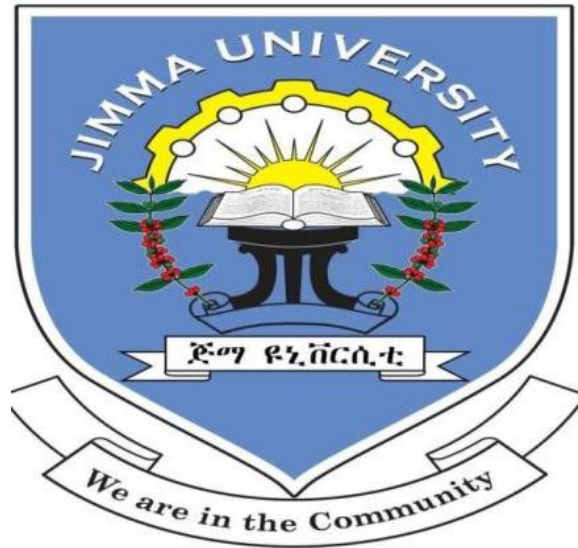


**THE PRACTICE AND CHALLENGES OF WOMEN EMPOWERMENT IN
EDUCATIONAL LEADERSHIP IN PRIMARY SCHOOLS OF EAST
SHEWA ZONE ADMINISTRATIVE TOWNS, OROMIA NATIONAL
REGIONAL STATE**



BY

FIRESENBET MIAWA OBSINE

JIMMA UNIVERSITY

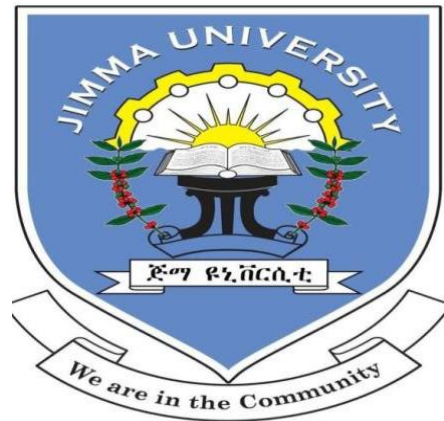
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

NOVEMBER, 2020

JIMMA, ETHIOPIA

**THE PRACTICE AND CHALLENGES OF WOMEN EMPOWERMENT IN
EDUCATIONAL LEADERSHIP IN PRIMARY SCHOOLS OF EAST
SHEWA ZONE ADMINISTRATIVE TOWNS, OROMIA NATIONAL
REGIONAL STATE**



BY

FIRESENBET MIAWA OBSINE

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT, COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES, JIMMA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP.**

ADVISOR: DESALEGN BEYENE (PhD)

**NOVEMBER, 2020
JIMMA, ETHIOPIA**

LETTER OF APPROVAL

This is to certify that the thesis prepared by Firesenbet Miawa Obsine entitled “The Practice and Challenges of Women Empowerment in Educational Leadership in Primary Schools of East Shewa Zone Administrative Towns” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS:

_____	_____	_____
Department Head Name	Signature	Date
_____	_____	_____
Advisor Name	Signature	Date
_____	_____	_____
Internal Examiner Name	Signature	Date
_____	_____	_____
External Examiner Name	Signature	Date

DECLARATION

I, the under signed, declare that this thesis entitled, “*The Practice and Challenges of Women Empowerment in Educational Leadership in Primary Schools of East Shewa Zone Administrative Towns*” is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor.

Advisor

Name: _____

Signature: _____

Date: _____

Co-advisor

Name: _____

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heartfelt thanks to my Advisor Desalegn Beyene (PhD). I really cannot put into words how incredibly grateful I am for everything he has done for me. For everything he has taught me and for his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him.

I would like to express my profound gratitude to my dearly loved wife Elfinesh W/Geyorgis and My Children Mekdes, Sara, Tsige, Etsub and Sibhat Firesenbet whose love, support and encouragement has been source of inspiration and shared all life burdens throughout my graduate study.

Moreover, I would like to pass my profound gratitude to my brothers Mr. Getachew Miawa, Habte W/Geyorgis and my sister Tsehay W/Geyorgis; they have all been tremendously supportive with any decision that I have made and have always encouraged me to pursue my dreams. I really thank them.

My acknowledgement is also extended to the following individuals for their moral and professional advice; Batu and Mojo Administrative Towns Education Office Experts for providing educational leadership manuals, guides and statistical data. Other people who deserve particular mention include Miss. Birhane Degefa, Mr. Adane Wako, Mr. Amana Gobena, Mr. Birhanu Midakso, Mr. Biruk W/Michael ,Mr. Endalkachew Wakuma, Mr. Firehun Alemu, Mr. Mekonnen Negash, Mr. Mohammed Assefa, and Mr. Tesfaye Negewo that some of them provided material resources while others assisted me during data collection and professional advice throughout the whole thesis study. I truly admire each of them for what they do.

Finally, I want to give thanks for all teachers, school principals and Women Affairs office Heads of Batu and Mojo Administrative Towns for providing data required for this study.

All things were made through God, and without Him nothing was made, I thank Him!

TABLE OF CONTENTS

CONTENTS	PAGE
Acknowledgement.....	I
Table of Contents.....	II
List of Tables	V
List of Figures	VI
List of Acronyms and Abbreviations	VII
Abstract	VIII
CHAPTER ONE: INTRODUCTION	
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	5
1.3.1.General Objectives of the Study	5
1.3.2.The Specific Objectives of the Study.....	5
1.4. Significance of the Study.....	6
1.5. The Scope of the Study.....	6
1.6. Limitation of the Study.....	7
1.7. Operational Definition of Key Terms.....	7
1.8. Organization of the Study.....	7
CHAPTER TWO: REVIEW OF RELATED LITRATURE	
2.1. Concept of Empowerment.....	8
2.2. Measuring World Gender Empowerment.....	9
2.3. Economic Benefits of Women Empowerment.....	9
2.4. Barriers of Women Empowerment	10
2.5. The Process of Empowerment.....	10
2.6. The Situation of WomenEmpowerment in Ethiopia.....	10
2.7 Meaning and Concept of Leadership.....	11
2.8 The Current Practice of Women Empowerment	12
2.8.1.Training/Coaching and Education Programs.....	12
2.8.2.Mentoring.....	13
2.8.3 Networking	15
2.8.4.Experiential Learning	16
2.8.5. Career Planning	17
2.9.The Roles of Affirmative Action to Bring in Empowering in Educational Leadership Position ...	18

2.9.1 Affirmative Action in Education.....	18
2.9.2 Educational Equality Through Affirmative Action.....	18
2.9.3 Affirmative Action in Empowerment	18
2.10. Factors that Affect Women's Empowerment in Educational Leadership Position.....	19
2.10.1 Lack of Academic Qualification.....	19
2.10.2 Gender Stereotyping.....	20
2.10.3 Lack of Networking Opportunities.....	21
2.10.4 Lack of Confidence.....	22
2.10.5 Social/ Cultural Factors	23
2.10.6 Organizational Culture Barriers	23
2.10.7. Work Place Policies.....	24
2.11. Strategies for Enhancing Women’s Empowerment in Educational Leadership Position in Primary Schools.....	24
2.12. Conceptual Framework of the Study.....	25
2.13. Empirical Literature	26
2.13.1 Empirical Literature on Current Practices of Women Empowerment	26
2.13.2. Empirical Literature on the Roles of Affirmative Action in Empowering Women.....	27
2.13.3. Empirical literature on Factors Affecting Women Empowerment	28
2.13.4. Empirical literature on Strategies Enhancing Women Empowerment	29
CHAPTER THREE: RESEARCH METHODOLOGY	
3.1. Description of the Study Area	30
3.2. Research Design.....	30
3.3. Research Method/Approach.....	31
3.4. Source of Data.....	31
3.5. Population, Sample Size and Sampling Technique.....	31
3.6. Instrument of Data Collection	34
3.7. Validity and Reliability of the Instruments.....	35
3.8. Data Gathering Procedures.....	36
3.9. Method of Data Analysis	36
3.10. Ethical Considerations.....	37
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	
4.1. Introduction	38
4.2. Demographic Characteristics of the Respondents	38
4.3. Current Practices of Women Empowerment in Educational Leadership Position.....	41

4.4. Affirmative Action to Empower Women in Educational Leadership Position	44
4.5. Factors Affecting Women Empowerment in Educational Leadership Position.....	48
4.6. Strategies Enhancing Women Participation in Educational Leadership Position	50
CHAPTER FIVE : SUMMARY OF MAJOR FINDINGS CONCLUSION AND RECOMMENDATION	
5.1. Introduction	53
5.2. Summary of Major Findings.....	53
5.3. Conclusions.....	54
5.4. Recommendations	55
REFERENCES	57

APPENDICES

APPENDIX 1 : Survey Questionnaire

APPENDIX 2 : Interviews Conducted with Administrative Towns Educational Officers

APPENDIX3 : Interviews Conducted with Administrative Towns Women Affairs Officers

List of Tables

TABLE	PAGE
Table 1: Population and Sample distribution.....	33
Table 2: Demographic characteristics of the respondents	39
Table 3: Current practice of women empowerment.....	41
Table 4: Men and women in school leadership position.....	42
Table 5: Reasons for men/women disparity in Educational leadership positions	43
Table 6: The Roles of affirmative action in empowering women.....	45
Table 7: Gender discrimination Regarding Promotion.....	46
Table 8: Affirmative action in empowering women for educational leadership position.....	47
Table 9: Attitudes towards women empowerment for educational leadership.....	47
Table 10: Factors affecting women empowerment.....	48
Table 11: Major barriers to women empowerment.....	50
Table 12: Strategies for enhancing the participation of women.....	51

List of Figures

Figure	Page
Figure 1: Conceptual framework of the study.....	25
Figure 2: Gender vs. Percentage Graph of current position of respondents.....	40

LIST OF ACRONYMS

AIPW:	Adopted In the National Policy of Women.
AU	African Union
BDPA:	Beijing Declaration and Platform of Action.
CEO:	Chief Executive Officer.
CEDAW:	Convention on the Elimination of All Forms of Discrimination against Women.
FDRE:	Federal Democratic Republic of Ethiopia
GAD:	Gender and Development
GDI:	Gender Related Development Index
GDP:	Gross Domestic Product
GEM:	Gender Empowerment Measure
GPI:	Gender Parity Index
GTP:	Growth and Transformation Plan
IGAD:	Intergovernmental Authority on Development.
ILO:	International Labor Organization
KII:	Key Informant Interview
MoE:	Ministry of Education
NGOs:	Non-Governmental Organizations
OECD:	Organization for Economic Co-operation and Development.
SD:	Standard Deviation
SNNPRS:	Southern Nations, Nationalities and Peoples Regional State
SPSS:	Statistical Package for Social Sciences
TGE:	Translational Government of Ethiopia.
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNFPA:	United Nations Population Fund for Population Activities
UNICEF:	United Nations International Children’s Education Fund
UNIFEM:	United Nation Development Fund for Women.
USAID:	United States Agency for International Development
WCYA:	Women Children and Youth Association
WID:	Women in Development

Abstract

The objective of this research was to assess the practice and challenges of Women Empowerment in educational leadership in primary schools of East Shewa Zone administrative towns. In order to attain this objective, descriptive survey research design was employed. The study was carried out in selected primary schools of Batu and Mojo. The study populations were all the teachers in 6 sample primary schools that are selected randomly. The target populations were principals, vice principals and teachers. From a total of 358 teachers and principals in the 6 primary schools, 178 (49.7%) were chosen using lottery method of simple random sampling technique. Purposive sampling was employed to select 2 heads of education office, and 2 women Children and Youth Affairs office heads and interview was conducted with them. Quantitative analysis (frequency, percentage, mean scores and standard deviation) was employed to analyze questionnaire data. Data collected through interviews were qualitatively analyzed by way of narration. Based on the analysis, it was found that the current women empowerment practices in primary schools of East Shewa Zone Administrative Towns under consideration were moderate ($M=3.08$). Moreover, the aggregate mean results indicated that affirmative actions were moderate ($M=3.29$). The aggregate mean of factors affecting women empowerment were which was moderate ($M=3.34$). It was found by this study that inadequate knowledge of relevant policies, guidelines, directives and others were among the factors that might have negatively affected women empowerment practices or efforts. The grand mean of strategies enhancing women empowerment was at high level ($M=4.09$). The study also showed that lack of budget, failure to properly understand and implement women empowerment strategies, lack of commitment to implement the strategies and affirmative actions were challenges to empower women in educational leadership positions. Based on this, it is recommended that primary school leaders, education offices of the Administrative Towns under consideration and other concerned bodies like Women, Children and Youth Affairs officers collaborate to not only properly implement the existing women empowerment strategies and affirmative action but also think of better strategies in their context to empower women academic staff to bring them to educational leadership positions.

Key Terms: *Affirmative Action, Gender, Gender equality in Education, Women Empowerment.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One area of women empowerment is in educational leadership. One of such strategies has been adoption of integrating women into school leadership and management. In many countries, the participation of women on decision making position is linked to educational leadership. This is because, in most countries, men are more likely to be a leader in education and elsewhere (Leliftu, 2014).

The issue of gender inequality can be considered as a universal feature of developing countries. Unlike women in developed countries who are, in relative terms, economically empowered and have a powerful voice that demands an audience and positive action, women in developing countries are generally silent and their voice has been stifled by economic and cultural factors, coupled with institutional factors dictate the gender-based division of labor, rights, responsibilities, opportunities, and access to and control over resources. Education, literacy, access to media, employment, decision making, among other things, are some of the areas of gender disparity (Gender Inequality and Women's Empowerment, 2008).

In societies, where traditional values remain strong, many women found politics as unwelcoming and even aggressive to participate in it and hold managerial positions. There are practical factors acting the participation of women in managerial positions. These factors include lower level of education, financial problems, lack of necessary networks, greater family responsibilities and lack of their rights (IGAD, 2010). Women are less participated and low represented in decision making positions in developing countries. Women's low access to information and media, less employment opportunity, organizational barriers attached by cultural factors reduce their decision making power in the society in general and in organizations in particular (UNFPA, 2005).

According to Muluneh (2013), even though the local government's effort in incorporating gender perspective into economic empowerment programs shows a relative improvement, it is still quite low. Moreover, women's employment has increased, in Ethiopia public organization over the

last decades, compared to men, still there is low women's participation in decision making (Chalchissa, 2011; Federal Civil Service Agency, 2006/7).

Ethiopia is a patriarchal society that keeps women in subordinate positions (Haregewoin & Emebet, 2003). Therefore, 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 (2005-2010). Moreover, Ethiopia is one of the countries which signed the international declarations affirming the legal rights and equality of men and women. In addition to this it has incorporated such a point in the Constitution in Article (9)4 which states that "All international agreements ratified by Ethiopia are an integral part of the law of the land" (FDRE, 1995:79).

However, available literature shows that women still constitute an extremely small (<30%) of those participating in Educational Leadership decision making (Yalem, 2011). The socialization process, which determines gender role is partly responsible for the defeat of women in the country. According to Meaza (2009), Ethiopia is party to all major human right treaties including the most important women's conventions, i.e., CEDAW which calls for equal participation of women in public decision making, Beijing Declaration and Platform of Action (BDPA), which requires governments to attain a 30% benchmark for women's representation in all public decision making positions (Meaza, 2009:42). Moreover, various literatures argue that as compared to prior decades, the participations of women in decision making throughout the world are somehow increasing.

But, in spite of the incremental progress towards women's participation in public spheres, it is generally recognized that women have largely remained outside of formal leadership roles due to various factors. The differences in the ways in which individuals are treated through the socialization process due mainly to their sex status leads to the development of real psychological and personality differences between males and females (Almaz, 1991). Women constitute 71.3% in the clerical and fiscal type of jobs in federal government employment list. Women representations in administrative and professional jobs category is only 25% and 18% respectively, which clearly indicates middle and upper management positions overwhelmingly dominated by men (Federal Civil Service Commission, 2005).

However, regardless of the Ethiopian government's policy of equal opportunity for both men and women to participate in the democratization of the country, women have not been adequately

represented at all levels of decision-making positions. Given the nominally equal status of men and women in laws of most countries, it is only right that both sexes participate in decision making over matters that affect them. Many more literatures sullenly reveal unsatisfactory pictures of a stark gender imbalance against females. Key reform areas ranged from improving quality and relevance of programs to promoting equality in access to and success in the organization.

Regarding East Shewa Zone Administrative Towns, women's participation in Educational Leadership and Educational decision making roles is still very low. As the data obtained from Batu and Mojo Town Educational Offices human resource department indicate, many leadership positions in Primary Schools of the two towns were dominated by male educational leaders. The argument for women's empowerment in decision making and leadership is based on the recognition that every human being, regardless of sex, has the right to participate in decisions that define her or his life. This right is the foundation of the ideal of equal participation in decision-making among women and men. Women, since they know their situation best, should participate equally with men to have their perspective effectively incorporated at all levels of decision-making in all spheres of their lives both public and private and also from the local to global (Miranda, 2006).

This study, thus, was conducted to assess the practices and challenges of women empowerment so as to bring them to educational leadership positions in primary schools of East Shewa Zone Administrative Towns.

1.2. Statement of the Problem

According to the report of the Federal Democratic Republic of Ethiopia (FDRE) on the implementation of the AU Solemn declaration on gender equality in Africa (2006), like in many African countries, the majority of women in Ethiopia hold low status in the society. They have been left without equal access to education, training and gainful employment opportunities and their involvement in policy formulation and decision-making processes has been very minimal. Yet, women constitute half of the Ethiopia population. Thus, any educational, economic and social activity that does not involve and benefit women because such an activity is based on half the manpower, half the knowledge, half the effort, etc. (WCYA, 2013). Though women's rights to equal participation and benefits with men cannot be seen separately from the overall economic

and educational progress in society, it is an established fact that women's rights need special attention in the change process.

According to Afroz (2010), the sustainability of the economy of a country depends on the extent of the integration of women in government primary schools educational decision-making and the inclusion of their needs and interests in policy which ultimately helps to ensure good governance.

