



**JIMMA UNIVERISTY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**

**DETERMINANTS OF WOMEN LEADERSHIP PARTICIPATION: THE  
CASE OF PUBLIC SECTORS IN JIMMA TOWN**

*A Research Paper Submitted to Jimma University, College of Business and  
Economics in Partial Fulfillment of Masters' of Business Administration (MBA)*

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## Declaration

I, Belaynesh Feyera, hereby declare that the thesis entitled “*Determinants of Women Leadership Participation: the Case of Public Sectors in Jimma Town*”, has been carried out by me under the guidance and supervision of Dr Zerihun Ayenew and Mr. Kedir Abraham.

The thesis is original and has not been submitted for the award of any Degree or Diploma to any University or Institutions.

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## CERTIFICATE

We certify that the Research Report entitled “*Determinants of Women Leadership Participation: the Case of Public Sectors in Jimma Town*” was done by Mrs. Belaynesh Feyera for the partial fulfillment of Masters Degree in Business Administration (MBA).

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Approved by the Board of Examiners:

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in Jimma Town**

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## Acronyms and Abbreviations

ANOVA- Analysis of Variance

AG- Agree

AG-Agree

CLRM- Classical Linear Regression Model

DA- Disagree

DA-Disagree

INF – Institutional Factors

NEU –Neutral

NEU-Neutral

PRF- Personal Factors

SAG- Strongly Agree

SAG-Strongly Agree

SCF-Social Factors

SDA – Strongly Disagree

SDA-Strongly disagree

SPSS-Statistical Package for Social Scientists

VIF-Variance Inflation Factor

WLP-Women Leadership Participation

## Abstract

*The main objective of this study is to examine Determinants of Women Leadership Participation: The Case of Selected Public Sectors in Jimma Town. The data was collected from both primary and secondary data sources. The primary data was obtained through self-administered questionnaire distributed to female who held leadership positions at lower middle and top level in public sectors of Jimma town. The collected data was analyzed using descriptive and inferential statistics. Descriptive statistics was used to analyze the response obtained with regard to socio-cultural factors, attitude of females towards themselves, women home responsibility and institutional factors. Inferential statics such as the correlation and regression were used to see the relation between women leadership participation and the factors that affect it. The finding indicated that personal and social factors are the basic determining factors that affect female leadership participation. It is recommended that women have to develop positive self-image and the society as a whole has to change the attitude toward women.*

**Key words:** *Determinants, Jimma Town, Public Sectors, Women Leadership*

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study, objectives of the study, statement of the problem, significance, scope and limitations of the study.

### **1.1. Background of the Study**

Women in developing countries suffered from economic, socio-cultural and political dimensions. Just like other developing nations, the worth of women in Ethiopia was considered as value less and their contribution was serving their husbands as house wife and mothers. Especially in rural areas women were considered to have no right and created to be mothers for their children and servants of husbands even having no right to decide on their common properties. Cognizant to this fact, Aycan (2004) posited that women are underrepresented in decision making position in almost all countries. Mehta & Sharma (2014) also indicated that Women are a marginalized group in societies around the world and considered as those who contribute very little to the process of development. Mariami (2013) also indicated that despite efforts to ensure that female representation is achieved at all levels of governance, women are still underrepresented in many government and non-government organizations particularly in positions of power and leadership.

Research concerning gender and gender inequality is worth discussing in Ethiopia. A number of reasons can be cited for the concern. According to Haregewoin and Emebet (2003), Ethiopia is a patriarchal society that keeps women in a subordinate position. Hirut (2004) also indicated that there is a belief that women are docile, submissive, patient, and tolerant of monotonous work and violence, for which culture is used as a justification.

SIDA in its report on towards gender equality in Ethiopia (2003) indicated that the right to control the number and spacing of their children is not enjoyed by the majority of Ethiopian women. Ethiopian women's status is low where they: (1) are generally poorer than men because they earn less; (2) are less educated; (3) are increasingly becoming heads of households, with no

resources to support their dependents; (4) do not enjoy due acknowledgment for their labor contribution, particularly in agriculture, and (5) do not have decision making power.

Haregewoin and Emebet, (2003) and Hirut (2004) also posited that it is the social process that took responsibility for the inferior position held by women in Ethiopia. They witnessed that fact that Ethiopian society is socialized in such a way that girls are held inferior to boys. The authors further argued that *“in the process of upbringing, boys are expected to learn and become self-reliant, major bread winners, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and specialize in indoor activities like cooking, washing clothes, fetching water, caring for children”*.

