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# CHAPTER FOUR

# 4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of study deals with the presentation analysis and interpretation of the data gathered from sample school to seek appropriate answer to the basic question raised in chapter one of the research document.

Accordingly, Presentation and analysis was made making use of data gathered from one primary school questionnaires respondent by 27 teachers were filled in and retuned questionnaires. Moreover, structured interview were conducted with two female teachers and one male school teacher. The data gathered from the respondents in the form of questionnaire were organized tabulated were made under each table using percentages

## 4.1. General characteristics of respondent

The classification of respondents of their age educational level and experience is presented in the following table 1 distribution of respondent by age educational level and experience

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Characteristics of respondents | | | | |
|  | Teachers | | Principals | |
| No | % | No | % |
| 1 | Sex |
| 1. Male | 10 | 36 | 1 | 100 |
| 1. Female | 18 | 64 | 1 | 100 |
| Total | 28 | 100 | 2 | 100 |
| 2 | Age |  |  |  |  |
| 18-25 | 20 | 67 | 1 | 100 |
| 26-33 | 6 | 20 | - | - |
| 34-41 | 3 | 11 | - | - |
| Total | 29 | 58 | 1 | 100 |
| 3 | Educational qualification |  |  |  |  |
| Certificate (TTI) | 19 | 66 | 1 |  |
| Diploma | 10 | 34 |  | 33.4 |
| Degree | - | - | - | - |
| MA | - | - |  | - |
| Total | 29 | 58 | 1 | 100 |
| 4 | Work experience |  |  |  |  |
| 0-5 year | 24 | 82.3 | 1 | 100 |
| 6-11 year | 5 | 16.7 |  |  |
| 12-17 year | - | - |  |  |
| 17 and above | - | - |  |  |
| Total | 30 | 60 | 1 | 100 |

According to the above table 2 item one show that most of the respondents 20(67%) are under the age category of 18-25 some respondents 6(20% of them have the age range of 26-33 few of them 3(11%) have the age interval of 34-41. This shows that relatively most respondents are full maturity age group form the analysis made the majority of the respondents were capable to give reliable information about female participation in educational leadership based on item 3 majority of the respondents (67%) are the holders of certificate educational level where as some respondents (33.4%) own diploma. But name of the respondents are holders of BA/ BSC degree.

This shows that majority of teachers at school level has certificate. This indicates that female teachers in service training program for umlauted to raise female educational level. In connection with table item 4 indicates that the longest numbers of respondents (83-3%) have the work experience of zero up to five years. But none of the respondents have the experiences of more than 11 years

Table -2 the positions of women at work place

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * No |  | Response | Respondents no | Percentage |
| * 1 | * What is the position that women usually assigned in educational leadership at your work place? | Team leader | 8 | 26.6 |
| Department head | 6 | 20 |
| Office head | 4 | 13.3 |
| Supervisor | 6 | 20 |
| Other | 6 | 20 |
| Total | 30 | 100 |
| 2 | What is your current job position at work place? | Team / leader | 10 | 33.3 |
| Supervisor | 10 | 33.3 |
| Head office | 2 | 6.6 |
| Teacher | 8 | 26.6 |
| Total | 30 | 100 |
| 3 | If it low level of women education that negatively affect their participation in educational leader ship? | Yes | 6 | 20 |
| No | 24 | 80 |
| Total | 30 | 100 |

Based on the above table 2 item 1 majority of them 8(26.6%) screamed out that the position of women at their work place in educational leadership is team leader. But (73.3%) all of them said that their position are department head, office head supervisors and others positions

Item 2 we can clearly understand that most of the respondents 10(33.3%) argued that their position is as team leaders in their job. However, 10 (33.3%) of them stated that their job position is supervisors, 2(6.6) of head office and 8(26.6) of teachers on the other hand item 3 replied that educational sector women are not such supposed ones, to be assigned as leaders.