In Ethiopia, as women were 49.5% of the population (CSA, 2012), it was very important to utilize the potential of this part of the population so that the talent of whole population was optimally utilized. Internationally, women's right to participate in Educational Leadership decision-making processes at local, national and international levels were recognized by the Convention on the Elimination of all Forms of Discrimination against Women and the Beijing Fourth World Conference on Women. The majority of educational leadership positions in primary schools were occupied by men educational leaders and the representations of women in senior as well as educational leadership decision making positions in the primary schools of East Shewa Zone Administrative Towns were almost insignificant.

According to the Central Statistical Agency (CSA, 2012) report, women are nearly half of the population(49.5%)in East Shewa Zone Town Administrations. Since they have their much number, they should participate in educational, economic and social activities in government and non-government primary schools. When the researcher observes the participation and the role of women in educational leadership positions in government primary schools, there is no female principal except 1 female vice principal, 7 female unit leaders and 10 female department heads. This shows that the participation of women in educational leadership position in primary schools of East Shewa Zone Administrative Towns is much far from expectation.

In the case of Primary Schools of East Shewa Zone Administrative Towns, while women have captured significant share of the staff, improvement in the quality of women's jobs has not kept pace. The other reflection of this situation is their absence from top school leadership positions.

A few researchers have, in recent past, began to conduct study on status of women in educational leadership positions including schools and indicated that the reasons for under-representation of women are socialization and stereotyping, internal barriers such as one's lack of confidence, lack of competitiveness, and fear of failure.

As indicated by Miressa (2012) the progress of women in leadership and development activities over the last five year was fast. However, still there is a gap when compared with men counterparts. Most of the time women join mostly low level work conditions. In addition, as shown by Hana Cherinet (2016), factors related to educational initiations; educational institutions do not have transparent selection and promotion policies and implements are less committed to apply affirmative action in practice are identified as the major challenges that have slowed down female teachers right of entry to educational leadership positions.

These studies, however, did not focus on assessment of the practice and challenges of women empowerment in educational leadership in East Shewa Zone Administrative Towns primary schools. It is with this in mind that the study was conducted with the intention to fill in the research gap. Therefore, the study assessed the practice to know the gap and, in a way, identify factors that affect the effort to empower women and bring them to Educational Leadership position in primary schools of East Shewa Zone Administrative Towns. To address the objective of the study, consequently, the following research questions were taken care of:

1. What is the current practice of empowering women in educational leadership positions in primary schools of East Shewa Zone Administrative Towns?
2. What are the roles of affirmative action in empowering women in educational leadership position in primary schools of East Shewa Zone Administrative Towns?
3. What are the factors that affect women empowerment in educational leadership position in primary schools of East Shewa Zone Administrative Towns?
4. What strategies do the East Shewa Zone Administrative Towns primary schools use to empower women in educational leadership positions?

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this research was assessing the practices and challenges of women empowerment in educational leadership positions in primary schools of East Shewa Zone Administrative Towns.

1.3.2 Specific Objectives

Specifically, the study attempted to:

1. Identify the current practice of empowering women in educational leadership positions in primary schools of East Shewa Zone Administrative Towns.
2. Assess the roles of affirmative action in empowering women in educational leadership positions in primary schools of East Shewa Zone Administrative Towns.
3. Assess factors that affect women empowerment in educational leadership position in primary schools of East Shewa Zone Administrative Towns.
4. Evaluate strategies employed by East Shewa Zone Administrative Towns primary schools to empower women in educational leadership positions.

1.4. Significance of the Study

The significance of this study lies in its ability to show the actual representation of women in educational leadership positions and the factors that affect women's participation in leadership positions in primary schools of East Shewa Zone Administrative Towns. Female Teachers in primary schools of East Shewa Zone Administrative Towns are the beneficiaries of this study. Leadership positions were the benefit that female teachers could get from this study. It could provide important information to the national and local policy makers and program designers so that they would further revise and develop appropriate programs that would empower women. In addition, this study would help men in the primary schools to see the need to give females space to grow the highest Educational Leadership positions in the Primary Schools of East Shewa Zone Administrative Towns. Moreover, this study would help in motivating women teachers to participate in educational leadership position in Primary Schools of East Shewa Zone Administrative Towns. Last but not least, the research would serve as a starting point for other researchers who are interested to do their research on the title.

1.5. The Scope of the Study`

The study was geographically delimited to primary schools in East Shewa Zone Administrative Towns of Oromia region. Among the four (Batu, Mojo, Adama and Bishoftu) administrative towns in the zone, the study was conducted on two of them (Batu and Mojo towns). This helped the researcher to easily obtain relevant information.

Conceptually, the study was delimited to the assessment of practices and challenges of women Empowerment in Educational leadership positions in primary schools of the aforementioned towns. As a result, the current practices of empowering women in educational leadership positions, impacts of the affirmative action, factors that affect women empowerment in

educational leadership positions, and strategies employed by the schools to empower women were addressed by the study.

1.6. Limitation of the Study

Time constraint, uncooperativeness of respondents in filling the questionnaires and reluctance to return questionnaires on time was some of the problems the researcher encountered while collecting the data for this study. Initially, it was difficult to collect all the questionnaires as planned. In addition, Shortage of budget limited the scope of the study to be only two administrative towns. Furthermore, due to financial constraint, School closure due to corona (COVID-19) outbreak and state of emergency the researcher did not include all primary Schools in the study areas.

1.7. Operational Definition of Key Terms

Affirmative Action: is asset of laws, policies, guidelines and administrative practices intended to end and correct the effects of specific form of discrimination that include government mandated, government-approved and voluntary private programs in primary schools.

Gender: Either of the two sexes (male or female) especially when considered with reference to social and cultural differences rather than biological ones in primary schools.

Gender Equality in Education: The right to education (access and participation), as well as rights within education (gender-aware educational environments, processes, and outcomes), rights through education (meaningful education outcomes that link education equality with wider processes of gender justice) in primary schools.

Women empowerment: The process of increasing the status of women through various ways(e.g. education, training, awareness creation) in primary schools.

1.8. Organization of the Study

This thesis is organized into five chapters. The first chapter includes the background of the study, statement of the problem, objectives (general and specific), significance, scope, the limitation, operational definitions of terms, and organization of the study. The second chapter presents the review of related literature relevant to the research. The third chapter discusses about research methodology which includes sampling method used, research method employed and data collection instruments and chapter four deals with data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Empowerment

Most of us, when asked to define empowerment, have a great deal of difficulty. The word does not even translate literally into many languages. Yet, most of us know empowerment when we see it.

As shown by Musa (2017), clearly a common thread uniting each of the major international conferences of the 1990's is women's empowerment. Furthermore, the international community is now accountable to the world's women for fulfilling the significant commitments it has made to help make empowerment a reality of women's lives. What, then, is women's empowerment? Women's empowerment has five components: Women's sense of self-worth, their right to have and to determine choices, their right to have access to opportunities and resources, their right to have the power to control their own lives, both within and outside the home and their ability to influence the direction of social change to create a more just social and economic orders, nationally and internationally.

According to UNIFEM (2015), one loan officer at SinapiAba Trust in Ghana defined empowerment as *“enabling each person to reach his or her God-given potential.”* Some clients have used the terms self-reliance and self-respect to define it.

Empowerment is: *“Gaining the ability to generate choices and exercise bargaining power,” “developing a sense of self-worth, a belief in one’s ability to secure desired changes, and the right to control one’s life”* UNIFEM (1995:27)

Empowerment is about change, choice, and power. It is a process of change by which individuals or groups with little or no power gain the power and ability to make choices that affect their lives. The structures of power that has it, what its sources are, and how it is exercised directly affects the choices that women are able to make in their lives. In order for a woman to be empowered, she needs access to the material, human, and social resources necessary to make strategic choices in her life. Not only have women been historically disadvantaged in access to material resources like credit, property, and money, but they have also been excluded from social resources like education or insider knowledge of some businesses.

As indicated by Musa (2017) Access to resources alone does not automatically translate into empowerment or equality, however, because women must also have the ability to use the resources to meet their goals. In order for resources to empower women, they must be able to use them for a purpose that they choose. Women who have been excluded from decision making for most of their lives often lack this sense of agency that allows them to define goals and act effectively to achieve them. Empowerment of women and gender equality are prerequisites for achieving political, social, economic, cultural, and environmental security among all peoples (UNIFEM, 1995:27). According to this statement from the Fourth United Nations World Conference on Women and much of the evidence, women's empowerment is a critical part of sustainable development.

2.2 Measuring World Gender Empowerment

As shown by Musa (2017) Gender empowerment can be measured through the Gender Empowerment Measure, or the GEM. The GEM shows women's participation in a given nation, both politically and economically. GEM is calculated by tracking "the share of seats in parliament held by women; of female legislators, senior officials and managers; and of female profession and technical workers; and the gender disparity in earned income, reflecting economic independence." It then ranks countries given this information. Other measures that take into account the importance of female participation and equality include: the Gender Parity Index and the Gender-related Development Index (GDI).

2.3. Economic Benefits of Women Empowerment

If women were empowered to do more and be more, the possibility for economic growth becomes apparent. Eliminating a significant part of a nation's work force on the sole basis of gender can have detrimental effects on the economy of that nation. In addition, female participation in counsels, groups, and businesses is seen to increase efficiency. (OECD, 2001:31)

For a general idea on how an empowered women can impact a situation monetarily, a study found that of fortune 500 companies, *"those with more women board directors had significantly higher financial returns, including 53 percent higher returns on equity, 24 percent higher returns on sales and 67 percent higher returns on invested capital"*(OECD, 2001:34).

This study shows the impact women can have on the overall economic benefits of Primary Schools. If implemented on a global scale, the inclusion of women in the formal workforce (like a fortune 500 company) can increase the economic output of a nation.

2.4 Barriers of Women Empowerment

Many of the barriers such as male dominance, discrimination and backward attitudes to women empowerment and equity lie ingrained into the cultures of certain nations and societies. Many women feel these pressures, while others have become accustomed to being treated inferior to men. Musa (2017) stated that even if men, legislators, NGOs, etc. are aware of the benefits women empowerment and participation can have, many are scared of disrupting the status quo and continue to let societal norms get in the way of development.

2.5 The Process of Empowerment

The process which enables individuals/groups to fully access personal/collective power, authority and influence, and to employ that strength when engaging with other people, institutions or society. In other words: - *“Empowerment is not giving people power; people already have plenty of power, in the wealth of their knowledge and motivation, to do their jobs magnificently. We define empowerment as letting this power out (Narayan (2007)).* It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life or work environment and ultimately, help them develop within themselves or in the society. Empowerment may also have a negative impact on individuals, corporations and productivity depending on an individual's views and goals (Musa, 2017)

Those who use empowerment as a selfish advantage tend to become difficult, demeaning and even hostile colleagues. The end result is a weak business model. Empowerment includes capabilities of decision making and access to information for that decision. It also includes considering a range of options for choosing the best one, assertiveness, positive thinking to make change, improvement of personal/collective circumstance, communicate through exchange, education and engagement, aspiring growth, positive self-image and overcoming stigma and increasing one's ability in discreet thinking (Musa, 2017).

2.6 The Situation of Women Empowerment in Ethiopia

According to Nation Action Plan to implement Beijing platform; In Ethiopia approximately 27 million people are living in poverty. Given the lack of access and control over resources and

many discriminatory traditional customs, women comprise a majority of those living in absolute poverty.

Musa (2017) reveals that Gender differentials persist at all levels, as reflected by social indicators. Seventy- five percent of women are illiterate. Even though primary education is being promoted, early marriage of girls reduces their chance of having access to higher education (75% of Ethiopian girls marry before the age of 17 and approximately 13% between the ages of 17 and 21 years). The rate of girl student dropouts is much higher than boys and girls are often responsible for many chores which may interfere with their schooling. Women disproportionately bear the burden of poverty in Ethiopia which is mainly a result of the gender based division of labor and lack of access and control over resources prescribed not only by tradition and culture, but also reiterated in the law.

Women are responsible for all the household chores, in addition to the support they provide in agriculture and livestock production. The state of the environment and lack of appropriate technology increases the burden of women and decreases the opportunity for income generating activities and limits their participation in development sectors. A recent participatory rural appraisal indicates that women are turning to a number of income generating activities to sustain or supplement their family income, but are doing so without any technical or financial support. Customary laws are entrenched at the grassroots level that it is difficult to counter them effectively.

As indicated by Meaza (2009), the family arbitration system, used for settling inter- house hold disputes is conducted mainly by older men who want to maintain the subordinate position of women and this results in application of gender-based customary laws. The fact that women are often not well informed of their rights under the law further contributes to their being marginal.

2.7 Meaning and Concept of Leadership

Leadership is a process by which one person influences the thoughts, attitudes, and behaviors of others (Yalem, 2011). Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. Yuki (2006:8) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, as well as the

process of facilitating individual and collective efforts to accomplish shared objectives.” Dwight Eisenhower argued that leadership is ability “to get people to work together, not only because you tell them to do so and enforce your orders but because they instinctively want to do it for you ...You don’t lead by hitting people over the head; that’s assault, not leadership” (Dwight, 2009).

Leadership is the ability of developing and communicating a vision to a group of people that will make that vision true (John, Ahlquist, & Margaret, 2011). Leadership is ineffable and independent of ambition. There are those who seem to radiate a field of influence to which others will respond in the same way that metal filings line up in a magnetic field. A leader is invariably self-motivated - not to achieve any particular ambition, either motivated to pursue personal excellence. Invariably, human beings respond to and follow individuals who are themselves motivated.

Leadership is defined as a process of influencing others to accomplish the mission, inspiring their commitment, and improving the organization. (Thompson, 2005).Leadership is a communication process of influencing and directing people to commit to and achieve a shared goal voluntarily, in a given situation (Aykut, Apinya, Billy Crystal, & Gilbertan Ritin, 2008).

Leadership is a communication process of maximizing people potential and influencing people to achieve a shared goal, in a given situation (Maychiun, 2010). Without leadership, an organization would be only a gathering of people and machines, just as an orchestra without a conductor would be only musicians and instrument. The orchestra and all other organizations require leadership to develop their precious assets to their fullest capacity.

Leadership behavior i.e. the way leaders engage in their activities or perform their role as a leader, and antecedents of behavior has been widely studied. It has been found that personal direction of leaders is associated with pattern of leadership displayed by individuals (Bass & Duntemen, 2008).

2.8. The Current Practice of Women Empowerment

2.8.1. Training /Coaching and Education Programs

With regard to women empowerment, effective training programs report 7%–18% improvement in leader-related outcomes (Hand, Richards, & Slocum, 1973; Latham & Saari, 1979; Noe & Schmitt, 1986), with motivation to learn being a key to transferability (Baldwin & Ford, 1988; Boyatzis & McKee, 2005). One meta-analysis of managerial training indicated that it is

moderately effective in increasing knowledge and performance for both men and women (Burke & Day, 1986). A more recent meta-analysis indicated that training is highly effective for increasing knowledge, highly/moderately effective for objectively measured behavioral outcomes, and moderately effective for subjective behavioral and system-level outcomes (Collins & Holton, 2004).

A common strategy used to reinforce leadership training and development is the use of executive coaches. Kilburg (1996) defines executive coaching as a helping relationship formed between a client who has managerial authority in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement. (p.142). Many organizations today are choosing to employ coaching as a developmental intervention for their senior and high-potential executives in order to bring about organization-wide transformation.

The process of coaching typically includes one-on-one meetings between the coach and the individual being coached, 360 degree and other feedback methods on the individual's strengths and weaknesses, and development of an action plan for change (Goldsmith, Lyons, & Frees, 2000). An article devoted entirely to the topic of executive coaching appears elsewhere in this special issue. Coaching may be of particular value to women for several reasons. Women's unique developmental concerns include connection, wholeness, authenticity, agency, and self-clarity, which will manifest over the course of a woman's professional life (Ruderman & Ohlott, 2005).

2.8.2. Mentoring

Diverse mentoring relationships enhance career development (Higgins & Kram, 2001; Ragins & Kram, 2007), clarity of professional purpose (Kram, 1985), and promote personal development and learning (Van Velsor & Hughes, 1990). Individuals who have mentors are often more satisfied, more highly paid, and have more interpersonal competence (de Janasz, Sullivan, & Whiting, 2003). Ragins and Cotton (1991) reported that women receive less mentoring than their male peers. Mentoring has been found to be more strongly related to men's career success than females.

More successful women have indicated that mentoring was less important to their career advancement than did less successful women (Lyness & Thompson, 2000). A variety of explanations have been offered to make sense of these findings. First, women are underrepresented at top leadership levels in organizations, creating a paucity of relationships same-sex mentors (Rothstein, Burke, & Bristor, 2001). Second, mixed-sex mentoring is often complicated by traditional gender styles and roles. In addition, women at senior ranks are often reluctant to mentor because they feel overburdened, that it is too risky for their careers, or that they are not qualified (Ragins & Cotton, 1991).

Given the dearth of women at higher levels in organizations, women are more likely to and themselves in cross-gender mentoring relationships than men. Although mentoring relationships with men provide valuable career benefits, such as access to information and resources, these relationships can be complicated by traditional gender roles and external perceptions. For example, Ragins and Cotton (1993) assert that traditional gender stereo types lead to women being more passive and submissive with a male mentor than with a female. In addition, concerns about sexual harassment and fear that the relationship might be perceived as sexual by others can hinder the mentoring relationship. Cross-gender mentoring relationships must be effectively managed, which means paying attention to the internal implications of the relationship, such as monitoring behaviors and feelings, and the external implications of the relationship to avoid loss of credibility in the eyes of others or charges of protégé' favoritism (Clawson & Kram, 1984).

Women engaged in mentoring relationships must manage the internal dynamics of mentor and protégé' as well as the external dynamics between the mentoring dyad and the rest of the organization, particularly the protégé's manager (Blake-Beard, 2001). Expectations of female mentors differ from those of male mentors in terms of the amount of nurturing and support they are expected to offer, resulting from traditional female family roles of mothering and nurturing being applied to work settings (Parker & Kram, 1993). Woman-to-woman mentoring relationships are also more visible than traditional mentoring relationships because of token dynamics in organizations. This increased visibility creates additional pressure for senior women who see protégé' failure as reflecting poorly on them (Ragins & Cotton, 1993).

