidence that their leadership service was valued by the school society and the subordinates.

In addition, the key school leadership positions have been already occupied by well experienced male leaders. This means there was over dominance of males in the key school leadership positions and even in the bottom leadership areas such as department head, club leaders, etc.

The majority respondents suggested that challenge facing by women teachers were lack of in-services training lack of upgrading lack of school leadership training and pedagogical training.

The majority respondents also suggested that the school principals even do not like to delegate powers and works to the women teachers as they do not trust women to accomplish responsibilities timely and effectively. This implies that women do not have opportunities to gain experiences in school leadership and to further update the leadership position.

Others suggested that women are over burden by home responsibilities such as child care and other routine house works, and this were not culturally shared by males.

As a result, women teachers may not be interested to be empowering in school leadership as it was difficult to hold house simultaneously with official works.

The majority of respondents suggested that challenge face by women teachers as follows Socio-cultural influence political and economic challenge. Society structure have great influence in women teachers into leadership position because female was resource from their families like paying 25 cattle or dowry for only one female for marriage, they are more expensive in the community.

Generally, from all the discussions, anyone would understand that there were different challenges that hinder women empowerment in school leadership. These challenges were lack interest to empower in leadership positions, lack experiences, lack of self-confidence, unsuitable working condition, lack of motivation to women leadership by community, lack of women role models, lack of incentive to women hinders theirs empower in leadership positions, burden of family responsibility at home, and high workloads at home.

4.5. Documents were reviewed

Similarly, the data obtained by document analysis from the primary school of the Nuer Zone revealed that the last four years women teachers' empowerment in various leadership was decreasing from school leadership position towards lower leadership position. From zone education office and Wanthoaworeda in 2010-2013 E.C, Ethiopia policy were review teachers' document file and fort folio women teachers lack in-service training upgrading and pedagogical sciences.

First criteria for selection of teachers in primary schools first priority was EdPM and social sciences teachers with more than five years' experience most women teachers were diploma holders few was degree holder and males most of them were degree holders occupied many primary schools in the woreda. Ethiopia policy documents were reviewed and Woreda.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This section deals with the summary of major findings, conclusions and recommendation based on the results obtained from the data analyzed and interpreted in section four

5. Summary of the major findings

As indicated earlier, the objectives of this study were to investigate women teachers' empowerment and challenge on school leadership in primary school of Wanthoaworeda in Nuer Zone. Hence, based on the identified problems, possible solutions were forwarded. The researcher started the study by formulating the following basic questions.

1. To what extent of women teachers' practice in school leadership of primary schools of Wanthoaworeda?
2. What is the level of contributions of women teachers' empowerment in school leadership position of primary schools?
3. What are the challenges that hinder women teachers' empowerment in school leadership position of primary schools?

A mixed (quantitative and qualitative) research method was employed due to the fact that it was more appropriate to investigate women teachers' empowerment and challenge on school leadership in primary school of Wanthoaworeda in Nuer Zone. To collect the data 127 teachers and 31 leaders were selected using stratified random sampling technique. This study employed a combination of tools as data collection instruments. Questionnaire and interview were used to gather the relevant data from the respondents.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The cross-sectional design with statistical tools such as percentage, frequency, mean, and standard deviation. Therefore, based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings are summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions.

To answer these research questions, cross sectional survey and mixed methods was employed. To this effect the study was conducted in primary school of Wanthoaworeda in Nuer Zone.

A total of 127 teachers were selected through systematic random sampling technique, especially lottery method, to participate in the study. Furthermore, 31 school leaders (i.e. 12 principals, 11 woreda education officers, 4 vice principals, 4 supervisors) were purposively, since the researcher believed that he would get valid information concerning woman's empowerment in the leadership position.

Accordingly, the data collected from teachers through closed ended questionnaire was analyzed and interpreted by using percentage. The analysis of the quantitative data was performed in the help of SPSS version 23. The data gathered through open ended questionnaire and semi-structured interview was analyzed qualitatively using narrations to support the result obtained from quantitative analysis.

After all the research came up with the following major findings.