According to Rainbow for Future (2019) more than 85% of Ethiopian women live in rural areas. They experience extreme hardship throughout their lives, doing everything from carrying heavy loads over long distances, cooking, raising children, working at home, and manually grinding corn. They have far fewer opportunities for education, employment, and personal growth when compared to men. Some changes in the way women in Ethiopia are treated can be noticed in urban areas, where they can access healthcare, employment, and education. However, even when women are employed, they still hold jobs with extremely poor pay.

In recent days countries are applying various strategic mechanisms to enhance corporate performance through empowering women leadership. Meijun Qian (2016) gender diversity in corporate leadership concerns efficient allocation of human talents as an economic resource, which attracted the attention of academics and regulatory institutions in recent years. Many governments explicitly urge corporations to increase female representation in boardrooms and senior management positions. The Author indicated the proportion of females that should be within the board rooms for many countries. For example, the United Kingdom (UK) proposes a minimum of 25%, Norway mandates 40%, and Germany mandates 30% female representation in boardrooms. These legislative initiatives are based on the view that tapping female talent pools could positively affect corporate governance and performance. In Ethiopia regardless of the effort by various stakeholders' recommendation to enhance the role of female leadership positions, the number of females in charge of such position is not as expected. There are various

factors that contributed to the minimum representation of women leadership in various business and public organizations. Various literatures cited various reasons for the small representations of women leadership. These factors mainly are categorized into personal, institutional and socio-cultural factors.

According to Machirind, Kihonge and Ochieng (2016) the challenges to women leadership participation is because of social factors and they mainly focus on their responsibility at home than focusing on responsibility at work place that makes them to refrain from holding responsibility as leaders. According to Asadul, Jantan & Saimoon (2017) succession planning, flexibility, and communication are the three key determining factors that result in making females progress to leadership position.

Solomon & Mesay (2017) investigated the factors that affect female teachers' involvement in school leadership positions in secondary schools of Sidama zone. The findings indicated that all the four factors (socio-cultural, personal, institutional/policy and affirmative action factors negatively affect the participation of female teachers' involvement in leadership position.

As far as the factors that could affect participation of women leadership in public sector is concerned, there is litter attention and the main objective of this study is to examine the determinants of women leadership participation in Jimma town.

## **1.2. Statement of the Problem**

Gender issue in Africa in general and Ethiopia in particular was the issue of discussion for politicians and Acadia for a number of years. According to Onsongo (2004) over the decades, issues concerning women have taken new dimensions and received varied treatments by the United Nations and its specialized agencies. Without gender equality and women's empowerment policy measures, it is hardly possible for least developed countries like Ethiopia to realize poverty reduction goals, millennium development targets and sustainable development objectives (Ogato, 2013). The argument for women's participation in decision making and leadership is based on the recognition that every human being 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. It argues that since women know their

situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public spheres of their lives, from the local to the global (Miranda, 2005).

Reports indicated that Ethiopia suffers from some of lowest gender equality performance indicators in sub-Saharan Africa. The Global Gender Gap report 2010 ranks Ethiopia at 121 out of 134 countries in terms of the magnitude and scope of gender disparities. The report indicated that women and girls in Ethiopia are strongly disadvantaged compared to boys and men in several areas, including literacy, health, livelihoods and basic human rights. They also suffer from low status in their society and lack social support networks.

Available evidence with regard to the factors that affects women to leadership is the focus of many researchers and there were inconclusive arguments among the finding. For instance, Gojjam & Manjit (2015) who conducted their research on factors affecting women's participation in leadership and management in selected public higher education institutions in Amhara Region, Ethiopia found that self-confidence, networking opportunities, self-esteem, conducive organizational working environment, and assertiveness are found to be the most important factors pulling women into leadership. On the other hand, stereotyping, patriarchal culture in academia, Lack of support system at work, low academic qualification and lack of role model are the major barriers stifling women to assume leadership positions.

Solomon & Mesay (2017) investigated the factors that affect female teachers' involvement in school leadership positions in secondary schools of Sidama zone and the findings indicated that all the four factors (socio-cultural, personal, institutional/policy and affirmative action factors negatively affect the participation of female teachers' involvement in leadership position. Of all the factors affirmative action related factors found the most influencing.