Parker and Kram (1993) suggest several strategies for removing barriers that prevent women from mentoring women in organizations. First, women should increase their own self-awareness

and challenge assumptions that undermine connection. Second, the responsibility of increasing the level of intimacy of the relationship falls on senior women given that junior women are more vulnerable. A byproduct of strengthening these linkages is a mentoring network of women that enhances the power and influence of women at all ranks of organizations.

2.8.3. Networking

Outcomes of interpersonal networks include increased impudence and power; access to job opportunities, information, and expertise; and job performance (Brass et. al, 2004). Similar to other leadership development methods discussed earlier, traditional structures and gender roles diminish networking opportunities for women. A recent Catalyst (2004) survey reported that 46% of women managers cited exclusion from informal networks as barriers to career advancement, compared with only 18% of men. In one study investigating the problems of career advancement for women, different perspectives of women and CEOs emerged (Ragins, Townsend, & Mattis, 1998). When asked to identify those factors that prevent women from advancing, women believed that male stereotyping, exclusion from informal networks, lack of experience, and an inhospitable culture were the primary reasons. On the other hand, CEOs cited a lack of experience and women not being in the pipeline long enough.

Even when men and women hold equivalent positions, they are considered to be operating in different social circles that necessitate distinct methods of network formation and composition (Ibarra, 1997). In effect, two largely segregated networks, one predominantly male and the other predominantly female, exist in organizations (Brass, 1985).

Research suggests that women navigate between two different networks, one providing instrumental benefits and the other offering expressive benefits, and that this balancing act is both time consuming and stressful (Ibarra, 1993). Whereas men rely on one another for both emotional support and career assistance, women rely on other women for emotional support and friendship and look to men to provide instrumental career assistance.

All women's networks now exist in numerous organizations (Brady and McGregor, 2007). These networks have been described as women's attempts to create for themselves the support generated by and for men through their same-sex grouping (Vinnicombe & Colwill, 1996). Women tend to have a more social orientation to their networks and men have a more utilitarian outlook (Singh, Vinnicombe, & Kumra, 2006). Although women are apt to focus on the social

support of their networks, they also realize their skill building and career development returns (Brady & McGregor, 2007). Specific benefits of network membership identified by women include confidence building, career counseling, coaching, and understanding organizational politics (Burke, Rothstein, & Bristor, 1995).

2.8.4. Experiential Learning

According to Koopmans, Doornbos, and van Eekelen (2006), 60% - 80% of the learning that occurs in organizations takes place through informal growth opportunities. Examples of these opportunities associated with leadership development include challenging, high-profile work assignments and diverse business experience marked by transitions into new responsibilities. The breadth and diversity of job assignments are positively related to progressive leadership attainment (Bray, Campbell, & Grant, 1974).

In a study of male and female executives, Lyness and Thompson (2000) reported that challenging job assignments, transition to new job responsibilities, and job mobility were specific developmental experiences that facilitated leadership development. Yet, access to such opportunities and their relative value differ by gender. Women have less access to challenging work assignments and are less likely to be given assignments that are high risk to the company (Lyness & Thompson, 2000). High-risk job assignments generally carry large amounts of visibility and provide recognition for success that translates to future leadership opportunities. This visibility is important for women who report that a proven track record of success (Lyness & Thompson, 2000) and consistently exceeding expectations (Ragins et al., 1998) are critical factors for advancement.

Women are more likely to be siloed into staff positions such as human resources or corporate communications as opposed to line positions with profit and loss responsibility that most frequently lead to organizational leadership positions (Bilimoria & Piderit, 1994). Ohlott, Ruderman, and McCauley (1994) propose that subtle forms of discrimination preclude women from obtaining positions that include high-stakes responsibility, managing diverse businesses, and dealing with external pressure. Ryan and Haslam (2007) note that women who break through the glass ceiling are more likely than men to find themselves in precarious leadership positions that they labeled “glass cliffs.”

International job assignments offer high visibility and build cross-cultural skills that lead to success in senior leadership roles. Adler and Adler (1994) revealed that female and male MBA graduates expressed equal interest in international assignments, yet only 3% of North American managers sent abroad were women. In addition, 75% of companies indicated that the prejudice of international businesses against women was so great that they would be set up to fail, yet only 20% of expatriate women said that their gender put them at a disadvantage. Adler suggested that these gaps would narrow if employers helped women build credibility with overseas colleagues by providing them with full-term (rather than temporary) overseas assignments.

An additional source of experiential learning particularly for women of color is that of the leadership roles they play in their communities. Hewlett, Luce, and West (2005) suggest that the leadership abilities of people of color that are finely honed in their roles as mentors and stewards of educational and community organizations are largely invisible to their work organizations.

2.8.5. Career Planning

Research on women's career histories reveals that women have less mobility within and between organizations (Lyness&Judiesch, 1999) and are more dependent on formal promotion procedures in the corporation than are men (Lyness& Thompson, 2000). For these reasons, intentionally managing one's own career plan has been demonstrated as a facilitator of women's advancement. All too often, however, women are not taught the fundamentals of strategic career and succession planning in either their formal educational programs or in their organizations.

Haring-Hidore(1988) found that many women educational administrators attending a professional networking program were focused on their present performance to the exclusion of their future potential and were unable to cite 5- and 10-year goals. This is in line with findings that suggest that the number-one strategy cited by women for career advancement was to "consistently exceed performance expectations" (Catalyst, 1996; Ragins et al., 1998), necessitating a focus on present performance to the detriment of strategic career planning.

According to a global study conducted by Catalyst(2001), White male managers were found to give feedback on job performance to both male and female direct reports but spent time discussing career paths and future advancement opportunities only with male employees, not female employees. The focus of the manager-female employee conversations was on present performance, versus present performance and future potential in the manager-male employee

conversations. Catalyst(2001) provides a compelling list of actions that individual managers can take, including ensuring that candidate lists for vacant positions always include two or more women, assigning proportional representation of women to projects and committees, encouraging training for “plateaued” women, and sending clear messages that he or she is committed to diversity in the organization.

2.9. The Roles of Affirmative Action to Bring Women to Educational Leadership Positions

2.9.1. Affirmative Action in Education

It is axiomatic and self-evident “hat education is a key for personal development and means for the social, economic and political development of country. Similar to women all over the world, education was not equally accessible for Ethiopian women mainly due to historically and legally male dominated educational system. For Ethiopia, historical legal entity of male dominated educational system in Ethiopia buttressed the traditional thinking on the role and capacity of women systematically excluded Ethiopia women form the educational been fits the country, as shown by Musa (2017).

2.9.2. Educational Equality through Affirmative Action

After 1990s Ethiopia took some measures to achieve gender equality in education. In 1993 long before the adoption of the new constitution the transitional government of Ethiopia (TGE) adopted in the national policy of women (Fistum, 2017).

The AIPW notes the need for inclusion and participation of women in the educational sector as necessary condition for the overall development of the country. It is safe to say that taking the historical marginalization of women. The AIPW is a remarkable development Ethiopia women for which one of its promises is taking affirmative action in education

2.9.3. Affirmative Action in Empowerment

The application of affirmative action in the field of employment is the subject of strong challenges. Affirmative action in employment helps to bring the underutilized labor of many perilously excluded categories of the society to the market. Despite the required knowledge and skills many women do not engage in gain full employment due to the stereotypical views against women. Having this in mind the crux of the following discussion meant to analyze the existing employment legislations and their respective position affirmative action in Ethiopia (Musa, 2017).

2.10. Factors that Affect Women’s Empowerment in Educational Leadership Position

Under representation of women in senior leadership is problematic for several reasons. First, a lack of women in senior positions may discourage the lower-level women to aspire to an upper-level position, because they feel that it is un-tenable at all. Highly qualified and experienced women may thus not apply for upper level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of their workforce. Further, when employees perceive a lack of women in upper leadership, they may form ideas about the implicit values and culture of the organization, such as it is an “old-boys club,” or discriminatory in its hiring and retention practices. Therefore there are so many reasons that barriers women from moving to upper managerial position and from those factors some of them are describe as follows: (Musa,2017)

2.10.1. Lack of Academic Qualification

Since education is the basic tool to bring the desired societal change in politics, economy, health, development; providing quality education without discrimination provides opportunity for women actively participate in the development process and enhances the mobility of women in the society.

But, discrimination of women in education creates inequality between males and females and this process persists in their lives and will have an impact in their future achievement. Netsanet (2013) conducted a study on challenges and opportunities of Women to be leaders in Selected Governmental Secondary Schools of Addis Ababa city government education bureau and found that low educational background of women was barrier for the low participation of women principals in secondary schools. With this support, the report of Central Statistical Agency (2012) revealed that the number of women at different educational levels is so low as compared to males.

Besides, the 2011 report of contribution of charities for the achievement of MDGS in Ethiopia (2011) indicated that; because of various problems, Ethiopian women also suffer from discriminations and there are fewer girls’ enrolment and high dropout rates in schools. In line to this the Hiwot (2017) studied challenges and prospects of women managers in financial Sector of Ethiopia and her finding indicated that; lack of updating their knowledge was among the Challenges faced by women leaders in the financial sector. Also Getachew (2014) investigated

opportunities and challenges of women's empowerment in leadership position in Tigray regional state and suggested that even though there is a little bit progress, women's empowerment in leadership position growth rate is insignificant compared to the growth rate of women in expert staff and this is related low level of women pursuing higher education.

Besides, Gojjeb and Manjit (2016) studied on factors affecting women's participation in leadership and management in selected public higher education institutions in Amhara region and found that Low academic qualification is among the major barriers stifling women to assume leadership positions. Which is supported by the findings of Brikti (2013) and stated that; educational gap is one of the major factors for low participation of women in leadership position. Even though the company males are dominating in number on some fields of education like information technology, electrical engineering, which is one the necessary fields for ethio-telecom company operation and where also more staffs are found, the numbers of women who are working on that division are low as compared to the other division due to their educational status.

2.10.2. Gender Stereotyping

As shown by Sikdar, Mitra, and Sumit (2008), Stereotyping behavior provokes gender role socialization in the workplace. Stereotypes about groups of people are often inaccurate or they are an over-generalization does not apply to the individual group member who is being targeted; thus it become the basis of faulty reasoning, leading to biased feelings and actions, disadvantaging others, not because of what they like or what they have done, but because of the groups to which they are deemed to belong. Hiwot (2017) in her finding revealed that, all decisions are made only in one angle (male part) since women are out of the decision making places, which makes unable to express their idea or issue from the different women perspective; which leads to inferiority for both women who are already in leadership position and the overall women staffs of the company. Besides, which affect their confidence and unable to express their idea freely.

Gojjeb and Manjit(2016) in Amhara region and found that women's are underrepresented in their leadership position, and hence stereotyping is among the major barriers stifling women to assume leadership positions. Also, as Hoobler (2011) concerning stereotyping stated that the 'glass ceiling' explanations focus on discrimination due to many, varied causes, such as sex role

stereotyping where individuals tend to associate male characteristics and consequently men with leadership positions also called the ‘think leader, think male’ phenomenon. Fatherly, as per scholars substantial empirical evidence that illustrate that they associated successful leaders with stereotypically male attributes such as independence, assertiveness, and decisiveness and hence, due to stereotyping of what women ‘are like’ in the workplace do not match with the male leadership archetype, women are not considered for or are judged to be ill suited for the top jobs. Gender stereotypes are generalized beliefs about the characteristics and qualities attributed to men and women in a society.

In general, men are characterized as aggressive, risk-taking, decisive, and autonomous (agented attributes), whereas women are characterized as kind, caring, relational, and humble (communal attributes) (Collins & Singh, 2006); (Sikdar & Mitra, 2008). Gender stereotypes can be described as the characteristics, attitudes, values and behaviors that society specifies as appropriate for the particular gender. The differences may have arisen not just from biological differences but also from sex role socialization during childhood and the way in which men and women develop psychologically. Gender stereotypes have consistently demonstrated that men are generally seen as more agent and more competent than women, while women are seen as more expressive and communal than men Duher and Bono, Sczesny and Stahlberg, as cited in (Ginige, 2007).

2.10.3. Lack of Networking Opportunities

Many female academic staffs are relatively isolated, due to weak connections with male informal networks as well as low level of networking among female staff across different departments and colleges. This affects their access to information on a range of issues, including for instance scholarships (Affirmative action and gender equality in 13 universities in Ethiopia; policy brief 3/2015), besides; having an early opportunity to work close to senior people can give future female managers access to a network of influential contacts. Which contacts can expose young managers to how an organization operates both on a formal and informal basis, thus providing valuable business insight.

Getachew (2014) in his finding suggested that developing strong Women’s network enables them to be effective in their leadership position and decision making ability; which on the other hand showed as there is lack of women’s network at their working environment. Also Hiwot (2017) in her study found as lack of networking challenged women for their leadership position and fatherly revealed that Informal network of men is the main contributory factor for their

participation in leadership, particularly where there are no criteria for recruiting leaders for leadership positions; accordingly despite competence, performance, qualification and experiences of individuals, relationship through informal network create a great opportunity for men to come to the leadership positions. Even though women are well experienced and qualified, they might be dominated in the leadership positions because of the established network of men. This is due to the fact that they are unable to devote their full time and energy to paid work because of their family responsibilities.

Besides, Gelashe et al. (2015) studied on Assessment of factors Affecting women participation in managerial Positions in Selected Public organizations in Jimma Zone, Oromia, Ethiopia and found that from Societal factors affecting women's participation in managerial positions is around 87% of respondents responded Men are seen as decision makers and around 81% of the respondent replied women's lack of social network as the obstacle for women's participation in managerial positions; which means they are not actively participating in extra activities in and out of their organization. The author further indicated in the responses of interviewed informants, women are exposed to double responsibilities one in office and the other at home and hence of they have no extra time to socialize with many people and suffer from lack information concerning.

2.10.4. Lack of Confidence

Adonay et al. (2014) studied on assessment of the participation of women in public administration, specifically in Tigray and revealed 83.4% respondents state that most women don't have an experience of leadership, while according to the 16.6% respondents; most women's are experienced of leadership. Similarly, the participants of her focused group discussion and interviewed refer that majority women's of the woreda's have no an experience of leadership and most women are found in the supportive and lower work positions; hence lack of confidence is among the main constraint responsible to this. And also Women who aspire to become leadership are more likely to response lowered aspiration than men (Birhanu, 2011). And also lack of confidence in their work place is factors that hindered women from participation of higher educational leadership position (Gojjeb & Manjit, 2016).

Getachew (2014) in his finding revealed that personal factors such as, informal network of men which favors them to be leaders, lack of interest due to women's self image is low: i.e., perceived themselves as do not have skill, lack of experience, lack of competency and fear of

hardship is among factors that hindered women leadership and management participation at higher education institution. Besides, Gelashe et al. (2015) studied on assessment of factors affecting women participation in managerial positions in selected public organizations in Jimma Zone; stated that lack of confidence is among the Women's personal factors affecting their participation in managerial positions.

Birhanu (2013) studied on Challenges and opportunities of educating women's leadership and action in their mission for emancipation and change and stated that in Ethiopia there is lack of confidence in women's capabilities of leadership in which it inhibit women's from participating in leadership positions. Rahel (2013) stated that women leader faced lack of self-confidence and have a tendency not to accept their ideas and suggestions; question of freedom of being equally competing and on assigning in very challenging and knowledge based tasks with those who are affiliated with politics.

2.10.5. Social / Cultural Factors

Moya, Zamorano, Juan, Perez and Ge (2010) and Kiamba (2008) observed the same as women's barrier to Educational leadership positions. For instance, girls are trained to become good mothers, while boys are prepared for white collar jobs like administrators. According to Bernaars, as cited in (Mbugua, 2007) in any ethnic group in Africa a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl. This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only diminish girls' access and performance in the education but also tend to push girls to doing the so called 'feminine careers'.

2.10.6. Organizational Culture Barriers

According to Phillips as cited in (Mbugua, 2007), organizational culture is defined as the realities, values, symbols and rituals held in common by members of an organization and which contribute to the creation of norms and expectations of behavior. It defines conduct within an organization, determines what is and is not valued, and how authority is asserted. The values, which support the great majority of organizations, and thus define success, often include money, power and status. As McKenna cited in (Mbugua, 2007), the corresponding behaviors include working long hours and putting in face time (as proxies for productivity), competitiveness and a willingness to put work above all else. These values and behaviors, which some authors define as

being masculine, have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'.

According to Eagly and Johannes as cited in (Miller, 2006), leadership and management continue to be the domain of men that is 'thinks manager, think male'. This has implications for women and men, rightly or wrongly, are perceived in a particular way in society, which permeates organizations. They are assigned gender roles, which are shared beliefs that apply to individuals on the basis of their socially identified sex.

2.10.7. Work Place Policies

Women are not the same as men; they have particular biological functions that make them different, which in turn make their work experiences different. To this end, treating men and women the same has effectively created a systemic form of indirect discrimination for women. Musa (2017). Mbugua (2007) asserts that pregnancy is a workplace issue that starts well before conception and ends long after birth. It is impossible to separate pregnancy and family responsibilities. Anecdotal evidence suggests assumptions that women will resign when they have children are still widespread and continue to form the basis for not hiring women among some employers.

2.10. Strategies for Enhancing Women's Empowerment in Educational Leadership Positions in Primary Schools

Providing effective training and support for women aspiring to leadership and removing the barriers women face in developing countries is a challenge that must be met if women are to have a voice in organizational development worldwide. It has been argued that women leaders bring distinct personality and motivational strengths to their roles and are more conducive to today's diverse workplace (Greenberg & Sweeney, 2009).

