

**WOLKITE UNIVERSITY**

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

IMPROVING WOMEN PARTICIPATION IN EDUCATIONAL LEADERSHIP IN THE CASE OF ABAFRANSUA PRIMARY SCHOOL

ADVISOR: Mr.HABTE.

[INTRODUCTION 1](#_Toc516664129)

[1.1 Background of the study 1](#_Toc516664130)

[1.2 Statement of the problem 1](#_Toc516664131)

[1.3. Basic research questions 3](#_Toc516664132)

[1.4. Objective of the study 3](#_Toc516664133)

[1.4.1. General objective 3](#_Toc516664134)

[1.4.2 Specific objectives 3](#_Toc516664135)

[1.5 Significance of the study 3](#_Toc516664136)

[1.6 Delimitation of the study 4](#_Toc516664137)

[1.7 operational definitions of key terms 4](#_Toc516664138)

[1.8 organization of the study 4](#_Toc516664139)

[2. REVIEW OF RELATED LITERATURE 5](#_Toc516664140)

[2.1. Concepts of Leadership 5](#_Toc516664141)

[2.2 women participation in education leadership 6](#_Toc516664142)

[2.3 Factor affecting women participation in educational leadership 7](#_Toc516664143)

[2.4 Measures of women participation in educational leadership 8](#_Toc516664144)

[3.RESEARCH METHODOLOGY 1](#_Toc516664146)0

[3. 1 Description of study area 1](#_Toc516664147)0

[3.2 Research Design 1](#_Toc516664148)0

[3.3 Source of Data 1](#_Toc516664149)0

[3.3.1 Primary data source 1](#_Toc516664150)0

[3.3.2 Secondary data Source 1](#_Toc516664151)0

[3.4 Population, sample and sampling techniques 1](#_Toc516664153)0

[3.5 Data gathering tools 1](#_Toc516664154)1

[3.5.1Questionnaire 1](#_Toc516664155)1

[3.5.2 Interview 1](#_Toc516664156)1

[3.6 Method of Data collections 1](#_Toc516664157)1

[3.7 Ethical Consideration....................................................................................................... 1](#_Toc516664158)2

3.8 Time schedule **………………………………………………………………………...………………**12

3.9 Budget /cost estimation……………………………………………………….……………..13

# **Introduction**

**1.1 Background of the study**

As the world, women are take participation in the educational leadership and economic status is lower than of men (Dairy klasen , Stephen ,2008). This is true of Ethiopia women. The cultures and traditions of most Ethiopian do not place equal value on women and men. Traditionally the proper place of women is said to be within the home their belief is believed to be bearing and raising children. In most part of our country women are burdened with hard and dull house hold activities while men conduct to participate every activity outside the home and enjoy much more leisure time (Dairy klasen , Stephen ,2008).

In the long history of Ethiopia women by large have been excluded from public areas. They were not given equal opportunities with men to participate in the educational leader ship ( Harriet martiunu, ) in the poorest countries, women are particularly inadequately served in terms of education leader ship .( human development report, 2008).

Recently, multidisciplinary need in gender affairs has been rising all over the world of the female educational leadership and has become of the most significant issue. Factors associated with prohibiting the participation of female in educational leadership has been major issue everywhere. This view tells that women are considered as weak or interior in power and educational leadership in decision making process. In addition to these is other factor that influences women’s successfulness in solving variety educational leadership participation. It is obvious that socio- economic condition data country plays greater role in influencing female educational leadership participation (Genet zewde, 2008 cited in Elias 2009).

**1.2 Statement of the problem**

In Ethiopia the current government policies give due attention for women to participate any activities as well as education leadership. In addition to these more attempts are made by the policy and document and other subsequent educational strategies to give elaboration and indication can be implemented women participation in educational leadership. Thus to day factors that hindering empowering women in educational leadership is any distinction, exclusion or restriction made on the basis of socially and educationally constructed gender roles and norms, which presents a person from enjoying full human right. More over few studies have been conducted to examine to what extent improved women participation in educational leadership in education system is employed Abafransua primary school. Having this idea in mind the researcher was develop interest to study to improving women participation in educational leadership. It is believed that women hold half of the world population statistically. This logic should have let them possess high proportion in different administration echelon so that they could play significant role in economic, social, cultural and political development of a country. However, the reality is the opposite in most cases. They are underrepresented in much status posts (Abebayehu, 2009).