The public sectors are the most important sector that provides significant job opportunity to the citizens and it is the most service giving sector to the general public as well. Female involvement in this sector determines the quality of service to the public and determines the satisfaction of clients. It is the common notion that females should be at position and it is with

this understanding that Prime Minister Abiy Ahmed nominated women to significant positions and made the number almost equal to male at ministerial level. But as far as the number of and basic factors that could determine women leadership participation in public sector in general and Jimma town in particular is not researched as far as the knowledge of the researcher is concerned. Hence, conducting research in the area is worth taking and timely. It is with this understanding and research gap that this study is designed to examine factors that determine women leadership participation in Jimma town.

The following basic research questions were answered by this study.

- What is the status of women leadership in Jimma town?
- Do personal factors affect women leadership participation?
- Do institutional factors affect women leadership participation?
- Do the socio-cultural factors affect women leadership participation?

### **1.3. Objectives of the Study**

This study has got general and specific objectives.

#### **1.3.1. General Objectives**

The general objective of this study is to examine the determinants of women leadership in case of selected public sectors in Jimma town.

#### **1.3.2. Specific Objectives**

More specifically, the study has got the following objectives

- To examine the status of women leadership in Jimma town
- To analyze the effect of personal factors on women leadership participation
- To examine the effect of institutional factors on women leadership participation
- To analyze the effect of socio-cultural factors on women leadership participation



#### **1.4. Significance of the Study**

This study has got a number of advantages for various stakeholders. First and for most, it would help future researchers to use it as a literature to bridge the knowledge and literature gap. It would also help policy makers to identify the factors that could affect women leadership participation and use the result as input for setting policy directions. It also helps women to identify the factors for their leadership participation and get use of basic factors.

#### **1.5. Scope of the Study**

This study focuses on the basic determinants of women leadership participation in public sectors in Jimma town. Only women working in public sectors were incorporated in the study. Therefore, personal factors, institutional factors and socio-cultural factors were the variables that were intervened to meet the objectives of the study.

#### **1.6. Limitation of the Study**

This Study focuses on determinants of female leadership participation in public sectors in Jimma town. The study could have been better had it incorporated others sectors such as business and not for profit organizations to compare whether governmental or nongovernmental organization provided due attention to empowering women. Hence, future researchers are advised to conduct such research so as to fill the gap of this particular study.

# CHAPTER TWO

## LITERATURE REVIEW

### **2.1. Theoretical Literature**

The following section deals with the basic theories of leadership. But before dealing with the basic theories, it is worth taking to discuss about various definitions given to leadership by various leadership scholars.

#### **2.1.1. Definitions of Leadership**

Leadership has been studied and defined by various scholars differently in different times. According to Birugardt (1996) and Klenke (1993) cited in William (2018) leadership study has paradoxes, inconsistencies and contradictions. Burns (1978a) also indicated leadership is the most studied but least understood concept in social science topics. Allisen (nd) also described the fact that there are as many definitions of leadership as there are books and opinions about it and hence, one may opt to define leadership to oneself.

Regardless of such controversies about the definitions of leadership, there are certain definitions of leadership. According to Bass (1990) and Howell and Costley (2001) leadership is the process used by individuals to influence members towards common goal. Maxwell (1993) also defines leadership as the overall influence. Whereas, according to Byers (1997) leadership is a process when one individual affects the rest of the group in order to achieve defined aims of an organization or a group.

#### **2.1.2. Theories of Leadership**

Leadership professionals listed various theories to leadership. The following section discusses such theories to leadership.

##### **Great man Theory of Leadership**

This least theory of leadership became popular during the 19th-century. It is considered as the early theory of leadership and characterizes leadership with inborn qualities. According to this

theory, leaders in general and great leaders in particular are born and are not made Allisen (nd). More specifically, leaders inherit certain characteristic traits such as charm, persuasiveness, commanding personality, intuition, judgment, courage, intelligence, and others as less learned and are traits that leaders get naturally. The mythology behind some of the world's most famous leaders such as Abraham Lincoln, Julius Caesar, Mahatma Gandhi and Alexander the Great helped contribute to the notion that great leaders are born and not made. In many examples, it seems as if the right man for the job seems to emerge almost magically to take control of a situation and lead a group of people into safety or success. According to Rose, Gloria & Nwachukwu (2015) also indicated that great man theories assume the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed.