This is because the community do not have positive attitude towards female leaders in the sector. But, compared with the previous situation of their participation their number of participation is alarmingly increasing

This is because the community do not have positive attitude towards female leaders in the sector. But, compared with the previous situation of their participation their number of participation is alarmingly increasing.

Table 3 factor affecting to exclude women from participation in educational leadership

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Postpones | Respondents number | Percentage |
| 1. Do Wolkite woreda excludes women from participation in educational leadership | Yes | 14 | 46.7 |
| No | 16 | 53.3 |
| Total | 30 | 100 |
| 1. Do you behave that factors that participation women in educational leadership have an impact on the society | Yes | 18 | 60 |
| No | 12 | 40 |
| Total | 30 | 100 |
| 1. Do you think that the society has positive attitude towards women leaders ship in educational sector | Yes | - | - |
| No. | 30 | 100 |
| Total | 30 | 100 |
| 1. Is the work burden hindering women at educational leadership participation | Yes | 20 | 66.6 |
| No | 10 | 33.4 |
| Total | 30 | 100 |

So as table 3 item 1, shows, most of the respondents 16(53.3%) of them replied that wolkite woreda do no excluded women from participation in educational leadership. However , some of them 14(46.7%) answered that Wolkite woreda has the social culture which excludes women from empowering in educational leadership from this analysis we can understand in general, this at the area has the power to exclude women not be leads in educational sector.

Culturally, the community gives priority to men for leadership position than women according to respondents’ explanation

They believe that women cannot exercise outdoor activities well rather than indoor activities. This accordingly affect is women’s participation at leadership position in general and educational sector particular as respondents stated.

According to the table 3, item2, the largest number of respondents 18(60%) believed that factors that hinder women participation in educational leadership have reciprocal impacts up on the largest society. 12(40%) of them do not believe that factors that hinder women empowerment have an impacts on the larger society. To support this response the respondents evidentially replied that halt of the country’s population are women. However the lack of leadership position at all aspects in general and at educational sector particular hinders social & economic development of the local community.

In general, the above table shows that there is the under representation of women in education sector. Besides to these the respondents discussed on the major factors that hinder women participation at leadership position in educational leadership or sector are

* Low qualification of women to the position they are assigned
* Lack of empowerment programs with regards to the issue

As they argued women have work holds or burdens with payments and without payment respectively.

The sum of these creates clashing of activities not to perform effectively. Additionally cultural out looks or beliefs by it has hindering effects

The above table 3 item 3 indicates that most of the respondents 30(100%) said that the positive attitude of society in high towards women clarified that the positive attitude of society is No. From this analysis we can understand that the perception of respondents to responded. The attitude of society towers women leadership of educational sector was high level.

However nobody said that they have very low attitude towards women leaders at the area. Generally over viewed that linked with the social and economic status of the eider community and specifically of women has a direct influence on their participation in educational institution to become a leader

So as the above table 3 item 4 shows, the highest number of respondents 20(66.6% clearly responded that the work that women perform at their home can affect them not to be leaders at educational sector.

But, some of them 10(33.4%) replied that women do not have work load that can hinder them not to leaders at educational sector. from this analysis we can understand in general, the response shows that women are the parts of society performing dual role inside home and outside home. therefore, this can hinder them in empowering as leaders in educational sector.

Besides to these most of the time more women are affected by work indoor tasks at home because their family does not allow them to participate in any social affairs effectively.

Table 3.economic level of Ethiopia causes lower participation of women in educational leadership

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Response | Respondent | Percentage |
| 1.It is possible to say that lower participation of women in education leadership is caused by lower economic growth of our country ? | Very strong | 20 | 66.6 |
| Strong | 10 | 33.3 |
| Total | 30 | 100 |
| 2.Do you agree that the economic dependency of women on their husband can cause less participation of woman in education leader ship | * Very strong | 18 | 60 |
| * Strong | 12 | 40 |
| * total | 30 | 100 |

According to the above table 3 item 1 shows that most of the respondents 20(66.6%) responded that lower participation of women in educational leadership is highly interconnected with the lower development or growth of economy of our country .How every, few of them 10(33.4%) replied that it is not economy level of Ethiopia that lesson the women participation in educational leadership in Abafransua primary school.