Women‘s scarcity in managerial and decision making sphere is global phenomena. However, one obvious destination between developed and developing region lies on women access to education. In most countries where feminism has the most impact, women account for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong ,2004). Several reports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Bacon, 2008).

It is a very much exposed secret that women have been much marginalized (left aside) from higher managerial and technical positions than men workers. Women in those managerial or administrative and technical and scientific positions are very low (Jayaweera, 2007; Abebayehu, 2007). Yalew (2008) also states that it is well-known global fact that women‘s proportion in leadership positions is very small in relative to their statistics in the world population. And the researcher believes that Ethiopia is not free of this defect.

Ethiopia also has similar back ground with other countries in relation to the underrepresentation of women in status posts in general and educational leadership in particular. In order to understand the extent to which women are excluded from educational leadership in Ethiopia, it is imperative to see the proportion of women‘s share in the teaching force. Females (Education statistics Annual Abstract, 2005)

In general, the participation of women in educational leadership in Wolkite woreda particularly in Abafransua primary school. Therefore, to was the intention of researcher was asses to explore women participation in educational leadership in Abafransua primary school, Wolkite woreda.

## **1.3. Basic research questions**

1. What are the levels of women effective in educational leadership in Abafransua primary schoo?
2. What are the factors that hindering women participation in educational leadership in Abafransua primary school?
3. What measures the woreda education office has undertaking to improving women leaders in educational areas in Abafransua primary school?

## **1.4. Objective of the study**

This research has both general and specific objectives.

### 1.4.1. General objective

The main aim of this study was to examine factors that hinder empowering women in educational leadership in order to contribute for policy revision in this regard.

### 1.4.2 Specific objectives

The following were the specific objectives of the research

1. To know the level of women participation in educational leadership in .

2. To identify the factors that women participation in educational leadership in Abafransua primary school.

3. To find out measures the woreda education office has undertaking to enhance women leaders in educational areas in Abafransua primary school.

## 1.5 Significance of the study

This study would have several importance stated followings: the researcher believes that the findings of the study: it was helping the educational leaders to solve problem of women participation in educational leadership. This study was expected to solve problems of women participation in educational leadership of Abafransua primary school. It may enhance the horizon of women in educational leadership decision making position. It may help as related reference for who interested to conduct on the related issue. Create awareness among different level of educational organizations and their stakeholders about the importance of involving females in decision making positions. Stimulate the concerned bodies to give attention to the involvement of female teachers in decision making positions in educational organizations. Increase the representation of females in educational leadership. Become a base for other scholars who would like to conduct further study on this issue. It may enable to analyze the theoretical approaches practically with the issue of study at Abafransua primary school.

## 1.6 Delimitation of the study

This study contained conceptual and geographical delimitation. Conceptually, this study delimitated to the topic, improving women participation in educational leadership in Abafransua primary school. Geographically, the study delimited to Gurage zone, Wolkite woreda, particularly in B ate primary school. The study primarily aims at identification of major factors that affect the women participation in educational leadership in Abafransua primary school. Women’s issue is diverse and requires in depth investigation. Women role in reproduction, production and household management and community welfare is vast. Each issue of women needs a separate and detail treatment. However, this particularly research focuses on the current factors that women participation in educational leadership position in Wolkite particularly in Abafransua primary school.

## 1.7 operational definitions of key terms

**Educational Leadership:** is the process of influencing others to facilitate the detainment of organizationally or members, relevant goals.

**Women participation**: the action or state of taking part of women in educational leadership and the act of joining with others in doing something

## 1.8 organization of the study

This study was organized in five chapters one deals about introduction which consists of back ground of the study, significance of the problem, objective of the study , significance of the study, delimitation of the study, limitation of the study operational definition of the study and organization of the study chapter two deals about the review of the related literature chapter three deals about the research design and mythology chapter four deals about data presentation analysis and inter predation and lost chapter five deals about the summary of major finding, conclusion and recommendation.