### **Trait Theory of Leadership**

Trait theory achieved prominence in the 1940s and 1950s. Early studies focused on identifying characteristics that would identify leaders from non-leaders. It was based on the assumption that certain identifiable individual characteristics distinguish leaders from those lacking such skill.

According to Allisen (n.d), trait theory of leadership is similar to the Great Man theory and it characterizes effective leaders that identify them from ineffective leaders. The author further posited that leadership traits include physical or background traits, personal or ability traits and/or task or social traits such as: articulate, committed, decisive, determined, educated, energetic, integrity, intelligence, persistence, responsible, social, social status, self-confident. Rose, Gloria & Nwachukwu (2015) witnessed that similar to great man theories, the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership.

## **Contingency Theories of Leadership**

As per Rose, Gloria & Nwachukwu (2015) contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations.

### **Situational Theory**

The situational theory of leadership suggests that no single leadership style is best. Instead, it all depends on the situation at hand and which type of leadership and strategies are best-suited to the task. Recommend that different situations call for different kinds of leadership. This calls for the leader to change their style to the abilities of their followers.

### **Behavioral Theory**

Behavior theory focuses on what an effective leader “does.” Leadership is not something you are born with, nor do you need a set of commonly accepted traits. However, effective leadership is dependent on the right behavior. Researchers proposed that for a leader to be effective, their behavior must vary with the situation. In other words, you can learn how to act like a leader. Behavior theories are based on categories of behavior and leadership types. The myth in this thinking is that outward behavior is enough to establish leadership. In the 1970s, research found most of the Behavior theory research to be invalid.

#### **2.1.3. Women Leadership**

Leadership is at the heart of nation’s development. There should be inclusive leadership to assure and sustain the development of nations. Inclusiveness is providing opportunities leadership opportunities for both male and female as they should make equal contribution for the betterment of our world. Various organizations have set their gender role and gender mainstreaming agendas to assure sustainable development. According to the briefing by the European parliament report dated (2019) women in politics: A global perspective, fair representation of women in political life has a positive impact on gender mainstreaming in various policies. The United Nations has also set target for access to women’s leadership. The

report indicated that although the number of women in the parliament of governments is increasing and at promising position, there is no equal presence of both genders in decision-making.

Fredoline (2002) recognizes the growing acceptance and recognition of the important role women play in the development process. The author indicated that women are crucial to the success of family planning programs; bear much of the responsibility for food production and account for an increasing share of wage labor in Africa. But regardless of their strong contribution, women are facing strong social, economic and political barriers.

According to Josephine (2008) Women continue to aspire to leadership positions in all spheres of governance both in the public and private sectors. Great strides have been made in the political realm, and women's participation in both the freedom struggles and democratic processes of many African countries have been notable. However, this participation has not always translated into equal representation in political leadership positions. Once elections are conducted, and positions are assigned, one realizes that women are no longer visible.

#### **2.1.4. Barriers to Women Leadership**

Various factors are at work in limiting women's potential to aspire to positions of leadership. Literatures cite social, political, economic factors as the major limiting factors to female leadership participation.

##### **Social Factors**

Socio-cultural factors are the key factors that hinder females not to bridge to higher leadership ladders. These factors are believed to be linked to stereotype beliefs about the ability and capacity of women across many African communities in Africa in general and Ethiopians in particular. Many African communities' customs tend to negate the role of women in mainstream political leadership regarding them only as home makers thus restricting them to those roles. Many oral saying in the community discourage women to assume positions and thus women are encouraged to play subsidiary roles since their place is in the kitchen and men are the decision makers. Douglas (2014) posited that cultural factor is the patriarchal ideology which provides

the context upon which women play and accept subsidiary roles. Sex stereo-types are among the most firmly entrenched obstacles to the elimination of discrimination thus largely responsible for undermining gender equity. These cultural perceptions do not encourage women at all to actively participate in politics. In most religions power and authority is believed to divinely belong to men hence subjugating women.