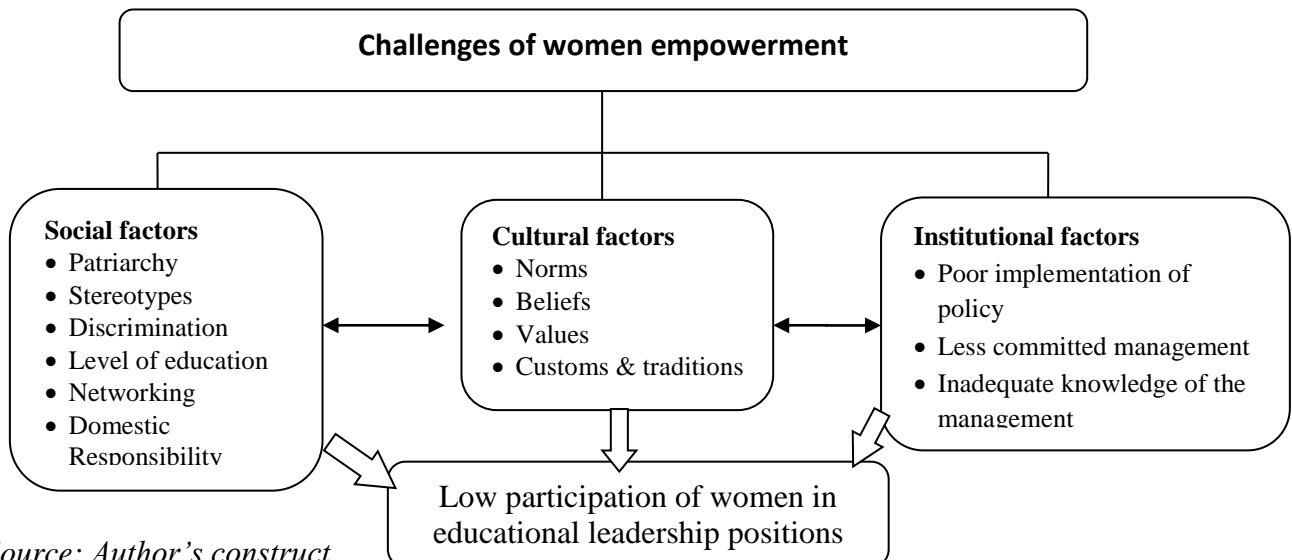
The most compelling reason for more attention to the issues of women in leadership relates to the need to attract talented leadership (Ng & Burke, 2007). Piha (2006) stated 100 comments that women have better possibilities to fulfill themselves in less formal organizations, as women are more often interested in having responsibility, challenges and creating rules rather than men.

2.12. Conceptual Framework of the Study

Several studies on women empowerment were conducted in different countries all over the world and very few of which were conducted in developing countries. Hence, the essence of this study was to contribute the literature of an assessment of the practice and challenges of Women Empowerment in Educational Leadership position in East Shewa Zone City Administrations Primary Schools. The researcher chooses the practice and challenges of Women Empowerment in Educational Leadership position in East Shewa Zone City Administrations Primary Schools for investigation. These are gender gap, social factors, Organizational factors, cultural factors, workplace policies and affirmative action. Some of the literature written by different authors in the field that help to insight the factor affecting women participation in Educational Leadership position considered in this study.

The researcher have discussed these variables in relation to their effect on factor affecting women participation in Educational Leadership position as follows: Organizational barriers, which may be used as the norms or policies and practices in the primary schools may include failure to recruit, develop and support women for upper level of leadership positions, prejudice against women in performance evaluation and existence of hostile environment. There are variables that may intervene (to the benefit of women educational leaders). Such variables have to do with affirmative action such as gender responsive policies. If affirmative action and gender responsive policies are strictly adhered to, then more female educational leaders can be realized in government Primary Schools.

Figure 1: Conceptual framework of the study



2.13. Empirical Literature

2.13.1 Empirical Literature on Current Practices of Women Empowerment

As indicated by Miressa (2012), International Journal of Science the major conclusions made from the study about current practices of women empowerment were equal participation and representation of women in leadership positions and development activities would ensure better economic performance of the sector. Effects and sensitivities of women in leadership and development activities were high. The progress of women in leadership and development activities over the last five year was fast. However, still there is a gap when compared with men counterparts. Most of the time women join mostly low level work conditions. Today women under representing in leadership position in almost all sectors due to relatively women have less freedom because of their family responsibility and lack of necessary qualifications and skills to fill position of responsibility.

Major challenges influencing women were cultural issues and lack of parental involvement which were common in female headed institutions. Better activities were done regarding eradicating extreme poverty and hunger and achieving universal primary education. In addition, according to the results of the finding mostly women join low level work conditions. Therefore, there has to be mechanisms like women capacity building through on-the-job organized and continuous professional training for women to enhance their leadership skills. For this, different government office, education institutions, NGOs and policy developers could be the primarily responsible bodies.

The major reason for underrepresentation of women in leadership and decision making position is relatively they have less freedom because of their family responsibility. Mainly, gender-based discrimination at many levels prevents women from getting senior positions traditionally held by men. Most women not have the level of education necessary for entry to level of leadership positions in the public sector major challenges influencing women were cultural issues become more obvious especially if the female works in a different cultural set up. It is followed by some male colleague do not give them support and lack of parental involvement becomes common in female headed institutions.

Less activities were done regarding, reducing child mortality and improve maternal health; provisions of mother's education, average mothers' income, and empowerment; ensuring

environmental sustainability; gender equitable property and resource ownership policies that enable women (often as primary users of these resources) to manage them in a more sustainable manner; developing a global partnership for development to improve status of gender equality in the political sphere that lead to higher investments in development cooperation; and combating HIV/AIDS, malaria, and other diseases like increasing number of economically independent women in the woreda so that it is essential for preventing the spread of HIV/AIDS and other epidemics. The researcher believes that these areas are important indicators of development and have to be given special attention by the government if we intend achieve MGD successfully as planned.

2.13.2. Empirical Literature on the Roles of Affirmative Action in Empowering Women

As shown by Stephan Klasena and Anna (2017) the Employment Equity Act of 1998 had small delayed roles, while the policy episode in 2003 had positive effects on Black female employment in high-skill occupations whilst the targets set to benefit them in 2007 had actually the adverse effect. Several policy implications and conclusions may follow from these findings. First, the design of the affirmative action matters, and its effectiveness might differ depending on the economic system of a country. South Africa is an interesting case here as its economic growth is promoted with market-oriented policies, with little state intervention in private sector.

However, with the last episode of Black Economic Empowerment, the Codes of Good Practice, the state set specific targets for the private sector. This could have led to adverse effects in result of which employers started to hire more Black males and White females. Thus, in an economy where state intervention in private sector is set to be small, affirmative action policies should promote the firms to set goals for themselves rather than imposing targets and quotas set by the state. Leonard (1984b) shows that goals set by the firms are the best predictors of its employment demographics in the subsequent period. Second, as Balshaw and Goldberg (2008) stress, many employers have difficulties to meet these targets, in parts, due to lack of qualified candidates (p.119). This implies that affirmative action for employment is only one aspect of reducing segregation; the barriers in access to education should be addressed equally.

Regarding Affirmative Action the researcher finds out effective implementation of affirmative action is highly required for empowering women for educational leadership positions; it should be practiced until some level of stage at which the affirmative action measures reached saturation point and up to that saturation stage of the provision of affirmative action should be continued.

Therefore, since currently the implementation level of affirmative action in the study areas of Primary Schools has never reached its saturation point; so that it is not the right time to say that affirmative action has resulted female teachers is incompetent in their academic backgrounds.

2.13.3. Empirical literature on Factors Affecting Women Empowerment

According to Hana Cherinet (2016), among the factors related to family and home responsibility women's responsibility of family child bearing and taking care of home and women are more responsible to home or family related issues than their male counterparts; factors related to educational initiations; educational institutions do not have transparent selection and promotion policies and implements are less committed to apply affirmative action in practice are identified as the major challenges that have slowed down female teachers right of entry to educational leadership positions. One can conclude that this tendency of female teachers to hold themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers as they are also overburdened by home responsibilities than male obviously women's home and family responsibility is major cause to their participation. Still the burden of home in school leadership and family chores are on the shoulder of women.

Similarly, since the school society considers females as incompetent to meet educational leadership positions women tend to underestimate their own values, this low self concept may result in de motivating them from aspiring to top positions in general certainly, lack of confidence can significantly affect female's participation in educational leadership. And this defect arises not from nature but from historical background that females came up with. As the society does not prepare its daughters for management or leadership but for house hold activities, the children (daughters) do not develop confidence of being a leader. To see broadly, there is lack of female role models in educational leadership positions that would encourage female teachers to aspire for the posts. Attitude of the school society does not enhance female teachers to become a leader. Because of this, female teachers are not interested to be involved in educational leadership position. In addition factors lack of transparent selection criteria and implementers are less committed to apply affirmative action has been identified as major factors that hinder women back. In accordance the researcher's expectation and female teacher interviewees home and family responsibility and institutional factors become the major causes.

To this end the researcher reveals that according to the results of the responses given by the study participants, the behavior and equality of Women and Men were valued as the two most important major factors affecting women empowerment towards educational leadership position. Besides the naturally gifted biological influences, many other socio-cultural factors such as knowledge of policies by implementers showed a low response rate of 2.5 mean score, meaning that the respondents disagreed on the implementers' knowledge. Regarding presence of support from family/husband, the result shows lower agreement with 2.74 mean values indicating that women did not get the appropriate support from their families or husbands. Therefore, knowledge of policies by implementers, positive attitudes towards affirmative action and getting appropriate support from their families or husbands are found to be highly affecting women in becoming educational leaders.

2.13.4. Empirical literature on Strategies Enhancing Women Empowerment

As shown by Getachew (2014), the main criteria used for woman's selection and placement into decision- making structures/leadership position are performance appraisal and work experience. While professional qualification has high consideration for candidates, gender preference and quota systems were regarded as minor considerations. This situation contradicts with the strategies of gender equity policies and as one way of hindering factor of female holding leadership positions.

CHAPTER THREE

RESEARCH METHODOLOGY

INTRODUCTION

This chapter discusses description of the study area; the research design; research method; sources of data; population, sample size and sampling techniques; instruments of data collection; pilot testing of the instruments; procedures of data collection; method of data analysis and ethical issue.

3.1. Description of the Study Area

East Shewa is one of the administrative Zones of Oromia National Regional State. The zone took its name from the former province of Shewa. It is located in the central area of Oromia. It is bordered by the West Arsi Zone in the south, SNNPRS (Southern Nations, Nationalities and Peoples Regional State) in the Southwest, South West Shewa and Oromia Special Zone Surrounding Finfinein the west, North Shewa Zone in the North West, Amhara Region in the North, Afar Region in the North East, and ArsiZone in the South East. Its western most end is defined by the course of the Bilate River. Towns in East Shewa include Bishoftu (Debrezeit), Mojo, Adama (Nazareth), and Batu (Ziway).

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,356,342, of whom 696,350 are men and 659,992 women; with an area of 8,370.90 square kilometers, East Shewa has a population density of 162.03. While 340,225 or 25.08% are urban inhabitants, a further 664 or 0.05% are pastoralists. A total of 309,726 households were counted in this Zone, which results in an average of 4.38 persons to a household, and 296,342 housing units.

3.2. Research Design

Descriptive survey research design was used in this study. A survey can be defined as a research strategy or method used to collect information about items from a large population (Taylor et al, 2008). According to Yin (2009), the investigator in such kind of research method has little control over events and the focus is a contemporary phenomenon within a real-life context in government primary schools. This method requires intensive data source with multiple evidence

where the researcher employs different sources of data ranging from primary to secondary across a certain time period.

3.3. Research Method

On the basis and types of data gathered and the instrument used, the study employed a mixed – methods sequential explanatory research design (both quantitative and qualitative). This was due to the fact that this method or procedure helps to collect, analyze and mix both quantitative and qualitative data (Creswell, 2012). Creswell further states that a researcher collects both quantitative and qualitative data, analyzes them, and compares the results to see if the findings confirm or disconfirm each other.

3.4. Source of Data

Data for this research were collected from both primary and secondary sources. The primary sources of data were primary school principals and vice principals, primary school teachers, Town Administrations education, and Women, Children and Youth Affairs officers, and senior educational leaders. The secondary sources were women educational leaders' recorded documents, action researches, feedbacks and reports. On the other hand, the works of other researchers and publications (mainly journals, thesis, and online resources) and Internet were also used.

3.5. Population, Sample Size and Sampling Technique

East Shewa Zone has four Town Administrations. These are Batu, Mojo, Bishoftu and Adama. From the four, two, i.e., Batu and Mojo Town Administrations were chosen as a sample by lottery method simple random sampling technique which is 50% of the total population. In the selected two Town Administrations, there were 11(100%) primary schools of which 6 (54.5%) were selected by employing lottery method simple random sampling technique of which 3(27.27%) were taken from Batu Town Administration whereas the other 3(27.27%) were selected from Mojo Town Administration.

According to Dawson (2011), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled. In this study, to select sample size, study population is an aggregation of elements from which the sample was actually selected. Accordingly, the study populations of this research were all the respondents in the 6 sample

primary schools of East Shewa Zone Town Administrations. The total number of teachers in the selected primary schools of Batu and Mojo Town Administrations consisted of 358 teachers (135 males and 223 females). The following sample size determination formula developed at Park University by Watson (2001) was used:

$$n = \frac{\frac{P(1-P)}{A^2 + \frac{P(1-P)}{N}}}{R} = \frac{\frac{0.5(1-0.5)}{(0.05)^2 + \frac{0.5(1-0.5)}{358}}}{0.96} = \underline{\underline{178}}$$

Where:

n: sample size required=178

N: number of people on the population =358

P: estimated variance in population = 50%

A: precision desired =5 %

Z: Based on confidence level of 95% = 1.96

R: Estimated response rate = 96%

Accordingly, from the total of 358 (100%) teacher employees of those Primary Schools, 178 (49.7%) sample respondents were chosen using lottery method of simple random sampling technique, and four purposively selected individuals for interview purpose (two from Batu and Mojo Town Administrations' Women, Children and Youth Affairs Offices and the other two from Batu and Mojo Town Administrations' Education Offices). Therefore, [(135/358) x 178] = 67 male respondents out of 135, and [(223/358) x 178] = 111 female respondents out of 223 were selected.

This was decided because as the sample size increases the reliability of the study increases and can show the real situation of factors that hinder women from decision making in educational leadership positions and actual status of women in primary schools of Batu and Mojo Town Administrations.

Table 1: Population and Sample distribution

No	School Name	School Type	Types of empowerment									Total Population			Sample					
			Principal			Vice Principal			Unit Leader			Department Head			M	F	T	M	F	T
			M	F	T	M	F	T	M	F	T	M	F	T						
1	Batu No 1 Primary School	Government	1	-	1	2	-	2	2	-	2	5	1	6	24	42	66	12	21	33
2	Batu No 2 Primary School	Government	1	-	1	2	-	2	3	1	4	5	-	5	25	33	58	12	17	29
3	Batu No 3 Primary School	Government	1	-	1	2	-	2	1	3	4	4	1	5	20	29	49	10	14	24
4	Mojo No 1 Primary School	Government	1	-	1	1	1	2	4	-	4	3	1	4	26	46	72	13	23	36
5	Mojo Fana Primary School	Government	1	-	1	2	-	2	3	1	4	4	4	8	23	43	66	12	21	33
6	Mojo No 3 Primary School	Government	1	-	1	2	-	2	2	2	4	3	3	6	17	30	47	8	15	23
Total		6	6	-	6	11	1	12	15	7	22	24	10	34	135	223	358	67	111	178

Source: East Shewa Zone Town Administration Primary Schools (May, 2020)

3.6. Instrument of Data Collection

Questionnaire, key informant interview and document review were used to collect the data. Questionnaire has an advantage over some other types of surveys in that it is cheap, do not require as much effort from the respondent and often would have standardized answers that make it simple to compile data. The questionnaire contains both open and close ended items. All the respondents would read and answer the questionnaire in English more freely to express their idea on the issue.

Questionnaires

The researcher used questionnaires to collect data from 6 school principals, 12 vice principals and 160 teacher respondents. The reason is that questionnaires are better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. The questionnaires were prepared in English language with the assumption that they can understand the language and the researcher administered all the questions by himself.

In this study, two sets of questionnaire items were used. The first set of items which were 6 dealt with background of the respondents whereas the second set which comprised 64 items were prepared to generate the data for the research. Therefore, for structured question terms, Likertscale was employed because Likertscale mostly is used in survey researches and easy to construct, simplest way to describe opinion, suggestion and also provide more freedom to respondents. The scales are organized into 5 as Strongly disagree (1), Disagree (2), somewhat agree (3), Agree (4), Strongly agree (5).

Interview

Interview was the second important data gathering instrument in this study. It was chosen with the belief that it enables to get deeper information on issues critical to the study. It was also being used to cross-check the responses obtained through questionnaire. Moreover, it lets the interviewee to express her/his feeling freely and knowledge of people in a program in depth (Best & Kahn, 2003). In order to obtain deeper information related to the practice and challenges of women empowerment in educational leadership position in primary school in the study area, a semi structured interview was held with two groups of respondents for thirty minutes each conducted in their respective offices on may, 2020: Two Administrative Town Education Office, and two Administrative Towns Women, Children, Youth Affairs office heads. These two groups of respondents were selected for key informant interview with the reason that they could give relevant and adequate information due to their position.

The interviews were held in Amharic or Afan Oromo as convenient for the interviewees to make communication easier. Finally, interview notes were taken, summarized and translated into English.

Document review

Document review was another essential data collecting tool. Documents like school performance reports, guidelines of the MoE, minutes that show the Practice and challenges of women empowerment in educational leadership position were consulted, and records were explored and the written reports and feedback were assessed in the process of the study. The data obtained through document review was used to substantiate the information gathered through the questionnaire and semi-structured interview.

3.7 Validity and Reliability of the Instruments

Before the final questionnaires were administered, pilot study was conducted in Batu Number 1 Primary School to 20 respondents of which were 1 principal, 2 vice-principals, 2 unit leaders, 5 department heads and 10 teachers to check the validity and reliability of items prior to the final administration of the questionnaires to all respondents with the objective of checking whether or not the items included in the instrument could enable the researcher to gather relevant information. The pilot testing was necessary to correct confusing and ambiguous items. The result of the pilot testing is statistically computed by the SPSS Version 21.0 computer program. The Cronbach's Alpha model was used for analysis.