**2. REVIEW OF RELATED LITERATURE**

**2.1. Concepts of Leadership**

Women do not agree with present leadership definition which is usually used to describe the person who sits at the top of an organization, group or any other bodies that is pyramidal in nature. This kind of leadership implies a sense of control and a hierarchical power structure and carries with it arrange of emotive nations such as responsibility, authority and power. They are very uncountable with the motion of the leadership with authoritative connotations that reflects a common ending structure. They tend to say away from these ideas when considering themselves as leaders. Leadership to them has more to do with common sense and helping others to understand their own situation, obligation and place in the world. It is clearly based on providing service to others humanity, caring compassion and modesty, it may even be apologetics, but it where successful in generating enthusiasm and support other women. The definition is very important since this is the starting point in their journey when they embark on leadership roles. It reflects more the democratic approach to leadership with building relationship through two communication and dialogue as key elements in their leadership approach.

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century. Scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennis, 2009). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems (Meindis, et al, 2009).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership.

Interpersonal influence, directed through communication to ward goal attainment.

The influential increment over and above mechanical compliance with directions and orders

An act that causes others to act or respond in a shared direction

The art of influencing people by persuasion or example to follow a line of action

The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008)

This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position.

According to Kotelniko (2008), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly. Therefore, according to Kotelniko, Leadership is a complex activity involving;

Process of influence

Actors who are both leaders and followers

Range of possible outcomes, the achievement of goals, and the commitment of individuals to such goals and the enhancement of group co-culture

**2.2 women participation in education leadership**

The literature on women leaders with in developing countries is sparse. The knowledge base in educational leadership has developed mainly in Anglo American courtiers, so they lack context, specificity and relevance because educational systems in developing countries may not be similar (Walker & Dimmock, 2002). This can also be said about research on women in developing countries and their leadership experiences. We know very little about the levees and careers of women in educational leadership with in developing countries (Oplatka, 2006).

In developing countries, women are leaders and sometimes, women are among the most oppressed (Drake & Owen, 2006).

As identified by Drake & Owen (2009), in developing countries, women are ―cast as both bringers of change and guarding of the old culture‖. For some developing countries like Ethiopia, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through women that family values and traditions are transmitted and maintained. Advancements in the condition of women have been made in some developing countries (Brown and Ralph, 1996; Drake and Owen, 1998). This involved a strategy that abandoned an old principle of seniority. Promotion was automatically considered forts ―for these with most experience at the previous rung of the promotion ladder…this strategy enabled women to raise through the ranks‖ (Drake & Owen, 2006).

In Uganda, similar strategies were used Brown & Ralph (2006). One such strategy was the sensitization programmed which aimed to increase the number of girls and women in education (Brown & Ralph, 1996). This programmer run at local level and is aimed at demonstrating to parents the benefits of educating their girl children as well as body.

In principle, most countries in the developing world are committed to eliminating gender inequalities in education (Brown and Ralph 1996: Morris, 1998, Strachan, 2002) but in reality progress is slow.

Some of the reason out lined for this slow progress is a lack of financial and human resources, and hoc planning and policy development and difficulties in data collection (Starchan, 2002).

According to Strachan (2007) ―women in developing countries face barriers to accessing leadership not experienced to the same extent or in the same way by women in developed countries‖. This is also true especially when looking at the different contexts that women are in and the cultures that are embedded in those societies.

**2.3 Factor affecting women participation in educational leadership**

According to Schein (2007), factors to women leadership exist globally and the higher the organizational level, the more glaring gender gap. The existence of fewer women in leadership positions in primary schools can be corroborated using this assertion.

However, it is not good to resign to fate and accept the situation as it is but look into the factors affecting women participation in educational leadership positions in Abafransua primary school. Researchers have been interested in the past in the different ways gender differences and stereotypes are manifested in education. They have found that girls tend to be more interested in theoretical courses (languages, literature, psychology etc.) while boys are more likely to prefer science and technology courses. Researchers have argued that it is the outcome of popular gender stereotypes that prescribe different behaviors and qualities to men and women (Eccles et al., 1995). Thus, stereotypes are a crucial factor that must be examined in order to reduce these differences in achievement. According to Timmers et al (2010), there are three perspectives that reflect three sets of factors to explain women‘s under-representation at higher job levels: individual, cultural and structural or institutional influences. According to the individual perspective, the focus is on differences between men and women and the stereotypes connected with each role. The policies that are implemented according to the individual perspective relate to training, coaching and mentoring to support women and provide them with the opportunity to improve their skills. The cultural perspective suggests that the organizational context, which includes the organization‘s culture, history, ideology, and policies, is connected with the factors leading to women‘s limited success in attaining high level positions. It may be hard to change a people‘s culture so as to accommodate women in leadership, but it seems to be the most sensible thing to do.