Table 3 item 2 shows that in general the highest percentage of this table clearly stated that it is lower level of economy making Abafransua primary school women dependent on men not to be leaders at educational sector.

Thus, what respondents, for warded for suggesting better situation to enhance their participation is creating awareness giving educational leader potion and depilating job can possibly fill the gaps.

# CHAPTER FIVE

# 5.SUMMARY OF MAJOR FINDING, CONCLUSION AND RECOMMENDATION

This chapter discuses about the major findings of the study and draw conclusion on the basis of findings .At the end recommendations that are through to be helpful to address for warded

## 5.1 Summary of major finding

This study deals with factors that hindering women participation in educational leader ship in Abafransua primary school. The intention of the study was to assess the participation and identify factors that hindering w omen participation in educational leadership and to suggest possible solution to the problem identified in the attempt to study the problems and in order to provide understanding of the actual situation of the problems. The study was conducted to identify the factors that hindering women participation in educational leadership and to finding the possible answer to the following basic question.

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

The simple random techniques were used in the study to obtain the issue. Data were obtained through questionnaires from the samples canters respondents this was supported by interview conducted with two female teachers and one male teacher.

Questionnaire were prepared for thirty female teachers

The major findings of the study are given as follows

1. Most of them respondents (67%) clearly responded that the work that women perform at their home can affect them not to be leaders at educational sector. besides to these most of the time more women are affected by work in door takes at home become their family do not allow them to participate in any social affairs effectively.
2. The larger number of respondents (67%) believed that factor that hinder participation women in educational leadership have reciprocal impacts up on the larger sociality besides to these the respondent discussed on the major factors that hinder women participation at educational leadership position. Low qualification of women to the position they are assigned. Lack of participation capacity building programs with regards to the issue
3. The majority of the respondents (67%) responded that lower participation of women participation in educational leadership is highly inter connected with the lower developments or growth of economic of over country as well as Abafransua primary school in Wolkite woreda. The economic in capability of women in their respective society can hinder them not to participation effectively at educational leadership.

## 5.2. Conclusions

Based on the finding of the study the following conclusions have been drawn

1. The factors that hinder empowering women in educational leadership have reciprocal impacts up on the larger society the major factors that hinder women participation at leadership position in educational leadership. Low qualification of women to the position they are assigned at lack of empowerment programs. Woken load of women performing inside and outside home without payment and with payment respectively without consideration of role conflict. Culturally the community of the area gives priority to men for any activities including leader ship position
2. Besides to these the lower participation of women in educational leadership is highly related with lower economic level of our country

It is the work that women perform at home that affects them not to be leaders in educational sector according to the largest response obtained.

With regards to finding most of them are teacher with women of leadership position in educational sectors.

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## 5.3. Recommendations

Besides is aim objective this study has aim to point out some vies able recommendations that would be helpful in the future to improve factor affecting women empowerment in educational leadership in Abafransua primary school of Wolkite woreda.

Based on the result of the analysis and interpretation of data the following suppositions and recommendations are given.

The woreda education office should give higher emphasis on women to promote their low level of qualification for adjusting to school principal, department head, team leader’s club head, unit leader leading position of school level.

With regards to women participation capacity building programs should be prepared to improve women participation at leadership position in education.

In connection with women’s work load inside and outside home all family numbers should perform it cooperatively for guiding family low. Therefore, students’ researcher recommended that community. Woreda education office, gender office, school principals and PTA should be able to improve women participation on responsibility

The government of the woreda should give its focus on economic poverty of women so as it is the cause for lower participation of women in the sector’s leadership.

The community of Wolkite woreda must give equal opportunities to women with men without back ward consideration of traditional view to assign them at leadership position

Abafransua primary school office must promote women’s education status, since respondent profile shows the most respondent have diploma.