Based on the pilot test, the reliability coefficient of the instrument was found to be statistically significant and, consequently, the items were used for actual data collection. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher finds the Coefficient of Alpha (α) to be 0.876, which is regarded as strong correlation Coefficient by (Daniel, 2004; Jackson, 2009). Supporting this, George and Mallery (2003) & Cohen, Lo., et al. (2007) also suggest that, the Cronbach's Alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable.

Checking the validity and reliability of data collecting instruments before providing the actual study subject is a core to assure the quality of the data (Yalew, 1998; Daniel, 2004). To ensure the face validity, senior colleagues and experienced instructors of Oromia State University were personally consulted to provide their remark. The participants of the pilot test were also informed about how to evaluate and give feedback on the relevance of the contents, item length, and clarity of items and layout of the

questionnaire. The improved questionnaire was submitted to the academic advisor for final touch before actual distribution. Based on the comments and suggestions of all groups, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test were also first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the comment, two irrelevant items were removed; two lengthy items were shortened, and some unclear items were made clear.

3.8. Data Gathering Procedure

To answer the basic research question raised, the researcher was passing through series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews and document analysis. In doing so, having letter of authorization from Jimma University and East Shewa Zone, the researcher directly went to the sample Town Administrations Education Offices and principals of respective schools for permission. After having got the permission and made agreement with the concerned participants, the researcher introduced the objectives of the study, the questionnaires were administered to sample teachers, principals and vice principals. The participants were told to give their responses. The researcher himself facilitated the process of data collection.

Finally, the interviews were conducted with Batu and Mojo Town Administrations' Education and Women, Children and Youth Affaires offices heads' after their consents were proved to use Afan Oromo, Amharic, English or even all the three alternately to lesson communication barriers during the discussion.

3.9. Method of Data Analysis

On the basis and types of data gathered and the instrument used, both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then were classified, tailed and tabulated by the researcher himself. The characteristics of respondents were analyzed by using frequency and percentage whereas the main quantitative data were analyzed by using mean scores and standard deviation.

The scores of each item were statistically organized and imported in to SPSS V.21.0 to obtain Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through

questionnaire. The mean values of each item were interpreted as follows: The practices and challenges of women empowerment with a mean value of 0-1.5 as very low, 1.5-2.5 as low, 2.5-3.5 as moderate, 3.5-4.5 as high, > 4.5 as very high implementation of the activities. On the other hand, qualitative data were thematically analyzed through narrations and descriptions. A concurrent analysis was made for quantitative and qualitative data

3.10. Ethical Considerations

Before conducting the study, the researcher considered the ethical issues. The purpose of the study was described to the participants, letter of permission from the concerned authorities were in order to establish trust and credibility, participants were asked of their permission to answer the questionnaire items. The researcher did not put participants at risk. Besides, the privacy of the participants remained confidential. Furthermore, the researcher did not use language or words that are biased against any participant because of gender, sexual orientation, ethnic group, disability, or age. The researcher also informed the participants that the information they provided would only be used for the study purpose. Taking this reality in mind, communications were done throughout at the participants' voluntary consent without harming and threatening their personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants anonymous.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Introduction

This chapter has two parts. The first part deals with the Demographic characteristics of the respondents; and the second part presents the analysis and interpretation of the main data. The objective of this study was to assess the practices and challenges of Women Empowerment in Educational Leadership positions in primary schools in East Shewa Zone Administrative Towns. To this end, both quantitative and qualitative data were gathered by using questionnaire, key informant interview and document review. The data gathered through interview and document review were supposed to substantiate the quantitative data. Moreover, to verify the content validity of the instrument, the questionnaire with sufficient number (178 copies) of items addressing all objectives of the study were administered to 178 sample primary school teachers in Batu and Mojo Town Administration. All the questionnaires distributed were collected and the return rate being 100%.

4.2. Demographic Characteristics of the Respondents

As it can be observed from Table 2 below, Item 1, 50(31.3%) of teachers, 11(91.7) vice principals and 6 (100%) of principals were males. On the other hand, 110(68.7%) of teachers, 1(8.3 %) of vice principals were females and there was no female principal. From this, it is possible to conclude that the educational leadership positions in primary schools of East Shewa Zone Administrative Towns, despite quite significant number of female teachers, were male dominated. Similar with this, Farquhar(1991:160, cited in Carron &De Grauwe, 1997:30), indicated that the educational leadership staff is still dominated by male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females do not apply for this position because of " long distance to travel" and "being away from family for long period".

As observed from the responses to Item 2 of Table 2, 6 (3.8%) and 64(40%) teachers were in the age level less than 21 years and between 21 and 30 years respectively, 60 (37.5%) and 18(11.2%) teachers were also between 31-40years and 41-50 years age ranges respectively whereas the remaining 12(7.5%) teachers were above51 years. In addition, 11 (91.7%) and 4(66.7%) of the vice principals and principals respectively were in the age range of 31-40 years while the remaining 1(8.3%) and 2(33.3%) of the vice principals and principals respectively were in the age range of 41-50 years. As to the interviewee, 2(50%)

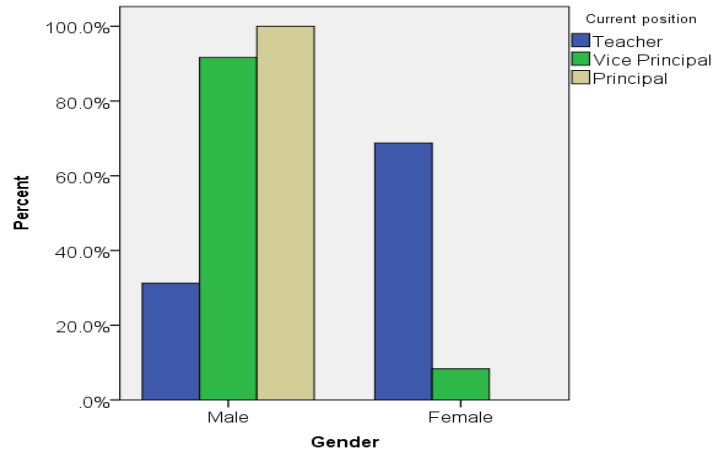
were in the age range between 31-40 whereas the other 2(50%) were in the age range of 41-50 years. From this, it could be inferred that the large majority of the respondents are in their productive age group.

Table 2: Demographic Characteristics of the Respondents

No.	Items		Respondents						Total	
			Teachers		Vice Principals		Principals			
			No	%	No	%	No	%	No	%
1	Sex	Male	50	31.3	11	91.7	6	100	67	37.6
		Female	110	68.7	1	8.3	0	0	111	62.4
		Total	160	100	12	100	6	100	178	100
2	Age	< 21	6	3.8	0	0	0	0	6	3.4
		21-30	64	40.0	6	50	3	50	73	41.0
		31-40	60	37.5	3	25	0	0	63	35.4
		41-50	18	11.2	3	25	3	50	24	13.5
		51&above	12	7.5	0	0	0	0	12	6.7
		Total	160	100	12	100	6	100	178	100
3	Marital Status	Married	124	77.5	11	91.7	6	100	141	79.2
		Single	27	16.9	1	8.3	0	0	28	15.7
		Widowed	0	0	0	0	0	0	0	0
		Divorced	3	1.9	0	0	0	0	3	1.7
		Separated	6	3.7	0	0	0	0	6	3.4
		Total	160	100	12	100	6	100	178	100
4	Educational Level	Grade 12	0	0	0	0	0	0	0	0
		Certificate	0	0	0	0	0	0	0	0
		Diploma	94	58.7	0	0	0	0	94	52.8
		BA/BSc	63	39.4	12	100	6	100	81	45.5
		MA/MSc	3	1.9	0	0	0	0	3	1.7
		Total	160	100	12	100	6	100	178	100
5	Work Experiences	1-10years	58	36.3	0	0	0	0	58	32.6
		11-20 year	45	28.1	9	75	6	100	60	33.7
		21-30 yrs	33	20.6	3	25	0	0	36	20.2
		31-40 yrs	24	15.0	0	0	0	0	24	13.5
		Total	160	100	12	100	6	100	178	100

Source: Field survey result, 2020

Figure 2: Gender vs. Percentage Graph of current position of Respondents



Regarding the marital status, item 3 of Table 2, 124(77.5%), 27(16.9%), 6(3.7%) and 3(1.9%) of teachers were married, single, separated and divorced respectively. In addition, 11(91.7%) and 6(100%) of vice principals and principals were married respectively whereas 1(8.3%) of vice principals was single. Among the interviewees, 2(50%) and 1(50%) of the town education and Women, Children and Youth Affairs Officers were married while 1 (25%) woman, Children and Youth Affairs Officer was single respectively. From this, it is possible to conclude that most of the respondents in primary schools and town education and Women, Children and Youth Affairs Offices of East Shewa Zone were married.

Regarding the educational level of the respondents, Item 4 of Table 2, 94 (58.7%) of teachers had diploma, 63 (39.4%) of teachers were first degree holders while 3(1.9%) of teachers had second degree. There were no grade 12 completers or certificate holders. In case of school vice principals and principals, 12(100%) and 6(100%) respectively were first degree holders. One [1 (25%)] interviewee from the town education office had second degree whereas 3(75%) interviewee [1 from the town education office and 2 from Women, Children and Youth Affairs office] had first degree. From this, it is possible to conclude that the officers in town education and Women, Children and Youth Affairs offices were relatively more qualified than the primary school teachers, vice principals and principals.

Regarding the work experience of teachers, Item 5 of Table 2, the majority [58(36.3%)] of the teachers had work experience between 1 and 10 years, quite majority [45(28.1%)] had work experience of 11-20 years, 33(20.6%) had work experience between 21 and 30 years while the remaining 24(15%) had work experience between 31 and 40 years. Nine [9(75%)] vice principals and 6 (100%) principals had work experience between 11-20 years while the remaining 3(25%) vice principals had work experience between 21 and 30 years. There were no vice principals and also a principal with work experience above 30 years. With regard to the interviewees, only one had work experience between 11-20 years whereas the

remaining 3 had work experience between 21 and 30 years. From this, one can conclude that officers in town education and Women, Children and Youth Affairs offices were relatively less experienced as compared to both teachers and school principals in the sample Town Administrations of East Shewa zone.

4.3 Current Practices of Women Empowerment in Educational Leadership Position

This sub topic deals with the implementation of the 12 practices of women empowerment in the study area. It also analyzed shares of women in the leadership position and reasons for lack of proportional women participation in leadership.

Table 3: Current Practice of Women Empowerment

No	Items	Mean (M)	Standard Deviation(SD)	N
1.	There is mentorship and support for women	2.57	1.09	178
2.	Implementers are committed to apply affirmative action in practice	2.69	.97	178
3.	Mentoring has contributed to women career success plan	2.71	1.05	178
4.	Women have access to challenging work assignments	2.73	.94	178
5.	Women receive more mentoring (induction) than their male peers	2.84	1.08	178
6.	Trainings have brought effective behavioral outcomes	2.92	1.08	178
7.	Provide leadership trainings for females academic staffs	2.98	1.22	178
8.	Women have access to information and expertise	3.28	.82	178
9.	Educational leaders assist women in thinking strategically	3.28	1.03	178
10.	Using networks women have created their same sex grouping	3.39	.85	178
11.	Women prepared their own career development plan	3.64	.76	178
12.	The extent to which women are entitled to leadership is high if experienced	3.92	.99	178
	Aggregated mean and SD	3.08	.99	178

Source: Field survey result, 2020

The results of the assessment conducted on the current status of women empowerment revealed that, even though women have good potential, they were not involving as much as they are expected because of different reasons. The researcher, in order to uncover the reasons, has conducted this survey study in Batu and Mojo towns' primary schools of East Shewa Zone. Data were generated from 178 respondents.

As one could understand from the data in Table 3, the grand mean of the views of the study participants (3.08) reveal that the practices of women empowerment in primary schools of East Shewa Zone Town Administration was moderate. The mean values of items 10 and 11 in Table 3 ranged from 3.64 to 3.92

the rating of which was high while the mean value of items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 12 in the same Table ranged from 2.57 to 3.39 the rating of which was moderate. However, the calculated grand mean value of the entire items listed was estimated at 3.08 which can be obtained by adding the mean values of the entire variables (36.95) and then dividing by 12. This makes the aggregated mean value of the entire variables moderate which, more or less, is nearer to high value of degree due to the fact that the mean values of the two variables, i.e., the mean values of the two variables which ranged from 3.64 to 3.92, which were categorized under high mean value while the mean value of the rest ten variables ranged from 2.57 to 3.39 and categorized under moderate value. This implies that, similar to Burke and Days' (1986) ideas, women empowerment was practiced moderately in the study area.

Moreover, as the document review results on the share of women in educational leadership position in East Shewa zone administrative Towns primary schools reveal, 56 (75.7%) of the position holders are males which is by far more than that of women, who are holding only 24.3% being 18 in number (see Table 4 below).

Table 4: Men and women in the school leadership position

S.No	School Name	Positions												Total Population		
		Principal			Vice Principal			Unit Leader			Department Head					
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1.	Batu No. 1 Primary School	1	-	1	2	-	2	2	-	2	5	1	6	10	1	11
2.	Batu No. 2 Primary School	1	-	1	2	-	2	3	1	4	5	-	5	11	1	12
3.	Batu No. 3 Primary School	1	-	1	2	-	2	1	3	4	4	1	5	8	4	12
4.	Mojo No. 1 Primary School	1	-	1	1	1	2	4	-	4	3	1	4	9	2	11
5.	Mojo Fana Primary School	1	-	1	2	-	2	3	1	4	4	4	8	10	5	15
6.	Mojo No. 3 Primary School	1	-	1	2	-	2	2	2	4	3	3	6	8	5	13
		6	-	6	11	1	12	15	7	22	24	10	34	56	18	74

Source: Document Review of 2019 data

As clearly shown in Table 4 above, male dominance is prevalent despite quite significant number of female teachers' population [223 female teachers (62.3%) compared to 135 male teachers (37.7%)]. It is clear that position holders are drawn from the teaching staff. However, even if female teaching staffs outnumber male counterpart, leadership position assumed by the women teaching staff was insignificant.

This implies that, despite moderate practice, women have not been properly empowered and brought to educational leadership positions in primary schools in Batu and Mojo Town Administrations.

Furthermore, the questionnaire sought to identify the reasons for lack of proportional participation of women in leadership position which revealed that lacks of confidence and bearing double responsibility had high contribution with 19.1% each. Unfavorable socio-cultural condition is another contributor with a score of 17.4%. Education gap, lack of recommendation, patriarchy, failure to delegate and lack of information were also found to be reasons for women underrepresentation in educational leadership positions as shown in Table 5 below.

Table 5: Reasons for men/women disparity in Educational leadership positions

Reasons for disproportionate women participation in primary school leadership	No.	%
Lack of women confidence	34	19.1
Due to double responsibility	34	19.1
Unfavorable socio-cultural condition	31	17.4
Education gap	22	12.4
Lack of recommendation	18	10.1
Male dominance (patriarchy)	14	7.9
Lack of delegation	12	6.7
Lack of information	11	6.2
Others	2	1.1
Total	178	100.0

Source: Field survey result, 2020

As Miressa (2012) indicated, there was equal participation and representation of women in leadership positions and development activities and this would ensure better economic performance of the sector. The progress of women, their effects, and sensitivities in leadership and development activities over the last five year was fast. However, still there is a gap when compared with men counterparts. Most of the time, women join low level work conditions.

In support of this, the current practice of women empowerment, (item 9 of Table 3 ‘Women have access to challenging work assignments’), with mean score 2.73, was moderate in the study areas. Though this is the case, there exists a gap in empowering women to come to leadership positions in the primary schools of the study areas under consideration. In addition, the responses of the interviews from Batu Town education head confirmed that ‘significant difference in number existed between male and female

educational leaders in primary schools' under the study. But as revealed by the Mojo Town Education head, women;

1. Were in unfavorable socio-cultural attitudes like supporting the idea of male dominance and assigning them at home duties.
2. Commit themselves more to their families.
3. Are busy at their home.
4. Do not want to face a problem outside.

4.4 Affirmative Action to Empower Women

Affirmative Action is the National Women's Policy which was formulated in 1993 with the aim of creating appropriate structures within Government Offices and Gender Sensitive Public Policies. The main objective of this policy was to bring an end to all forms of violence against women and to do so the GAD approach was considered as a basic instrument since the WID approach used during the previous regime failed to bring any measurable change.

According to the report of document review conducted in the Ministry of Ethiopian Women Affairs Bureau, even though the basic measures of the National Women's Policy supposed to be taken to implement the institutionalization of gender issues in all government structures including the regional bureaus all gender-based activities were targeted only women and the support for the development of women's organizations, the issues of women-focused capacity building, advocacy, and the development of women based NGOs networking were good examples of how the countries gender related endeavors are still found only on women.

This policy has contributed a lot to the practicing of Affirmative Action; but, there were problems like policy makers' lack of basic knowledge necessary for incorporating gender issues into development policies and programs; lack of good-will to implement on the part of those who are aware of the issue; lack of legally devised mechanism to implement the policy and lack of direct control mechanisms were some of the major challenges encountered the implementation of the affirmative action policy.

In view of this, the intention in carrying out this research was to assess the implementation level of affirmative action so as to empower women teaching staff for educational leadership position in Primary Schools of Batu and Mojo Administrative Towns; and accordingly, the major findings and results of the assessment were summarized and presented based on the responses of the study participants indicated in Table 6 below.

The Ethiopian Government has agreed to implement a number of United Nations’ Declarations and Conventions with the view of improving the status of women and the girl-child in Ethiopia. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is one such Convention. This convention requires states to take measures to eliminate discriminations against women in the enjoyment of all civil, political, economic and cultural rights. In pursuit of the treaty’s goals, countries are encouraged to introduce Affirmative Action measures designed to promote equality between women and men, and they are legally bound to put the constitutional provisions in practice and to submit periodic reports on their performances.