The majority 47(37%) of teachers and 21(67.7%) of leaders believe that empowering women in leadership is low because of lack of interested to empower women in the leadership position. The majority 82(64.6%) of the teachers and 24(77.4%) of the leader were agreed in the question they requested to answer whether women have interest to upgrade in leadership profession. This shows women have an interest to upgrade in leadership profession to empower themselves. Majority 47(37%) of teachers and 21(67.7%) of leaders perceived that women school leaders lack confidence to participate in different educational leadership positions to empower themselves. Most of the respondents 134(96.4%) believed women teachers fear additional responsibilities that increase pressure on them.

In relation to this, (Holtkanm, 2002), (Gidesn, 2005) suggested that women have been reluctant to pursue educational administration because of the fact that women have been playing traditional role of home makers while men remaining a leader in every sphere of life. The majority of the respondents 67(52.8%) of teachers and 25(80.6%) of leaders disagreed that developing and implementing gender sensitive plans at zonal, and Woreda levels to empower women in leadership was low. Similarly, the majority of teachers 75(59.1%) and leaders 26(83.9%) were disagreed that officials of WEO are strongly committed to implement gender equity in leadership respond leadership evaluate teachers sometimes. These result show woreda, office of WEO has a low contribution to empower women in leadership position.

Majority of the respondents were agreed that management bodies of WEO were highly aware of gender issues and takes high responsibility to increase empower of women teachers in leadership. Empowerment allows women teachers to attain greater responsibilities and consequently make valuable contributions to the school. School principals need to rely more on collaboration and cooperation to keep up with the countless changes and initiatives on the horizon in today's climate of educational reform. In addition to linking teacher empowerment to principal relationships built on trust, (Rinehart *et al.*1986) concluded that there were "higher levels of empowerment in schools where principals were viewed as having higher levels of persuasion" (p. 643). Principals would conclude that credibility and influence to persuade come as a result of buy-in and maintaining trust in their leadership.

The majority 83(65.4%) of teachers and 25(80.6%) of leaders were respond agree regarding lack to empower women in school leadership positions. Similarly, the majority 98(77.2%) of teachers and 18(58.1%) of leaders were agreed on the lack of interest to empower in leadership positions, lack of experiences, and self-confidence to empower in leadership positions. This shows there was lack of lack experience and self-confidence to empower women in the leadership position.The majority 72(56.7%) of teachers and 18(58.1%) of leaders were respond agree regarding discrimination to empower women in school leadership positions. Similarly, the majority 77(60.6%) of teachers and 15(48.4%) of leaders were agreed on lack of incentive to hinder women empowerment in leadership positions. These shows there were lack of incentive motivation and sex-biased discrimination to empower women in the leadership position.Male dominance of key school leadership position over women was another and the major challenge in being the cause for women teachers 'under representation in school leadership positions

Generally, from all the discussions, anyone can understand that there were different challenges that hinder women empowerment in educational leadership. These challenges were lack interest to empower in leadership positions, , lack experiences, lack of self-confidence, unsuitable working condition, lack of motivation to women leadership by community, lack of women role models, lack of incentive to women hinders theirs empower in leadership positions, burden of family responsibility at home, and high workloads at home

5.1. Conclusions

Depending on the finding of the study, it was possible to draw the following conclusions. The extent of empowerment of women teacher's school leadership practiced in primary schools of Wanthoaworeda in Nuer Zone is low due to women's lack empower, women teachers' lack interest to upgrade in leadership profession, and unequal empowerment given for both sexes in school leadership position in primary school.

To see broadly, there was lack of women role models in school leadership positions if it encourages women teachers to empower. Secondly, attitude of the school society does not enhance women teachers to encourage their efforts. Because of this, women teachers were not interested to empower in school leadership positions.

For one thing, when they come to positions, there was a felt increment in responsibility and this may pose fear of failure among women teachers as they were also overburden by home responsibilities than males obviously. Similarly, since the school society considers women as incompetent to meet school leadership positions, women tend to underestimate their own values; this low self-concept may result in motivation them to empower in leadership position. Certainly, lack of confidence it's advisable if significantly affect women empowerment in school leadership. And this defect arises not from nature but from historical back ground that women came up with.

There was over dominance of males in the key school leadership positions and even in the bottom leadership areas such as department head, club leaders, etc. The school principals even do not like to delegate powers and works to the women teachers as they do not trust women to accomplish responsibilities timely and effectively in the leadership position.