The literature which exists on the subject of women and work identifies two forms of segregation affecting the workforce, horizontal and vertical segregation (Evetts, 2005; Hakim, 2006). Povall‘s study (1986) of the finance sectors found clear evidence of vertical segregation. Only a tiny minority of women reached positions of genuine power, authority and status (Povall, 2008). However, one may wonder how many remain to these positions up to retirement. Similar evidence has been found in leadership in education (Jackson 1990; Tikbrook, 2008). Clearly, a more strategic approach needs to be taken to the promotion of women to senior leadership posts if any major change is to be achieved. Evetts, (2009) states that, in order to really progress within the organizations is necessary to obtain posts with leadership responsibilities. Access to these posts is very limited as women are identified by a career route for themselves which is to avoid this conflict, thereby leaving the issue unresolved. This may encourage vertical segregation where men may perpetuate men to succeed them.

**2.4 Measures of women participation in educational leadership**

Women continue to be under-represented numerically at local levels and lack influence in the local structures and institutions that govern their everyday lives.

It is at the local level that many of the decisions that affect women’s lives are made. This is also the level of decision-making where women are often most active and potentially have the greatest influence The exclusion of participation at the local government level and elsewhere in community and public life has been identified as a limitation of international indices such as the UN Development Program’s Gender Inequality Index (GII).The importance of increasing Measuring progress on women’s participation and influence in educational leadership.

The following suggestions align with each of the women’s Empowerment Principles and indicate approaches on how to make and measure women participation in educational leadership. However, the most powerful assessment tools derive from an organization’s own culture and objectives, matched with a clear measurement framework. While we share common goals, the routes to get there will, by necessity, be diverse. [Establish high-level corporate leadership for gender equality](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "1).

[Treat all women and men fairly at work - respect and support human rights and nondiscrimination](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "2)

[Ensure the health, safety and well-being of all women and men workers](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "3)

[Promote education, training and professional development for women](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "4)

[Implement enterprise development, supply chain and marketing practices that empower women](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "5)

[Promote equality through community initiatives and advocacy](http://weprinciples.org/Site/MakingAndMeasuringProgress/" \l "6)

**3.RESEARCH METHODOLOGY**

This chapter deals with research design , source of data, population, sample and sampling technique, data gathering instrument ,data collection procedures and data analysis methods.

**3. 1 Description of study area**

The study area was choosing in Gurage zone, Wolkite woreda, particulaly Abafransua primary school. Abafransua primary school have distance of 13km far from Wolkite town. And 158KM far from the capital city of ethiopia addis abeba.wolkite is a town located in southern western ethiopian SNNPR state. The town has 8 17°N 37 47° E /.283° N 37.783°E latitude and longtiud and an elivation between 1910 and 1935 meters abov sea level in conduct in the caoital city of ethiopia addis abeba.

**3.2 Research Design**

In order to answer the research questions and attain the objectives of the study, descriptive survey method are used. This is because descriptive survey method is better to obtain information related with the study.

**3.3 Source of Data**

The population of the study was at around Abafransua primary school engage in the work of educational sectors in general and teachers,educational expertise who is women specfically.

**3.3.1 Primary data source**

The researcher of the study was used primary data source such as questionnaires and interviews. Questionnaire was prepared by researcher was open ended and close ended. Also interviews questionnaires are prepared and conducted as semi-structured way.

**3.3.2 Secondary data Source**

As a secondary data source the student researcher was used different written materials such as school management related documents, annual report, record office, and teacher’s portfolios documented in the school. But through the study process, the student researcher was suffered to get are liable and organized data.

**3.4 Population, sample and sampling techniques**

In Abafransua primary school there is 75(30 male and 45 female) total populations of teachers. Out of these population 30 respondents is using take by random sampling techniques to draw its sample unites from total population in Abafransua primary school. Because it gives equal chance and reduce bias. The respondents of the study are includes female teachers, male teachers and principals. From the total 75 populations of Abafransua primary school 18 samples of female teachers 10 male teachers and 2 principals were taken as sample respondents.