Table 6: The Roles of Affirmative Action in Empowering Women

S. No	Items	Mean	SD	N
1.	Affirmative action carries out the idea that the beneficiaries avoid extra help to compensate for supposed failure	2.55	1.27	178
2.	Affirmative action might avoid conflict between women and men	3.14	1.05	178
3.	Affirmative action programs helped female teachers to assume leadership	3.25	1.08	178
4.	Affirmative action strengthens the motivation of competent female teachers	3.26	1.19	178
5.	Unless affirmative action policy is used women will not be addressed fairly in leadership position	3.35	1.21	178
6.	Affirmative action helped women to be empowered to have equal access	3.55	1.07	178
7.	Affirmative action helps women to use educational resource equally with men	3.57	1.14	178
8.	Affirmative action program places prepared and competent female teachers in a position	3.62	1.27	178
	Aggregated mean and SD	3.29	1.16	178

Source: Field survey result, 2020

As shown in Table 6 above, item 6 which relates to whether or not affirmative action program helped prepare competent female teachers for the leadership position was ranked as ‘high’ with a mean value of 3.62. From this, one can conclude that Affirmative Action measures assisted female academic staff to hold some educational leadership positions, but not adequate. Responses to Item 3 of Table 6 showed that affirmative action helps women to be empowered and have equal access to assume leadership positions’ with mean value of 3.55 which is rated ‘high’ implying that effective implementation of Affirmative Action is highly required for empowering women for educational leadership positions.

Similarly, the respondents’ view regarding the role of affirmative action in helping women teaching staff to equitably use educational resources like their male counterparts revealed high with mean value of 3.57 which means, until the point of saturation the implementation of affirmative action policy should

items of impact of affirmative action in empowering women, items 1,2,4,5 and 7 have mean value of 3.25, 3.35, 3.26, 3.14 and 2.55 respectively which indicating the level of practice was moderate.

As indicated on empirical review of literature shown by Stephan Klasena and Anna (2017), the Employment Equity Act of 1998 had a small delayed impact, while the policy episode in 2003 had positive effects on Black female employment in high-skill occupations whilst the targets set to benefit them in 2007 had actually the adverse effect. In support of the empirical review of literature, item number 2 in Table 6 indicates ,‘unless affirmative action policy is used women will not be addressed fairly in leadership position’ with mean score 3.35 which was moderate in the study areas.

Table 7: Gender Discrimination Regarding Promotion

Descriptions	Frequency	Percent	Valid Percent
Do you think there is gender discrimination regarding promotion in the public sectors?			
Yes	93	52.2	52.2
No	85	47.8	47.8
Total	178	100.0	100.0
If your answer to the above item is yes, does it create a gender gap in leadership position?			
Yes	96	71.6	71.6
No	38	28.4	28.4
Total	134	100	100.0

Source: Field survey result, 2020

As indicated on Table 7 above, lack of affirmative action with regards to promoting women for educational leadership positions in the primary schools in the study areas is the other important factor that hinders the empowerment of women and thereby created a great gender gap/inequality between men and women. This indicates the presence of gender discrimination within the institution and the wider public.

As the results of the assessment conducted on whether there is an affirmative action for empowering women for top leadership positions in the primary schools of the study area revealed that, 59.6% of the study respondents replied that there was affirmative action measures that supported women teaching staff to aspire for and go for the leadership position in primary schools of the study areas (see Table 8 below).

Table 8: Affirmative Action in Empowering Women for Educational Leadership Position

Description	Frequency	Percent	Valid Percent
Is there any affirmative action by the primary schools to support women for promotion to educational leadership position?			
Yes	106	59.6	59.6
No	72	40.4	40.4
Total	178	100.0	100.0
If there is an affirmative action that supports women for promotion, is it applicable for all positions?			
Yes	97	72.4	72.4
No	37	27.6	27.6
Total	134		100.0

Source: Field survey result, 2020

According to the national policy of women,, ‘the need for inclusion and participation of women in the education sector is necessary condition for the overall development of the country. It is safe to say that taking the historical marginalization of women is a remarkable development for Ethiopian women for which one of its promises is taking affirmative action in education. This confirms the idea approved in Table 8 above that there is an affirmative action for empowering women for educational leadership positions in the primary schools of the study areas reveal that 59.6% of the study respondents replied to that there were affirmative action measures which support women teaching staff.

Moreover, the aggregated mean score of 3.29 (indicated in Table 6) shows that there was moderate level of performance of affirmative action to empower women in educational leadership positions in the primary schools of the study areas. Furthermore, in their responses, majority of the study participants expressed that their attitudes towards women empowerment for educational leadership position was positive (48.3%); Some (21.3%) have responded as strongly positive, about 19.6% of them have responded negatively while 10.7% of them responded that as they did not know (see Table 9 below).

Table 9: Attitude towards women empowerment for educational leadership

Descriptions	Frequency	Percent
Positive	86	48.3
Strongly Positive	38	21.3
Negative	20	11.2
I don't know	19	10.7
Strongly Negative	15	8.4
Total	178	99.9

Source: Field survey result, 2020

In addition to the above mentioned fact, the Mojo Town education office head stated that ‘there was absence of inspiration of accomplishing jobs by women is one of the impacts of affirmative action’ even though Affirmative Actions were applicable moderately in the study areas of primary schools.

4.5. Factors Affecting Women Empowerment in Educational Leadership Position

As regards the factors that affect women empowerment to prepare them for educational leadership positions, the data collected from the study participants were summarized and presented in Table 10 below.

Table 10: Factors Affecting Women Empowerment

S.No	Items	Mean	SD	N
1.	Implementers have maximum knowledge of policies	2.50	1.20	178
2.	The positive attitudes of people towards affirmative action to hold women strong	2.52	1.04	178
3.	Presence of support from family/husband	2.74	1.00	178
4.	Female leaders do not fear balancing professional work and family responsibility	3.06	1.07	178
5.	Females educational leaders are academically qualified	3.16	1.45	178
6.	Societal assumption that women are assigned for both professional and home duties	3.26	1.58	178
7.	Female academic staff have strong connection with male informal networks	3.31	.88	178
8.	Mentorship and support system for women influences their aspiration for leadership	3.63	1.11	178
9.	Women academic staffs have confidence and self-esteem	3.66	1.31	178
10.	Women are able to solve conflict in advance	3.66	1.20	178
11.	Females are equal to males	4.09	1.48	178
12.	Female leader are as good as male	4.48	.99	178
	Aggregated mean and SD	3.34	1.19	178

Source: Field survey result, 2020

As indicated in Table 10 above, the grand mean values of the 12 items (3.34) show that the level of the impact of the factors affecting women empowerment was moderate. Specifically, the mean values of the responses given to items No. 2 and 3 (4.48 and 4.09 respectively) were in the ‘high’ level score. This indicates that the teachers’ views towards the women leaders are as good as men and female are equal with males at high level. Therefore, the result indicates that the attitude towards women is the most important factor affecting women empowerment towards educational leadership positions in the primary schools of the study areas.

Besides the naturally gifted biological influences, many other socio-cultural factors such as knowledge of policies by implementers showed a low (with 2.5) mean score. On the issue of whether positive attitudes are there in the study areas towards affirmative action in holding women strong, the response rate showed 2.52 mean score, which is moderate. Regarding the presence of support from family/husband, the result showed low with mean value 2.74 indicating that women did not get the appropriate support from their families or husbands. Therefore, knowledge of policies by implementers, positive attitudes towards affirmative action and getting appropriate support from their families or husbands were found to affect women to come to educational leadership.

Whether female leaders balance professional work and family responsibility or not, academic qualification and social assumptions that women are assigned for both professional and home duties were found to moderately affect women in becoming educational leaders. This is shown in the above table with mean values of 3.06, 3.16 and 3.26 respectively.

As indicated by Netsanet (2013), who conducted a study on challenges and opportunities of Women to be leaders in Selected Governmental Secondary Schools of Addis Ababa city government education bureau, 'low educational background of women was a barrier for the low participation of women principals in secondary schools'. In supporting this, the report of Central Statistical Agency (2012) revealed that 'the number of women in different educational levels was so low as compared to males'. In this regard, as to this study, it was found that 'qualification of women educational leaders' with mean value of 3.16 moderately affected women in becoming educational leaders in primary schools of Batu and Mojo administrative towns.

According to the results in Table 11 below, socio-cultural factors, male dominancy, the existing workplace policies, organizational factors and discrimination in appointing women for higher positions were major barriers that hindered women empowerment for educational leadership position were in primary schools under considered by this study. (See Table 11 below).As can be seen from the result in Table 11, cultural factor is the dominant barrier to women participation in educational leadership positions (23%) followed by social and workplace policy factors (20.2% and 14.6% scores respectively). This, in turn, is followed by male dominance, organizational factors and discrimination as barriers affecting women empowerment. This, it seems, is in line with Moyaet.al (2010) idea that 'girls are trained to become good mothers while boys are prepared for white collar jobs.'

According to Hana (2016), among the factors related to family and home responsibility, women are responsible for child bearing and homecare than their male counterparts. In contrast to the idea of the empirical review, the societal assumption that women are assigned for both professional and home duties (with mean score 3.26 which was moderate), is a factor affecting women empowerment in the primary schools of the study areas (see item number 4 in Table 10 above).

Moreover, as revealed by the interviewee of Batu Town Women, Children and Youth Affairs head ‘the cultural impact, absence of women confidence, fear/shyness of women themselves and negative attitude of the society’ are the major factors that affect women empowerment in educational leadership position. This is a confirmation that the result goes with the literature reviewed in the factors affecting women empowerment in educational leadership position. In addition, Mojo Town Women, Children and Youth Affairs revealed that ‘socio-cultural and institutional factors’ play a major detrimental role in factors affecting women empowerment.

Table 11: Major barriers to women empowerment

Major Barriers of Women Empowerment	Frequency	Percent
Cultural factors	41	23.0
Social factors	36	20.2
Workplace policies	26	14.6
Male dominance	24	13.5
Organizational factors	21	11.8
Discrimination in appointment	19	10.7
Others	11	6.2
Total	178	100.0

Source: Field survey result, 2020

4.6. Strategies for enhancing women participation in educational leadership

The main aim here was to assess the strategies that attract women to and sustaining them in educational leadership position in primary schools of Batu and Mojo town administration, East Shewa Zone. Accordingly, data were collected from 178 sample respondents and presented as shown in Table 12. All the strategic ideas included in Table 12 should get due attention if empowering women for educational leadership position should be successfully implemented. In general, almost all of the variable items listed in Table 12 are those strategies that are highly important for the empowering women in educational leadership positions in primary schools of the study area. Both teachers and principals of the study areas

believe that the implementation of the strategies listed would guarantee the realization of women empowerment in educational leadership positions.

According to Getachew (2014), the main criteria used for woman’s selection and placement into decision- making structures/leadership position was professional qualification. In line with this idea, the strategy of the eighth (8th) item in Table 12 with mean score value 4.36 indicated that enhancing the educational qualification of women teaching staff is a strategy that requires attention.

Table 12: Strategies for enhancing the participation of women

S.N	Items	Mean	SD	N
1.	Giving adequate recognition for strong (successful) women educational leaders	3.89	1.14	178
2.	Valuing of women educational leadership by the society affects their aspiration	3.94	.88	178
3.	Developing recruitment criteria and gender sensitivity diversifying the existing one	3.94	1.17	178
4.	Providing educational leadership program and develop recruiting to improve women’s participation	3.97	1.24	178
5.	Increasing women’s participation by increasing a number of women teachers	4.02	1.04	178
6.	Making the training of female teachers for educational leadership a priority	4.07	1.18	178
7.	Eliminating socio-cultural variables affect women’s participation in leadership	4.10	1.23	178
8.	Properly and carefully implementing relevant policy that enhances women’s participation	4.12	1.07	178
9.	Providing opportunities for women to participate in educational leadership positions	4.14	1.07	178
10.	Increasing the community’s awareness in recognizing women educational leaders’ authority.	4.17	.93	178
11.	Increasing educational qualification of women	4.36	1.07	178
12.	Motivating women to participate in educational leadership position	4.38	.86	178
	Aggregated mean and SD	4.09	1.07	178

Source: Field survey result, 2020

Besides the quantitative result indicted above, the interview of Women, Children and Youth Affairs of Batu Town results revealed that ‘supporting and strengthening women morally, avoiding backward attitude of the society, and developing conducive policies’ were the most important strategies that can enhance women participation in educational leadership positions. However, despite the fact that these strategies are solutions to women equality in educational leadership positions, their implementation in the primary schools studied is doubtful. For instance, in an interview with Batu education office head, it was

found out that ‘the office does not have strategy which is spelled out in a structured document to specifically address women issues regarding educational leadership.’

The qualitative data obtained from education office head of Mojo Town revealed that there were the following strategies in their office that help female teachers to become educational leaders in the primary schools in their administrative town.

From the strategies:

1. Providing leadership position to exercise their ability of leadership by, for example, assigning them as a department head, unit leader, and head of different clubs.
2. Assigning women as principal or vice-principal of a school by competition.
3. Strengthening girls club in the schools.
4. Establishing women’s forum’ at schools.
5. Praising/appreciating women teachers, who have high job performance, are the most important strategies to empower women’s in educational leadership positions in the study areas.

In addition to this, Mojo Town Women Affairs head interview reveals that ‘there were strategies such as policy and regulations formed by the Government and awareness creation for the society/ community in order to inspire women teachers to become an educational leaders’. In a more similar fashion, the strategy evaluated by respondents of questionnaire (that has average mean value of 4.09 which was highly agreed) confirms this very fact. This is in line with the idea of Ng and Burke (2007: 29) who stated that the most compelling reason for more attention to the issues of women in leadership relates to the need to attract talented leadership”.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The major purpose of this study was to assess the practice and challenges of women Empowerment in educational leadership in primary schools of Batu and Mojo town administrations of East Shewa Zone., based on the analysis and interpretation of the data in chapter four, this chapter presents the summary of findings, conclusion(s) and the recommendations.

5.2 Summary of Major Findings

1. Although more than half of the teacher population in the 6 sampled primary schools of Batu and Mojo Administrative Towns were women, majority of the educational leadership positions were male dominated. With regard to marital status, majority of the respondents 77.5% of teachers, 91.7% of vice principals and 100% principals of East Shewa Zone were married. Concerning educational level of the respondents, 58.7% of teachers were diploma holders, followed by 39.4% teachers who had first degree. The number of teachers with second degree is very few (1.9%). With regard to work experience of respondents, majority of the teachers, principals and vice principals had a work experience of 1 to 20 years with some of them having more than 20 years of work experience.
2. It was found by the study that the practice of women empowerment in educational leadership positions in the primary schools of the study areas was moderate ($N = 178, \bar{x} = 3.08, SD = 0.99$). Yet, the overall score reveals that women empowerment in educational leadership positions is not at expected higher level in order to empower women in educational leadership positions in the primary schools of East Shewa Zone Administrative Towns.
3. It was also identified that affirmative action was moderately implemented ($N = 178, \bar{x} = 3.29, SD = 1.16$) in East Shewa Zone Administrative Towns. Despite the moderate scores in affirmative action, women in educational leadership position in the primary schools of study area are almost non-existent. Several challenges exist in this regard.
4. As to the factors affecting women empowerment in primary schools in Batu and Mojo Administrative towns, the study revealed a moderate impact ($N = 178, \bar{x} = 3.34, SD = 1.19$). Among the factors, attitudes like 'Female leader are as good as male (4.48), Females are equal to males (4.09) and implementers have maximum knowledge of policies (2.50)' were found to affect women empowerment in educational leadership positions in primary schools of Batu and Mojo

Administrative Towns. The implication with regard to the concern with policy implementers, for instance, is that they might lack adequate knowledge about policies dealing with women empowerment including affirmative action.

5. The study also revealed such barriers that hinder women empowerment for educational leadership positions as cultural factors (23%), social factors (20.2%), and workplace policies (14.6%). Besides, absence of adequate gender sensitive planning (gender mainstreaming), discrimination at the work place, lack of regular monitoring and follow-up mechanisms, burden women have at home, lack of experiences, lack of good-will and/commitment to implement the policies, lack of legally devised mechanisms to implement the policy, and the presence of patriarchal systems that encourage the dominance of men over women and promote the subordination of women were indicated by the study respondents as challenges to women empowerment in educational leadership positions in primary schools of Mojo and Batu town administrations of East Shewa Zone.
6. As far as strategies for enhancing women participation in education leadership is concerned, motivating women (4.38) and encouraging women to move the qualification ladder (4.36) were rated high. Besides, the overall strategies listed for women empowerment were highly valued by the respondents (4.09). Yet, the practical situation observed and confirmed by the interviewees of both study areas indicated that overall implementation of the strategies is low mainly due to the aforementioned challenges.

5.3. Conclusion

There is no doubt that successful empowerment of women in educational leadership position of the primary schools relate to systematically designing, implementing and controlling of the process which enable to increase their participation. Based on the findings of the study, the following conclusions were drawn:

- Although the existing practice of women empowerment in educational leadership positions in the primary schools is moderate and the number of women in the schools is almost more than half, women on educational leadership position in the study areas are almost non-existent as a result of multiple and interrelated socio-cultural and institutional factors. This implies that educational offices at Zonal level are not discharging their responsibility in implementing women empowerment that is clearly provided in education policy of the country.
- From the study, it is plausible to conclude that affirmative action that aimed at empowering women to come to educational leadership positions in the primary schools of the study areas was moderately

implemented. Despite this attempt, women in the educational leadership positions is too limited and/or do not exist. This implies that Zone educational office and WCYA office do not implement affirmative action in order to enhance women to become educational leaders.