Generally, there were different challenges that hinder women empowerment in school's leadership. These challenges were lack of empower in leadership positions, lack experiences, lack of self-confidence, unsuitable working condition, lack of motivation to women leadership by community, lack of women role models, lack of incentive to women hinders theirs empower in leadership positions, burden of family responsibility at home, and high workloads at home.

5.2. Recommendations

In order to empower women in school leadership positions, some important recommendations are found below based on the finding of the study.

It's good if women teachers assigned at school leadership positions, so that might get good experiences that help them to empower for future leadership positions advancement. Its recommended if Officials of WEO strongly committed to empower women in leadership position to participate in different leadership by developing and implementing gender sensitive plans at zonal and woreda levels to empower women in leadership.

It's advisable if women role models in school leadership positions and male dominance to be minimized. In line with this, different school administrative bodies need to play their own roles in empowering women in school leadership. For example, schools need to encourage women teachers to come to leadership areas; schools have to give chances to women teachers to participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors, etc. In addition, schools have to design women empowering strategies like short- and long-term trainings, giving recognition and encouragement to better performing women teachers and female students at school level.

It's good if the zonal education office also has to play a very vital part to empower women in the leadership position. For instance, it needs to create a bind relation with, WEO and other concerned bodies so as to prepare different school and training opportunities for women teachers to upgrade and update their capacity in the leadership position.

Generally; the building capacity of women teachers through different strategies might brought attitudinal change in the community concerning the gender stereotype and proper implementation of educational policies and practices to enhance women 'empowerments in school leadership.

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Make your response in the space provided by putting “X” mark for your additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided

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APPENDIX A. QUESTIONNAIRES FOR TEACHERS

JIMMA UNIVERSITY

College of education and behavioral science

Department of educational planning and managements

Questionnaire for teachers

I KoaK Deng Lual. Am postgraduate student in the department of educational planning and managements, college of education and behavior sciences, Jimma University I am doing my thesis research on the title, women teachers' *empowerment*& challenge in school leadership of primary school of Wanthoaworeda in Nuer Zone Gambella Regional State. Consequently, am collecting data. So am kindly requesting you to give your genuine response. I am sure you the information you give me will remain confidential. You as respondents, synonyms or will never be noticed by anyone. Overall, I want to ensure you that the data will be used for academic purpose only.

Thank in advance

General direction

1. Sex: A. male B. Female 2. Age in year: A. < 25 C. 36-45
E. >55 B. 26-35 D. 46-55

2. Personal information

3. Educational Qualification A. Diploma B. BA C. MA

4. Work experience in year's A. 1-5 C. 11-15 E. > 21

5. What is your current position at the sector you are working?

6. Marital status A. Unmarried B. Married

A. Leader B. Expert

Part II

The condition of recruitment and selection criteria for women's teachers practice in leadership positions

The following criteria are currently in use for selection and placement of school leaders. Please rank which of currently working is decreasing women's teachers' empowerment in leadership. After carefully read each of the criteria you are kindly requested to rate your judgment on the criteria in relation to women's progress in your respective Woreda/sectors. 5= Very high, 4= high, 3= moderately high, 2= low, 1= very low No

Expected Education Barriers Rating scale 5 4 3 2 1

Expected Education barriers		Rating scale				
No		5	4	3	2	1
1	Professional qualification					
2.	Work experience					
3.	Performance appraisal					
4.	Relevant professional training					
5.	Oral or/and written test					
6.	Gender preference					
7.	Quota systems					
8.	Political background					

Part III

2. This part deals about the level of contribution of women teachers' empowerment on school leadership position in primary schools

Based on your own observation and evaluation, rate the degree of level contribution the following of women teachers to high empowerment of women in leadership. After you carefully read each level of contribution, please put your rating using a \surd symbol under the number you agree to be the degree of contribution.

To rank the degree of the level of contribution of empowerment each please uses the following scale. 5= Very high, 4= high, 3= moderately high, 2= low, 1= very low No Expected

Contributory of empowerment Rating scale 5 4 3 2 1

Level of contribution of women teachers in primary schools.	Rating				
	5	4	3	2	1
No					
1. Developing and implementing gender sensitive plans at regional, Woreda and levels is currently empowering of women in leadership.					
2. Officials of WEB are strongly committed to implement gender equity in leadership.					
3. Proactive strategies sifting to empower women teachers through training.					
4. Gender department of the WEB is effective of gender policy implementation.					
5. Women's teachers networking is established in order to share their experience & to empower women teachers through experience sharing.					
6. Gender preference and quota system are currently given special attention during selection so as increase women leaders.					
7. Management bodies of WEB are highly aware of gender issues and takes high responsibility to increase empower of women teachers in leadership.					
8. Gender related issues are monitoring and evaluating regularly by top officials so as increase women teachers.					