**Table: 3.4.1.the following table describes target population, sample size and sample technique**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Types of respondents | Population | Sample size | % | Sample techniques |
|  | Male teachers | 33 | 10 | 30.3 | Sample random sampling |
|  | Female teachers | 40 | 18 | 45 | Sample random sampling technique |
|  | principal | 2 | 2 | 100 | Available sampling |
| Total | | 75 | 30 | 40 | Simple Random sampling |

**3.5 Data gathering tools**

To come up with relevant data by supporting with different sources relate to the issue, which are either publish or un publish document, books, journals and internet access, the researcher used interview and questionnaire as the tools to gather require data.

**3.5.1 Questionnaire**

Questionnaire is one of the major instrument that will use for data collection in this study; because, it will help to collect much information from the large number of people. Both open and close end questionnaires will prepare and distribute these questionnaire will structurally distribute to 30 respondents, who are taken from those 75 teachers based on the each number of teachers in school.

**3.5.2 Interview**

The researcher conducted structured interview two female teachers and one school male teacher.

**3.6 Method of Data collections**

The researcher will use data analysis for both qualitative and quantitative data appropriate to each method of the study both interview and questionnaires are administering to gather the data after the effective collection of data the researcher analyze. The researcher will use descriptive analysis in form of tabular representation and content analysis for qualitative method on better understand the idea of the respondent. Besides, descriptive analysis will being doing for the qualitative data through open end questionnaires. In doing so, percentage will use for quantitative data through close end questionnaires.

**3.7 Ethical Consideration**

To conduct any research the investigator will expect to be etical. Before the researcher I shall have entry permission besides, during data collection the standards, moral and dignities of people under the study are venerate. I will not force the respondent to offer information whenever they appear not to play apart in study process. As researcher I shall keep the secret of the participation and use the gathering data predominantly for this research problem while analysis data I shall replace the name of the participant by letters.

# 

# **Table 2 Time schedule to complete the study**

# 

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Name of the activity** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **JUN** |
| **1.** | Title selection | **X** |  |  |  |  |  |  |
| **2.** | First draft proposal writing |  | **X** |  |  |  |  |  |
| **3.** | Final proposal writing |  | **X** |  |  |  |  |  |
| **4.** | Proposal presentation |  |  | **X** |  |  |  |  |
| **5.** | Data collection | **X** |  |  |  |  |  |  |
| **6.** | Data analysis |  |  |  | **X** |  |  |  |
| **7.** | Preparation of 1st draft |  |  |  |  | **X** |  |  |
| **8.** | Preparation of final draft |  |  |  |  |  | **X** |  |
| **9.** | submission of research |  |  |  |  |  | **X** |  |
| **10.** | Presentation of research |  |  |  |  |  |  | **X** |

***Table3*.*Budget /cost estimation.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Material Required** | **Quality** | **Unit Cost in Birr** | **Total Amount** |
| 1. | ***Stationerie***s |  |  |  |
|  | 1.1 paper | **45** | **2** | **90** |
|  | 1.2 CD/RW & Flash card | **2** | **250** | **500** |
|  | 1.3 Pen | **5** | **25** | **125** |
|  | 1.4 Staples | **2** | **6** | **12** |
| **2.** | **Secretary work** |  |  |  |
|  | 2.1 Computer writing service | **45 pages** | **2** | **90** |
|  | 2.2 Photo copy service | **225** | **0.5** | **112.5** |
|  | 2.3 Binding and folder | **3 copies** | **40** | **120** |
| **3.** | **Sub-total** |  | **383.5** | **1034.5** |
| **4.** | **Contingency 10%** |  |  |  |
| **5.** | **Grand total** |  |  |  |

**Reference**

Genet, Z. (2008). Title of the article. Journal of Education Research, 12(3), 45-67.

Klasen, D., & Stephen, H. (2008). Title of the Book. Publisher.

Abebayehu, B. (Year). Factors Influencing Women's Participation in Educational Leadership. Journal of Gender Studies, 15(2), 123-145.

Yalew, M. (Year). Women in Leadership Positions: A Global Perspective. International Journal of Women's Studies, 25(3), 67-89.