- The factors affecting women empowerment had a moderate impact on the participation of women in educational leadership positions in the primary schools of the study areas. Among others, implementers' inadequate knowledge of policies, guidelines, directives, etc. regarding women empowerment and affirmative action is identified as one of the factors affecting women empowerment most. This implies that the concern with policy implementers, for instance, is that they might lack adequate knowledge about policies dealing with women empowerment including factors affecting women empowerment.
- Women empowerment faced a number of barriers that include social, cultural, and institutional (workplace policies). Some of the barriers include discrimination, male dominance due to patriarchal system, absence of adequate gender sensitive planning (gender mainstreaming), lack of good-will and/commitment to implement the policies related to women empowerment.
- The strategies devised to empower women are highly valued by the respondents and there was appreciable level of preparation for the same. The paradox, however, is their poor or low implementation due to a number of intertwined factors. This implies that Zone education office heads and primary school principals do not implement better strategies that enhance women empowerment in educational leadership position.

5.4. Recommendations

Based on the findings of the study, the following recommendations were forwarded:

➤ To policy makers

- It is good to policy makers particularly monitor proper implementation of the policy strategies.
- Regional education Bureau is required to enhance its capacity to implement the national policy on women such as Affirmative Action policies.
- The formulation of gender policy has to be sensitizing at the National and /or Regional level should get the attention of the lower structure of the government body.

➤ To Zone Education Office

- Zone education office is required to implement the policies and strategies forwarded from regional education bureau.

- The zone education office is required to introduce the position in advance and encourage female teachers to compete for different positions in educational leadership
 - The zone education office should design experience sharing and special capacity building training for female teachers twice a year.
- To Administrative Towns Women Affairs Office
- The office is required to provide leadership training on regular bases for female teachers.
 - They have to revisit the criteria's for leadership positions and provide the feedback for higher officials to amend the existing recruitment tools.
- To Primary Schools
- Continuous capacity building is required to be provided.
 - Create conducive environment of schools for women teachers from lower to higher position.
- To Women teachers
- Role model female teachers on leadership position are required to encourage and share their experience for new comers.
 - Female teachers are required to engage in self empowerment strategies and have to take the roles and responsibilities without fear.
 - Despite the double burden they shoulder and the challenges they face (both in the community and workplace), the researcher believes that women teachers are expected to change their mindset and try to aspire for the educational leadership positions using every available opportunity/option.
- To Future Researchers
- The researcher suggests a need for further study conducted on types of discriminations in the study areas in relation to implementation of women empowerment packages.

REFERENCES

- Adler, P. & Adler, P.(1994). Social reproduction and the corporate other: The institutionalization of after school activities. *The Sociological Quarterly*, 35 (2), 309–328. (Retrieved from <https://doi.org/10.1111/j.1533-8525s.1994.tb00412.x>).
- Adonay, H., Girma, T. & Hagos T. (2014). Assessment of the participation of women in public administration specifically in Tigray, Ethiopia: Institutional policy success with cultural challenge. *International Journal of Current Research*, 6 (12), 11146-11154.
- Afroz, M. (2010). *Effect of organizational governance on women's participation in decision making. Master in Public Policy and Governance Program*, Department of General and Continuing Education, Bangladesh: North South University.
- Almaz,T. (1991). *Modern contraception initiation: Does involving husbands make a difference?* Master's Thesis, AAU, Ethiopia.
- Ayikut, Apinya, Billy, Crystal, Gilbert & Ritina.(2008). *The definition of leadership*.
- Balshaw, T. & Goldberg, J. (2008). *Broad-Based Black Economic Empowerment: Final Codes and Scorecards*. Cape Town: Human and Rousseau.
- Bass, B., & Dunteman, G.(2008). *Behavior in groups as a function of self-interaction, and task Orientation. The journal of abnormal and social psychology*, 66(5)419-428, U. Pittsburgh.
- Belle R. Ragins & John L. Cotton (1993). *Gender and willingness to mentoring organizations: Journal of Management*, 19 (1) 97-111.
- Belle, R. Ragins & Kathy, E. Kram (2007). *The hand book of mentoring at work: USA*, University of Wisconsin-Milwaukee and Boston University.
- Berhanu N. (1999). *Proceedings of "promoting girl's education program."* Workshop: Awassa College of Agriculture.
- Best, J.W. & Kahn, J.V. (2003): *Research in education*. (9thed). Boston: Allyn & Bacon.
- Bilimoria, D. S. & Piderit, S.K. (1994). Board committee membership: Effects of sex-based bias. *Academy of Management Journal*, 37(6):1453-1477.
- Birhan, M. 2011). *Women's participation in educational leadership: The case of Tigray*.
- Birhanu, M.(2013). *Challenges and opportunities of educating women's leadership and action in their mission for emancipation and change: Discrepancies between policies and practices*. Adama Science and Technology University.
- Bairiki, G.M. (2014). *Assessment of factors affecting participation of women in management position: the case of Ethio-telecom, A.A, Ethiopia*, Master's Thesis.

- Blake-Beard. (2001). Taking a hard look at formal Mentoring Programs: A consideration of Potential challenges facing Women. *Journal of Management Development*, 20(4):331-345
- Blanchard, K. (2009). Empowerment takes more than a minute. Paper presented at the 100th annual meeting of the American Sociological Association, Philadelphia.
- Brass, D.J., Galaskiewicz, I., Greve, H.R., & Tsai (2004). Taking stock of Networks and Organization: A Multiple perspective Debates: Academy of Management, 555 Pleasantvill Road, Suite N200 Briarcliff Manor, N10510-8020, USA.
- Bray, Richard, J. Campbell and Donald, L. Grant. (1974). Relationship of assessment-center Performance to Management Progress of Women. *Journal of applied psychology*, 60(4), 527-529.
- Bray, D W., Campbell, R.J. and Grant, D.L. (1974) Formative years in business: along-term AT&T Study of Managerial lives. New York: Wiley.
- Bready & McGregor. (2007). Women's leadership development strategic practices for women and Organizations. *Consulting Psychology Journal Practice and Research* 60(4), 348-365.
- Burke, M. J., & Day, R. R. (1986). A cumulative study of the effectiveness of managerial training. *Journal of Applied Psychology*, 71(2), 232–245.
- Boyatzis & McKee (2005). Resonant leadership: Renewing you and connecting with others through Mindfulness, Hope, and Compassion.
- Carron, G. & De Grauwe, A. (1997). Management of school education in India: A literature review [Electronic version], India.
- Carron, G. & De Grauwe, A. (2001b). Current Information Listening of Economic Research.
- Catalyst (2001). Women's Leadership Development Strategic Practice for Women and Organizations. *Consulting Psychology Journal Practice and Research*. 60(4), 348-365.
- Catalyst (2004). Women and Men in U.S Corporate leadership: Some Work Place, Different realities? Retrieved from <https://www.catalyst.org/research/women-and-men-in-u-s-corporate-leadership-Same-workplace-different-realities/>.
- Catalyst. (2004). Women and men in U.S. corporate leadership: Same workplace, different realities? New York: Author.
- Chalchisa A. & Emnet N. (2013). An Investigation of Higher Education Students Entrepreneurial Intention in Ethiopian Universities.
- Chalchissa, A. & Emnet N. (2013). Women's involvement as an effective management tool in decision-making in Oromia region's public organizations. Full Length Research Paper, College of Business and Economics, Department of Management, Jimma University.

- Chin L.J (2007). Gender and leadership in the corporate world, A multi perspective model. In *Women and Leadership Transforming visions and divers voices*: Blackwell publishing.
- Clawson & Kram (1984). Managing cross-Gender Mentoring. *Constitution of the FDRE*, 1995:79
- Cohen, L., Manion L. & Marison K.(2007). *Research Method in Education* (6thed.). London and New York: Rutledge.
- Collins & Singh (2006). Gender stereotypes: The Media and Representation of Leadership.
- Creswell, J. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education.
- CSA (2012). Central Statistical Agency of Ethiopia .Annual Statistical Report: Addis Ababa
- Dawson R.(2011). How significant is a box plot outlier? *Journal of Statistics Education*.19 (2).[Accessed 14 February 2018]. <http://ww2.amstat.org/publications/jse/v19n2/dawson.pdf>. [Taylor & Francis Online],[Google Scholar]
- Doris, B. & Elwood, F. (2004). The effectiveness of managerial Leadership development programs: A Meta analysis of studies from 1982 to 2001. *Human Resource Development Quarterly*, 15(2), 217-248
- Duher and Bono, Sczesny & Stahlberg (2007): The Role of Women in Households Deception Making in Bokova Village in Buea, Cameron.
- Dwight, E.(2009). The Concept of Leadership in Pastoral Epistles: A Critical Examination. *International Journal of Social, Politics and Humanities*. Department of religious studies, Alabisi Onabanjo University, Ago-Iwoye, Nigeria.
- Eagly, A.H. & Johannes. (2006). Steriotype Treat and Gender Difference in Performance in Novel visuospatial task.
- Eddy S.W. Ng & Ronald J. Burke.(2007). Person-Organization fit and the War for Talent : Does Diversity Management Make a Difference? *The International Journal of Human Resource Management*, 16(2), 1195-1210.
- Elsi, L. (2013). Women and leadership: Factors that influence women's career success, Lahti University of Applied Sciences.
- Eric, A., Tanya, K., Daniel, M., Natalie, B., Audrey, L., Wayne, K ., and Gary, R.(2006). Reliability and validity of the Child Behavior checklist Obsessive-Compulsive Scale. *Journal of Anxiety Disorders*, 20 (4), 473-485.
- Farquhar, B. (1991). One Approach to Risk Assessment, *Computers and Security* (10), pp. 21–23

- FDRE (1995). Federal Democratic Republic of Ethiopia government Constitution. Addis Ababa: Berhanena Selam Printing Enterprise.
- Federal Civil Service commission.(2005). Civil Service reform in Ethiopia, Addis Ababa.
- Fitsum A.,(2017). The Role of Affirmative Action on Empowering Women's, in the Case of L/HaHale; *Journal of Civil & Legal Sciences*, Aksum, Sweden.
- Gakuba, M. JD.(2014).Challenges faced by women leaders in Rwandan local governments.
- Gelashe,Uk.J., Chalchissa, A., Kaushi, k.k., & Geremew. M.(2015). Assessment of factors affecting women participation in managerial position; in selected public organization of Jimma Zone, Oromia, Ethiopia; *Global journal of management and business research; Vol.15, No.1, 2015*.
- Gender Equality in Africa (2006).*Gender and Economic Empowerment in Africa*. Gender Inequality and Women's Empowerment, 2008, 8th meeting of Africa Partnership Forum, Berlin, Germany.
- George, D., & Mallery, P. (2003). SPSS for Windows Step by Step : A Simple Guide and Reference 11.0 (4th ed.). Boston: Aiiyn and Bacon.
- Getachew, N. (2014). Investigating opportunities and challenges of women's empowerment in Leadership position, Endamohi woreda, Tigray regional state, Ethiopia; PhD Dissertation.
- Ginige, K. N., Amaratunga, Dilanthi & Haigh, Richard. (2007). *Gender stereotypes: A barrier for career development of women in construction*, 3rd Annual Built Environment Education Conference of the Centre for Education in the Built Environment, University of Westminster ,Central London.(Unpublished).
- Gojjeb, A., & Manjit, S. (2016). Factors affecting women participation in leadership and Management, in selected public higher education Institute, Amhara Region, Ethiopia, *Australian journal of Business science design and literature*,.9(1),37-39.
- Gold Smith, M., Lyons, L., & Freas, A. (Eds.). (2000). Coaching for leadership San Francisco: Jossey- Bass/Pfeiffer.
- Greenberg, H.M., & Sweeney, P.J. (2009). Women leaders' Discursive Constructions of leadership.
- Hana C. (2016). Factors Affecting Female Teachers Participation in Educational Leadership: The Case of Secondary Schools in Addis Ababa Kirkos Sub City. Addis Ababa, Ethiopia.
- Hand, H. H., Richards, M. D. & Slocum, J. W. (1973). Organizational climate and the effectiveness of a human relations training program. *Academy of Management Journal*, 16(2),185-195.

- Haregewoin, C., & Emebet, M.(2004). Towards gender equality in Ethiopia: A profile on gender relation. Edita Sverige AB: Sida publishing, February.
- Haring-Hidore, M., & Vacc. N. A. (1988). The scientist-practitioner model in training entry-level Counselors. *Journal of Counseling and Development*, 66,(2,)286-288.
- Hewlett, S. A., Luce, C. B., & West, C. (2005, November). Leadership in your midst: Tapping the hidden strengths of minority executives. *Harvard Business Review*, 74 – 82.
- H.Ibarra (1993). Personal Networks of Women and Minorities in Management: A Conceptual Framework *Academy of Management, Review*,18(1), 56-87.
- H.Ibarra (1997).Career Advancement and Family Balance Strategies of Executive Women: Herminaia Ibarra. *The Academy of Management Review* 18(1), 56-87.
- Hiwot, B.(2017). Assessing the challenges and prospects of women managers in financial sector; The Case of DBE, Master's Thesis.
- Hoobler, J. M., Lemmon, G., & Wayne, S. J. (2011). Women's underrepresentation in upper management: New insights on a persistent problem. *Organizational Dynamics*, 40(3),151-156
- IGAD (2010).A Call for Sustainable Peace in the IGAD Region. International Conference of the 1990's Sheerri, L.Jakson, 2009 Statistics Plan and Sample.
- John,S., Ahiquist and Margaet, L. (2011). Leadership: What it Means, What it Does, and What We Want to Know About It. *Annual Review of Political Science*, Vol. 14: 1 – 24.
- Kiamba, J.M.(2008). Women and Leadership Positions: Social and Cultural Barriers to Success; *a Journal of Transnational Women's and Gender Studies*, Special Issue 7 Vol. 19, 23-24.
- Kilburg, R.R.(1996); Towards conceptual understanding and definition of executive coaching.
- Koompans , H., Doornbos, A.J., & van Eeklen, I.M.(2006). Learning in interactive work situation: It takes two to tango; why not invite both partners to dance? *Human Resource Development Quarterly*, 17(1), 135-158.
- Kram, K.E. (1985). *Mentoring at work*. Glenview, IL: Scott Forssmann.
- Kumra,S., Singh,V., & Vinnicombe, S. (2006). Women informal corporate networks An OrganizationalCitizenshipPerspective.URI: <http://dx.doi.org/10.1108/0964942061068346>
2. Retrieved from <http://dspace.lib.cranfield.ac.uk/handle/1826/1206>.
- Latham, G.P., & Saari, L.M. (1979). Application of Social Learning Theory to Training Supervisors through Behavioral Modeling. *Journal of Applied Psychology*, 64(2), 239-246.

- Leliftu, M. (2014). Females Participation in Educational Leadership in Secondary Schools of Ilu Aba Bora Zone: Thesis. Jimma: Jimma University.
- Leonard, J. (1984b). "Employment and occupational advance under affirmative action", *Review of Economics and Statistics*, Vol. 66 No. 3, pp. 377-85.
- Lyness, K.S., & Judiesch, M.K.(1999). Are Women more likely to be hired or promoted in to Management Position? *Journal of Vocational Behavior*, 54(1), 158-173.
- Lyness, K.S., & Thompson, D.E. (2000). Climbing the Corporate Ladder: Do Female and Male Executives follow the Same Route? *Journal of Applied Psychology*, 85(1), 86-101.
- Malhotra, A., S.R. Schuler & C. Boender (2002). "Measuring Women's empowerment as a Variable in International Development" (Unpublished Paper for the World Bank). Retrieved from [www.unicef.org/pubsgen/human rights-children/index. Html](http://www.unicef.org/pubsgen/human%20rights-children/index.html)' Visited on 11thJanuary,(2008).
- May chiun, Lo. (2010).The Relationship between Leadership Styles and Organizational Commitment in Malaysia: Role of Leader –Member Exchange. University of Malaysia Asia Pacific Business Review 16(1-2):79-103
- Mbugua, W. (2007). An investigation of factors influencing women progression to leadership positions in Kenya: a case study of four selected institutions. Kenyatta University.
- Meaza, A. (2009). 'Factors That Affect Women Participation in Leadership and Decision Making Position.MA Thesis, AAU.
- Millennium development goals in Ethiopia: lessons for the sustainable development goals, 2011; Addis Ababa, Ethiopia.
- Miranda, T. (2006).Equal Participation of Women and Men in Decision Making Process.
- Miressa, Y.(2012). Practice and challenges of women in leadership and development activities of Bench Maji Zone; SNNE, Ethiopia, *International journal of science and Research*,3(10),599-606
- Monica C. Higgins and Kathy E. Kram (2001). Re-conceptualizing mentoring at work: A developmental network perspective . *The Academy of Management Review*, 26(2), 264-288.
- Muluneh, W. (2013). Contribution of Remittance to Household livelihood and local Development: The Case of Gondar Town MA Thesis, AAU, Ethiopia.
- Musa, A. (2017).Assessment of Factors Affecting Women's Participation in Some Selected Public Organizations in Batu Town.Master's Thesis (un published).