Part IV

Here are some Questions that assess your views on women teachers' empowerment.

Circle the letter of your choice from the given alternatives

1. If you are given a chance to pursue further education, which fields of study are you highly interested? a) Leadership and Management b) fields of study in subject matter expert
2. Have you ever applied for promotion to vacant and nomination leadership positions? a) Yes b) No
3. At present, if you are given a chance to participate in leadership position & roles in your sector, will you accept it (only for teachers)? a) Yes I accept it willingly b) I can accept but it is not my first choice c) I will never accept it because I dislike it
4. In No 3 if you reject the promotion you have given, please reason out why are you dislikeit _____

Part V

2. Based on your own observation and evaluation, rate the degree of the following challenge that hinder women teachers' empowerment on school leadership position in primary school

After you carefully read each challenge, please put your rating using a \surd symbol under the number you agree to be the degree of challenge that hindrance women teacher's empowerment.

To rank the degree of hindrance of each challenge please uses the following scale. 5= strongly high, 4= Agree, 3= moderately agree, 2= low, 1= very low. No challenge rating scale 5 4 3 2 1.

The challenge that hinders women teachers		Rating scale				
		5	4	3	2	1
no						
1	In order to empower women in school leadership positions women teachers lack qualification.					
2	Women fear becoming leaders assuming that leadership need masculine courage.					
3	Women themselves lack interest to empower .in leadership positions. In order to empower in school leadership positions women teachers, lack experiences.					
5	Lack of self-confidence of women teachers hinders them to empower in leadership and decision-making positions.					
6	Women refrain from empower in leadership positions assuming that male teachers resist their leadership.					
7	Women refrain from empowering in leadership positions because the working condition is not suitable to them.					
8	Empower of women in leadership is low because lack of motivation to women leadership by community.					
9	Empower of women in leadership is low because they fail to meet the selection criteria.					
10	Empowering of women in leadership is low because the placement criteria in not gender sensitive.					
11	Empower of women in leadership is low because of lack of women role models.					
12	Women refrain from empower in leadership positions because in most the teaching staff is male dominant.					
13	Lack of incentive to women hinders theirs empower in leadership positions.					

14	Burden of family responsibility at home prevents women teachers to empower in leadership post.					
15	High workloads at home prevent women teachers to participate in leadership position.					

4. Factors School leadership positions Rating scale 5 4 3 2 1.

School leadership positions		Rating scale				
No		5	4	3	2	1
1	Husband influence prevents women teachers to empower in primary school leadership positions.					
2	Empowerment of women in leadership is low because culturally women leadership is unacceptable by the society.					
3	Empowerment of women in leadership is low because they understand that leadership doesn't belong to them.					
4	Women refrain from empowerment in leadership positions because they lack necessary skill for leadership.					
5	Women refrain from empowerment in leadership positions because teacher, undermine women leadership.					
6	Empowerment of women teachers in leadership is low because the community believes that women personality and behaviors are inappropriate for leadership.					
7	In your sector how many women teachers, who fulfill the selection criteria, apply for vacant and nomination leadership position when equally invited with males? a. All most all of them b. About half of them c. Some of them d. None of them.					
8	If your answer to the above question is "b, c and d" what do you expect the dominant reason for low women teachers' empowerment? A. Because of their personal (self-related) challenge b. Because of institutional related challenge c. Because of culturally related challenge					
9	If you are a woman teacher and currently working in primary school leadership position what do feel about the quality of your leadership? a. I feel that I am successful leader. b. I feel that I am partly successful leader. c. I feel that I am not successful at all					

10. Please justify some of the reasons for your feeling

11. If you are experienced working with or under women leadership what do feel about the quality of her leadership? a. I feel that she is/was a successful leader. b. I feel that she is/was partly successful leader. c. I feel that she is/was not successful at al

12. Please justify the some of the reasons for your feeling

13. Suppose if you are given the chance of choosing the sex of your principal ship which one do you willingly prefer? a. A male leader b. A women leader

14. Please justify the logic of you choose. a. A male leader b. A women leader

6 Part IIV. Below are several statements about which you may have different opinions

(Perceptions)

After carefully reading each statement, please indicate the degree of your agreement by putting a \surd mark on the alternative corresponding to these statements.SF= strongly favored F= Favored, UD= Undecided, UF= Unflavored, SUF= Strongly Unfavored.