### **Economic Factors**

Economic factors are other critical factors that affect the women participation on leadership affairs. According to Douglas (2014) access to means of production and finances has a direct relationship and influence on the participation of women in political institutions and electoral bodies. Economic empowerment of women results into ownership of resources: Resources especially finance is critical in electoral processes for during organization of campaign meetings, publicity and payment of nomination fees to nominating political parties. The economic empowerment of women, along with education and access to information, will take women from the constraints of the household to full participation in politics and political elections.

### **Political Barriers**

Political structures can play a significant role for women's' participation in leadership roles. Women will be marginalized in county governments' political structures. They are being used as "voting machines" and providing political support to male candidates even in developed nations.

#### **2.1.5. Opportunities to Women Leadership Participation**

Endale (2014) Sustainable and all around developments of a society cannot be brought about without the full and unreserved participation of both woman and man in the development process, and such a balanced development should also call for the elimination of all forms of discrimination, and the protection against all forms of violence against women. The researcher further posited that women in Ethiopia occupy low status in the society. In spite of their contributions to the wellbeing of their family and community affairs in general, women experience lower socio-economic status as a whole and hence is marginalized from making decisions at all levels.

## **2.2. Empirical Literature**

Aycan (2004) conducted research with the objective of identifying key success factors for women in management in Turkey. They took half of females respondents and distribute questionnaire to be filled. Various methods of data analysis were employed. The content analysis revealed that there were individual and situational factors associated with women's career advancement. The situational factors are further broken down into "organizational factors" and "family-related factors". Three issues emerged from the content analysis of individual factors such as work centrality, career-orientation, and attitude towards gender roles. The result further indicated that women's low self-confidence is identified as the greatest of all barriers for women to progress to managerial level. In general gender role stereotype, attitude towards women's carrier advancement, attitude towards women's femininity in business life and employee attitude towards women managers are the basic factors that affected women to participate in leadership position.

Endale (2014) analyzed the factors that affect Women Participation in Leadership and Decision Making Position in Bedele Town Administration. The researchers examined their study with specific objective of examining the current status of women in leadership of public institution of Bedele town administration and identifying the major barriers that hinder women to be at a higher leadership position. The researchers used descriptive research design that used both primary and secondary data. Descriptive analysis was used to analyze the data. The finding of the interview with higher officials of Bedele town and the women in the town show contradicting results. The interview with higher officials indicated that participation of women in public decision making and leadership position has increased but majority of female respondents pointed out that though the participation of women in routine areas increased, their participation in higher leadership in higher decision making-areas are kept far away. The finding indicated that lack of adequate service year required to hold decision making and leadership positions, overburden of domestic responsibilities, attitude of women themselves to hold public decision making and leadership position, respectively as major factor that has hindered women to hold public leadership and decision making in Bedele town. Furthermore, negative attitude of men towards women and factors as; absence of Women role models in the local areas for girls and women at large, are the major factor that has hindered women from public leadership positions.

Xavier, Kennedy & Ruth (2015) also analyzed the Factors determining women's participation in the management of co-operative societies Njoro Sub-County, Nakuru County, Kenya. Descriptive survey design that utilized primary and secondary data was used to achieve the objective of the research. Questionnaire was used to collect data from female whose age ranges from 18 to 51. The frequency distribution was needed to examine the pattern of response to each independent and depended variable under study. The finding revealed that there are more women who are not in leadership position when compared to man. More specifically the ratio of women who are in leadership positions compared to those who are not stood at 19:80 in percentage which contrasts to the men which stood at 46:58. The finding further revealed that women are the majority in the Co-operative societies and contribute more in the context of shareholding but they are least represented in the management of Co-operative societies in Njoro Sub-County. Only a total of 29.4 per cent of women are in leadership positions compared to 70.6 per cent of men who are in leadership positions. Of the main factors that contribute women not have significant space in leadership position are lack of support, counter patriarchy and violence and participate in decision making, violence by the community against women to pursue leadership position lack of support from women organizations.

Gojjam & Manjit (2015) investigate factors that facilitate or constrain women to participate in leadership and management in pursuit of scrutinizing the issue of under-representation of women in selected public higher education institutions in Amhara region using a mixed research approach. The data collected using in-depth interview; document review and questionnaire were analyzed using both qualitative and quantitative method of data analysis. The result indicated that Self-confidence, Networking opportunities, Self-esteem, Conducive organizational working environment, and Assertiveness are found to be the most important factors pulling women into leadership. To other end, Stereotyping, Patriarchy, Lack of support system at work, Low academic qualification and Lack of role model are the major barriers stifling women to assume leadership positions.