- Narayan, D. (2007). *Empowerment, A Missing Dimension of Human Development*, Oxford Poverty and Human Development Initiative (OPHI) Conference, Queen Elizabeth House, Oxford.
- Nayak , P., & Mahanta , B.(2009). “Women Empowerment India” North Eastern Hill University, India. *Journal of Economics and Commerce*. 6(6): 61-74.
- Nejat, N. (2017), Challenges contribute to the representation of women in leadership position; the Case of CBE, A.A, Ethiopia, Master’s Thesis.
- Netsanet W. (2013), Challenges and Opportunities of women to be leader in selected governmental Secondary school of A.A; Master Thesis.
- Noe, R.A., & Schmitt, N.(1986). The Influence of Trainee Attitudes on Training Effectiveness: Test of a model. *Personal Psychology*, 39(2), 497-523.
- OECD (2001).Highlights of Public Sector Pay and Employment Trends.PUMA. Human Resources Management, OECD (organization for economic co-operation and Development).
- Ohlott, P.J., Rudreman, M.N., & Mccauley, C.D. (1994); Assessing the developmental Components of managerial jobs. *Journal of Applied Psychology*, 79(4), 544-560.
- Parker, V.A., & Kram, K.E. (1993). Women Mentoring Women: Creating Conditions for Connection. *Business Horizons*, 36(1),42-51.
- Piha (2006).Women and Leadership. Thesis. Auckland Region, New Zealand.
- Ragins, B. R., & Cotton, J. (1991).‘Easier Said Than Done: Gender Differences in Perceived Barriers to Gaining a Mentor’, *Academy of Management Journal*, 34(2), 939–951.
- Ragins B.R, Townsend B & Mattis M. (1998). Gender Gap in the executive suite: CEOs and female executives report on breaking the Glass Ceiling. *Academy of Management Executive*.35(1),56-58
- Rahel, A.(2013). Opportunities and challenges of women managers in selected organizations, A.A. Ethiopia, Master’s Thesis (Published).
- Rahemato, D. (1989). Rural women in Ethiopia, paper presented for the seminar on gender issue in Ethiopia, Addis Ababa.
- Ronald J. Burke, Michel G. Rothstein & Julia M. Bristor (1995). The role of Interpersonal networks in Women’s and Men’s Career Development. *International Journal of Career Management*,7(3), 25-32
- Ross, A. & Robert, A. (2006).The Evaluation of Ethnocentrism. *Journal of conflict Resolution*, 26(3), 46-47

- Rothstein, Burke, & Bristor (2001). Structural Characteristics and Support Benefits in the Interpersonal Networks Women and Men in Management. *International Journal of Organizational Analysis* 9(1):4-25. DOI: 10.1108/eb028926.
- Ruderman, M. N., & Ohlott, P. J. (2005). Leading roles: What coaches of women need to know. *Leadership in Action*, 25(3), 3-9.
- Ryan, M.K., & Haslam, S.A. (2007). The glass cliff: Exploring the Dynamics Surrounding the Appointment of Women to Precarious Leadership Position. *Academy of Management Review*, 32(2), 15-20.
- Sen & Batliwala (2000). "Empowering Women for Reproductive Rights", in H.B. Presser and G.Sen (eds.) *Women's Empowerment and Demographic Processes: Moving beyond Cairo*, Oxford University Press, Oxford, pp.15-36.
- Seth, Mira (2001). *Women and Development: The Indian Experience*. New Delhi: Sage Publication.
- Sikdar, A. & Mitra, S. (2008). An exploration of gender stereotypes in perception and practice of leadership, University of Wollongong in Dubai, Working Paper 79, 2008, 8p. <https://ro.uow.edu.au/dubaiwp/5>
- Stephan Klasena & Anna (2017). The employment of equity act of 1998 on Impact of Affirmative Action.
- Suzanne, C., de Janasz, Sherry E. Sullivan, Vicki Whiting & Elaine Biech (2003). Mentor Networks and Career Success: Lessons for Turbulent Times [and Executive Commentary], *The Academy of Management Executive*, 17(4), 78-93.
- Syamala Devi Bhoganadam (2014): *Women Empowerment and Economic Development*, K L University.
- Taylor, M. (2008). *Sampling Method in Research Methodology; How to Choose a Sampling Technique for Research*.
- Teklu, T. (2013). Correlate of an intended pregnancy in Ethiopia. The Role of Educated/Intellectual Women of Ethiopia in the Process of Change and Transformation towards Gender Equality, 1974-2005: Submitted in fulfillment of the requirements for the degree of PhD in the subject Sociology, (2011).
- The Plan for Accelerated and Sustainable Development to eradicate Poverty (2005-2010). The National Plan for Gender Equality (2005-2010).
- Timothy T. Baldwin & J. Kevin Ford. (1988). *Transfer of Training: A Review and Directions for Future Research*, <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>.

- Tompson J, Peters (2005). Leadership towards Gender Equality in Ethiopia; A profile on Gender Relation .Edita Sverige AB, Sid publishing, February, 2003.
- UNFPA (2013). 'Ethiopia launches alliance to end child marriage', Press release, 17 September, [http://Ethiopia.unfpa.org/2013/10/24/8249/Ethiopia launches alliance to end child marriage/](http://Ethiopia.unfpa.org/2013/10/24/8249/Ethiopia%20launches%20alliance%20to%20end%20child%20marriage/)
- UNIFEM.(1995).Development. Occasional Paper No. 3 United Nations Fourth World Conference on Women, (United nations population fund for women).
- Vanvelsor & Hughes (1990).Gender Differences in the Development of Managers: How Women Managers Learn from Experience. Center for Creative Leadership, GreenshoroNe27438-6300.
- Vinnicombe & Colwill (1996).Women in Formal Corporate Networks: An organizational Citizenship Perspective .*Women in Management, Review 21(6)* 458-482.
- Watson, D.(2001). Sample Size Determination. Park University.
- WCYA/Women, Children and Youth Affairs / (2013).An Assessment of Factor Affecting participation of Women in Women as Victims/Perpetuators of Patriarchy. A Case of Women Vendors in two Localities, 2007.
- Yalem, M.(2011). The Attitude of Employees toward Women in some Selected Organizations in Addis Ababa.
- Yalew, E. (1998). A Reliability and Validity of an Instrument to Evaluate the School Based Leadership Position, Bahir Dar University.
- YukI, G. (2006). Leadership in organizations (6thed.). Upper Saddle River, NJ: Pearson- Prentice.

APPENDICES

Appendix 1: Survey Questionnaire



Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management (EdPM)

A Questionnaire to be filled by School Principals, Vice Principals and Teachers.

Dear respondents!

I, FiresenbetMiawa, am a graduate student in the Department of Educational Planning and Management at Jimma University. I am undertaking a research on, “*The Practice and Challenges of Women Empowerment in Educational Leadership: Primary Schools in Administrative Towns of East Shewa Zone in Focus.*” The purpose of this questionnaire, thus, is to collect necessary data for the study. Your responses are vital for the success of the study. Hence, you are kindly requested to read all questions and give your genuine response. Please, be sure that the responses you give will be used only for educational purpose alone and kept confidential.

Thank you in advance for your time and genuine cooperation!

General Direction

Please note the following points before you start filling the questionnaire:

- ✓ Do not write your name anywhere in the questionnaire.
- ✓ Read all the questions before attempting to answer.
- ✓ There is no need to consult others to fill the questionnaire
- ✓ Provide appropriate responses by using a "✓" mark.

Part One: Background of the respondents

Direction I: Please read the following items carefully and give your responses by ticking (√) in the boxes provided regarding your personal background.

1. Sex: Male Female

2. Age

a) Below 21 b) 21 – 30 c) 31-40 d) 41-50 e) above 50

3. Marital Status

a) Married c) Widowed e) Separated / Not Divorced/

b) Single d) Divorced

4. **Qualification**

a) 12 grade complete c) Diploma e) MA/MA/MEd

b) Certificate d) BA/BSc/BEd

5. Years of services in primary School? _____ (years)

6. Current Position in primary school? _____

Part Two: Main parts of the questionnaire

I. The current practice of women in educational leadership position

1. The following are the current practice of empowering women in Educational Leadership position in primary schools in Administrative Towns of East ShewaZone. Please indicate the extent of your agreement by putting a tick mark (√) in one of the boxes provided for each possible factor using the likert scales given below.

Strongly Disagree (1) Disagree (2), Somewhat Agree (3), Agree (4) , Strongly Agree (5)

No	Current Practice of Women	Scale				
		1	2	3	4	5
1	Implementers are committed to apply affirmative action in practice					
2	There is mentorship and support for women to form professional network in educational leadership					
3	The primary schools provide educate leadership trainings for female teachers					
4	The trainings enabled female teaching staff to assume leadership position					
5	Women receive more Mentoring (Induction) in leadership than their male					
6	Mentoring (induction) has contributed to women's career success plan					
7	Women have access to information and expertise					
8	Female teaching staff have created their same sex group using networking					
9	Women have access to challenging work assignments like leadership position because of their seniority, i.e., experience					
10	The extent to which women are entitled to leadership position is high if they are experienced					
11	Women prepared their own career development plan					
12	Male educational leaders assist women in thinking strategically about how to advance in organizations and in career					

13. Do you think that the number of women in educational leadership positions is few as compared to men in primary schools in Administrative Towns of East Shewa Zone?

a) Yes b) No c) Not sure

14. What are the reasons for lack of proportional women participation in educational leadership?

(Please mark as many choices as appropriate by circling.)

- a) Lack of recommendation
- b) Lack of delegation (chance of being delegated)
- c) Educational gap (level of qualification)
- d) Unfavorable Socio-cultural attitudes
- e) Lack of confidence
- f. Inability to be assertive and express oneself
- j) Other, (Please specify) _____
- g) Male dominance
- h) Due to double responsibility
- i) Lack of information

II Roles of Affirmative Action to bring Women in to Educational Leadership Position

Direction I: Indicate your responses for the following Likert scale items using a “√” “mark in the box corresponding to an action.

2 The following are some of the statements related with the impact of affirmative action to bring about women in empowering in Educational Leadership position in East Shewa Zone City

Administrations primary schools. Please indicate the extent of your agreement by putting a tick mark (√) in one of the boxes provided for each possible factor using the likert scales given below
Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4) , Strongly Agree (5)

	The Roles of Affirmative Action in Empowering Women	Scale				
		1	2	3	4	5
1	Affirmative action Programs has helped female teachers to assume leadership position in primary schools					
2	Unless affirmative action policy is used, women will not be addressed fairly in leadership position.					
3	Affirmative action helps women to be empowered and have equal access to assume/hold position.					
4	Affirmative action’s strengthens the motivation of competent female teachers					
5	Affirmative action avoids conflict between women and men					
6	Affirmative action program places prepared and competent female teachers in to an academic position					
7	Affirmative action carries out the idea that the beneficiaries avoids extra help to compensate for supposed failure					
8	Affirmative action helps women to use educational resource equally with men.					

9. Do you think there is gender discrimination regarding promotion in primary schools in Administrative Towns of East Shewa Zone?

a) Yes b) No c) I do not know

10. If the answer in question no. 9 is ‘yes’, do you think it creates a gender gap in educational leadership?

a) Yes b) No

11. Is there any affirmative action by the school to support women for promotion to leadership Position? a) Yes b) No

12. If the answer in question No. 11 is ‘yes’, is it applicable to all positions (such as Managers and Educational Leaders)

a) Yes b) No

13. If the answer in question No. 11 is ‘no’, what is the reason behind it?

14. How do you evaluate the attitude towards women educational leaders in your school?

a).Strongly positive c) Negative f) I don’t know
b) Positive d) Strongly negative

III. Major Factors that Affecting Women Empowerment in Educational Leadership Position

Direction I: Indicate your responses for the following Likert scale items using a “√” mark to in the box corresponding to an action

3. The following are some of the statements related with the factors that affect women Empowerment in Educational Leadership position in East Shewa Zone City Administrations primary schools. Please indicate the extent of your agreement by putting a tick mark (√) in one of the boxes provided for each possible factor using the likert scales given below.

Strongly Disagree (1) Disagree (2), Somewhat Agree (3), Agree (4) , Strongly Agree (5)

No	Major Factors that Affecting Women Empowerment	Scale				
		1	2	3	4	5
1	Females Educational Leaders are academically qualified as compared to their men counter parts					
2	Female leader are as good as male					
3	Females are equal to males					
4	Social assumption that women are assigned for both Professional & home duties					
5	Female leaders do not fear balancing Professional work and family					
6	Presence of support from family/husband/					
7	Female teaching staff have strong connection with male informal networks					
8	women academic staffs lack confidence and self esteem					
9	Implementers have maximum knowledge of policies that could empower women in affirmative action.					
10	The positive attitudes of people towards affirmative action hold women strong and feel insecure in their skill					
11	Mentorship and support system for women influences their aspiration for educational leadership					
12	Women’s are able to solve conflict in advance					

13. What, do you think, are the major barriers that hinder women from assuming educational leadership position in general? (Please mark as many choices as appropriate by using circle).

- a) Social factor
- b) Organizational factor
- c) Cultural factor
- d) Male dominance
- e) Discrimination in appointments
- f) Work place policy (Lack of polices or policy gap)

g) Other.(specify)_____

14. In your opinion, how, do you think, would women achieve leadership positions in the primary Schools? (Please mark as many choices as appropriate by circling it).

- a) By qualification
- b) Through political support
- c) Due to family education background?)
- f) Other, (Specify)_____
- d) Women’s networking
- e) Affirmative action

15. In your opinion, what do you think are other factors might contribute to the underrepresentation of women in educational leadership?_____

IV. Strategies Enhancing the Participation of Women in Educational Leadership Position

Direction I: Indicate your responses for the following Likert scale items using a “√” “mark in the box corresponding to an action.

4. The following questions are related with strategies attracting women to and sustaining them in educational leadership position. Please, indicate the extent of your agreement by putting a tick mark (√) in one of the boxes using the likert scales given below.

Strongly Disagree (1) Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5)

No	Strategies Enhancing the Participation of Women	Scale				
		1	2	3	4	5
1	Giving adequate recognition for strong (successful) women educational leaders.					
2	Increasing the community’s awareness in recognizing women in educational leadership position.					
3	Valuing of the leadership of women in educational leadership positions.					
4	Properly & carefully implementing policies that enhance women’s participation in educational leadership.					
5	Making the training of female teachers for educational leadership a priority.					
6	Eliminate socio-cultural variables that affect women’s participation in educational leadership.					
7	Expand women leaders’ pool by increasing a number of women teachers					
8	Encourage women teaching staff move up educational qualification ladder					
9	Providing educational leadership program to improve women’s participation in leadership					
10	Encourage women teaching staff to apply for leadership positions					
11	Motivate women teaching staff aspire for participating in educational leadership position.					
12	Develop gender sensitive recruitment criteria					

13. Would you please state what possible strategies or actions should be in place to attract and increase the participation of women in educational leadership position in primary schools?

a) _____

b) _____

14. In your opinion, whose concern is it to maximize women's participation in Educational Leadership position and why?

15. What can you say about the effectiveness of women's in educational leadership? Do you think they are effective and efficient? Please write. _____

Appendix 2: Interviews Conducted with Administrative Towns Educational Officers



Jimma University

College of Education and Behavioral Sciences

Department of Educational Planning and Management (EdPM)

Guides for interview to be conducted with City Administration of Women Children and Youth Associations Officers.

Dear Interviewee!

I am a graduate student in the department of Educational Planning and Management at Jimma University. I am undertaking a post graduate research on “The Practices and Challenges of Women Empowerment in Educational Leadership in Primary Schools in Administrative Towns of East Shewa Zone.

The purpose of this interview is to investigate issues related to the research topic indicated above. The information you provide will help to improve the practice of women’s primary school leadership in Administrative Towns of East Shewa Zone. . I would assure you that data obtained will be used for research purpose only and remain strictly confidential.

Thank you in advance for your time and genuine cooperation.

General Direction

Please note the following points before you start filling the questionnaire:

- ✓ Do not write your name on the questionnaire.
- ✓ Read all the questions before attempting to answer.
- ✓ There is no need to consult others to fill the questioner.
- ✓ Provide appropriate responses by using "√" mark in the box for personal background questions only.

PART ONE: PERSONAL BACKGROUND

Direction I: Please indicate the correct option by ticking (√) in the given box .

1. Sex: Male Female

2. Age

a) Below 21 b) 21 – 30 c) 31-40 d) 41-50 e) above 50

3. Marital Status

a) Married c) Windowed e) Separated

b) Single d) Divorced

4. Educational level

a) 12 grade complete c) Diploma e) Master and above

b) Certificate d) Bachelor Degree

5. Work experience

a) 1-5 b) 6-10 c) 11-15 d) 16-20 e) 21& above

PART TWO: GENERAL QUESTIONS

Direction II: Give your responses for the following questions

1. Do you think women are equal in number with men in Educational Leadership position in the primary schools? If it is not equal, which one is getting more position and why?
2. What do you think is the impact of gender gap in leadership due to an imbalance of leadership in the primary Schools?
3. Do you think the Women Children and Youth Association office has any contribution in encouraging women to come to the position of Educational Leadership?
4. What do you think are the major barriers that hinder women from moving up to the educational leadership position?
5. What strategies would you suggest that the primary schools should consider for ensuring women's participation in Educational Leadership position?

Appendix 3: Interviews Conducted With Administrative Towns Women Affairs Officers



Jimma University

College Of Education and Behavioral Sciences

Department of Educational Planning and Management (EdPM)

Guides for interview to be conducted with City Administration Education Officers.

Dear Interviewee!

I am a graduate student in the department of Educational Planning and Management at Jimma University. I am undertaking a research on “The Practices and challenges of Women Empowerment in Educational Leadership: Primary schools in administrative towns of East Shewa Zone in focus

The purpose of this interview is to investigate issues related to the Practices and challenges of Women Empowerment in Educational Leadership in East Shewa Zone City Administrations Primary Schools. The information obtained from the respondents will help to improve the primary school Women Educational leader practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your time and genuine cooperation!

General Direction

Please note the following points before you start filling the questionnaire:

- ✓ Do not write your name on the questionnaire.
- ✓ Read all the questions before attempting to answer.
- ✓ There is no need to consult others to fill the questioner.
- ✓ Provide appropriate responses by using "✓" mark for personal background questions only..

PART ONE: PERSONAL BACKGROUND

Direction I: Please indicate the correct option by ticking (√) in the given box .

1. Sex: Male Female

2. Age

a) Below 21 b) 21 – 30 c) 31-40 d) 41-50 e) above 50

3. Marital Status

a) Married c) Widowed e) Separated

b) Single d) Divorced

4. Educational level

a) 12 grade complete c) Diploma e) Master and above

b) Certificate d) Bachelor Degree

5. Work experience

a) 1-5 b) 6-10 c) 11-15 d) 16-20 e) 21& above

PART TWO: GENERAL QUESTIONS

Direction II: Give your responses for the following questions

1. Do you think women are equal in number with men in the Educational Leadership position? If not, what do you think is the reason for it?
2. Do you think the City Administration's Education Office has criteria for promoting women into the Educational Leadership Position?
3. Do you think the City Administration's Education Office maintain any rule or procedure to ensure women's participation in Educational leadership position?
4. What do you think are the major barriers that hinder women from moving up to educational Leadership position?
5. What strategies, do you think, can the City Administration Education Office consider for ensuring women's participation in Educational Leadership position?