Item degree of agreement5 4 3 2 1.

Opinion		Rating scale				
o		5				
	I think men are naturally born leaders.					
	I feel that many men’s belief to stop marital life with a woman who is in leadership position is right.					
	I feel that women teachers are naturally best leaders.					
4	I believe that leadership positions demand masculine physical strength.					
	I think women teachers naturally lack confidence to practice leadership positions.					
	I think women teachers who fit to leadership position must be exceptionally talented with a masculine kind of personality in nature.					
	I feel that many subordinate workers fail to obey orders of women leaders than men leaders.					
	I believe that in our context single women teachers have equal access to leadership position as the married ones.					

9	I think in our context family and home related challenge highly influence women's empowering in leadership positions.					
10	Believe that husbands should encourage their wives to possess leadership positions & roles.					
11	I feel that men leaders are more problem solvers and conflict managers than women teachers.					
12	I feel that women leaders are wiser, emotionally stable, responsible and critical leaders than men counterparts.					
13	I think women leaders always seek support as compared with men leaders.					
14	I believe that women leaders are less influential and acceptable by their followers the men leaders.					
15	I think women leadership is more democratic and genuine than men because they exercise it at.					
16	I believe that men who have leadership positions by merit should willingly avoid having that leadership positions in order to give greater room for empowering of women teachers.					
7	I feel that affirmative action should be stopped because it is a Source of inefficient leaders and workers.					

APPENDIX B. INTERVIEWS FOR PRINCIPALS AND VICE PRINCIPALS

1. Might you tell me about the major challenge would contribute for underrepresentation of women teachers in primary school leadership in your Woreda administration?
2. What do you think might be done to improve their empowerment in the profession in the future?
3. Do you have any attitude to be school leader brief answers please Teachers?
4. Is there unique empowerment for women teachers to raise them in school leadership?
5. Generally speaking might you prefer to have male or female principle why?
6. Is there any priority to bring them to leadership position in your schools or Woreda education office?
7. Is there any affirmative action that still operational to make women teachers principals in your school if there is what impacts or negative or positive does it have?
8. What is the contribution of your organization in promoting women teachers to be leaders?
9. Is there challenge that reduces the empowerment of women teachers in school leadership? if yes what they?
10. Do women principals are effective while they lead primary school?if yes how?
11. What do you recommend to enhance the empowerments of women principals in primary school?

**APPENDIX C. INTERVIEW FOR WANTHOA WOREDA OF NUER
EDUCATIONAL SUPERVISORS**

1. Educational background_____

2. Work experience_____

3. What is your currently position in your school_____

1. Does your institution encourage women in school leadership position how?

2. What is your attitude towards women teachers' school leaders' skill and competence in performing leadership function in primary school?

3. What are challenges do you think hinder women teachers to come into primary school principal ship?

4. What alternative ways do you think might encourage women teachers to come into primary school leadership position?

5. From your practical experience and observation how do you evaluate the current standing of women teachers in primary school leadership in your Woreda.

APPNDIX D. INTERVIEW GUIDE QUESTIONS FOR WEB

1. To what extent is women's teachers' school leadership empowerment applicable in your respective WEB?

2. Does government policy in general and in your regulation in particular encourage women teachers to key strategic positions in primary schools?

3. What special considerations /criteria have been made by your office to bring women teachers to leadership position in primary schools?

4. What recruitment and selection criteria are in place to encourage women teachers' empowerment in leadership positions?

5. In your opinion what challenge do you suggest for women's teacher's empowerment under- representation to leadership position?

6. What is your opinion about a) women's teachers' empowerment in decision making structures b) affirmative action and gender quota to increase women's teachers empower in decision making.

7. What do you suggest /recommend as remedial action to improve women's teacher's empowerment in leadership positions?

8. What conditions do you think would help women teachers to retain at their positions?

9. From your experience, what do you think are the problems with regards to women's leadership challenges?