Anella, Ephantus and Pamela (2016) researched on analyzing the factors that influence women's career progression to leadership positions in Harare city council, Zimbabwe. Case study design was used and interviews, observation and document analysis was used to collect data essential to



conduct the research from both primary and secondary data sources. Qualitative and quantitative analysis was used to make analysis of the collected data. The finding indicated that there are differences in the sex composition of employees in different departments of the city council. More specifically, there are more women in some departments such as hospitals than men. As far as the factors are concerned, the result indicated that traditional gender roles make difficult for women to hold positions as they spent most of their time on family issues than working outside making life difficult for them to hold leadership positions.

Asadul, Jantan & Saimoon (2017) conducted their research on identifying factors affecting females' participation in leadership positions in RMG industry, Bangladesh. Socio-economic and demographic status, succession planning with regard to female participation in the leadership positions , flexibility with regard to female participation in the leadership positions and communication with regard to female participation in the leadership positions were taken as a basic factors that affected the women leadership participation. The descriptive analysis used indicated that succession planning, flexibility, and communication are the three key determining factors that result in making females progress to leadership position.

Solomon & Mesay (2017) investigated the factors that affect female teachers' involvement in school leadership positions in secondary schools of Sidama zone. The data collected from teachers and principals, through questionnaire (quantitative one) were processed and analyzed using descriptive and inferential statistical tools. The researchers use quantitative and qualitative research methods. Data were collected from various bodies of literature, as well as teachers and school principals at government secondary schools of Sidama zone, Ethiopia. Twenty four school leaders and two hundred thirty teachers were involved in the study. The findings indicated that all the four factors (socio-cultural, personal, institutional/policy and affirmative action factors negatively affect the participation of female teachers' involvement in leadership position. Of all the factors affirmative action related factors found the most influencing.

Solomon & Mesay (2017) further researched on the factors affecting female teachers' Involvement in School Leadership in Secondary Schools of Sidama Zone. The researchers used quantitative and qualitative research methods. Likewise qualitative and quantitative data was

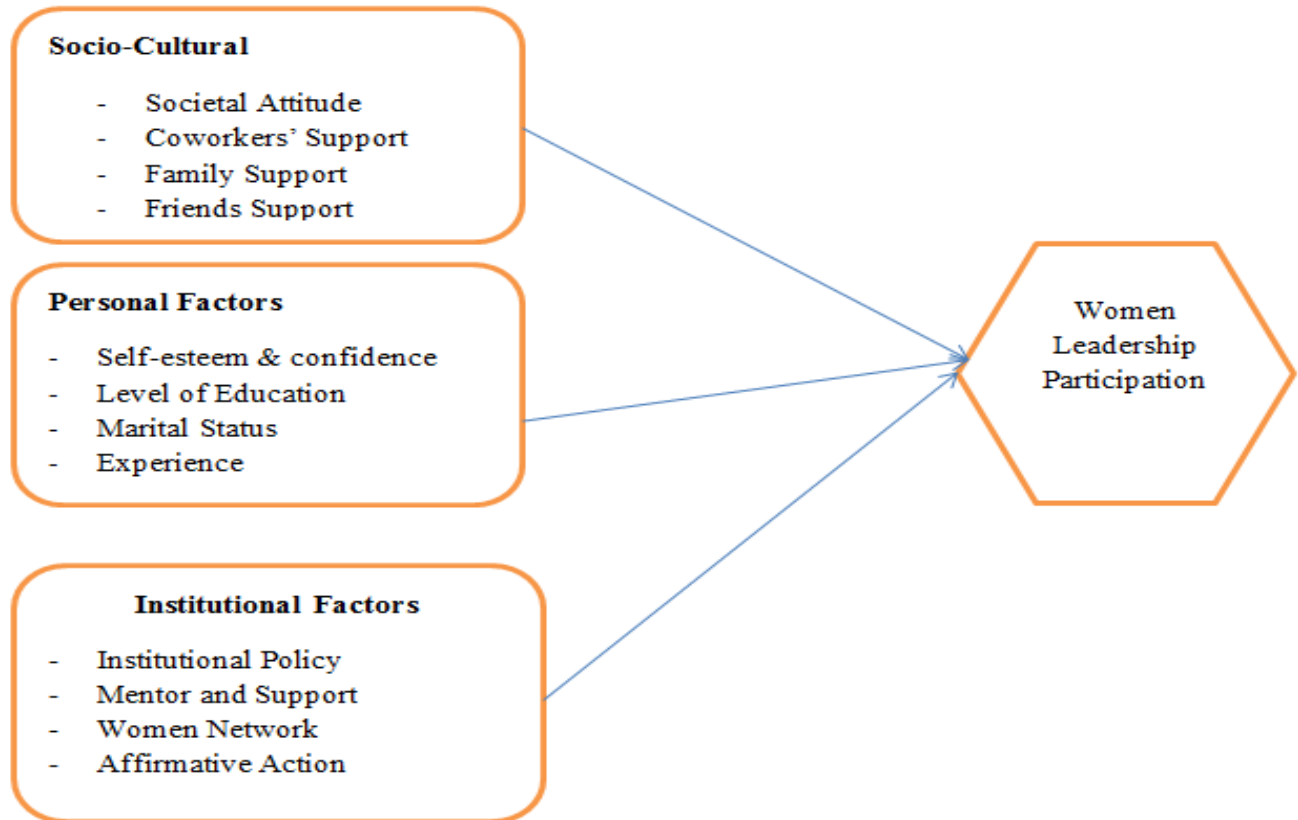
used to conduct the research. Quantitative data was collected using questionnaire from various bodies of literature, as well as teachers and school principals at government secondary schools of Sidama zone. Descriptive and inferential statistics were used to analyze the secondary data collected. The descriptive statistics indicated that among the total number of respondents 140 (60.9 %) were male, and the other 39.1% were female teachers. The findings further indicated that all the four factors (socio-cultural, personal, institutional/policy and affirmative action factors negatively affect the participation of female teacher's involvement in leadership position. Of all the factors affirmative action related factors found the most influencing.

Nigist (2019) made an analysis on the challenges and opportunities of women empowerment in leadership positions in Ethiopia. The researcher made narrative review of 13 different researches conducted on the subject area. The researcher then concluded that lack of academic qualification that made female to be on leadership position, gender stereotyping by the society, high domestic responsibility, lack of confidence by the female themselves, lack of support at home and work place, religious practice in some cases and lack of experience are the main factors that hindered women's to be at leadership position in Ethiopia.

Shimelis (2015) conducted the research with central objective of identifying the challenges and opportunities of women political participation in Ethiopia. The researcher used qualitative research as method for the study and secondary sources mainly from journal article, government and non-government organization report, book and others were used to collect data. The finding of the study shows that different casual factors such as; economic, religious, social and cultural factors contributed to women's poor political participation in the country. The study further indicated that political participation allow women to address their basic problems and needs in their community and ensures the openness, real fight against rent-seeking, accountability, political commitment, political leadership, and political responsiveness of the existing national, regional, districts, and local levels. It is true that more than half percent of the world's population are women.

### 2.3. Conceptual Model

Figure 1. Conceptual Model



Source: Adopted from Literature

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

Research methodology comprises of research methods and techniques along with the rationale of using them. It is "a science how research is done systematically" (Kothari 2004). Methodology is about the procedure how to achieve a given objective. The procedure includes, according to (Kothari 2004).

### 3.1. Population for the study

The populations of this study are all females who work in public sectors in Jimma town and who held certain position from lower to top level of leadership positions in the sectors available in the town.

The following public sectors were the sampling frame from which the respondents were selected for this particular research. These include:

Table 3.1 Sampling frame

S. No	Name of the Sector
1.	Transport Authority
2	Revenue Authority
3	Culture and Tourism
4	Government Communication
5	Sport and Youth Affairs
6	Plan and Economy
7	Finance Office and Economic cooperation
8	Women and Child Affairs
9	Justice Office
10	Trade office
11	Municipality
12	Peace and security

13	Job Opportunity Office
14	Education Office
15	Construction Office
16	Health Office
17	Agency of Social Affairs
18	Public Service and HR Development
19	Agency of vital event recording
20	Urban Agriculture development
21	Investment Office
22	Coffee and tea office
23	House of Representatives
24	Market Development
25	TVET Agency
26	Environmental Protection
27	Mayor Office
28	Police office

Source: Secondary data

### **3.2. Data and Source of Data**

This study got use of both primary and secondary data. The primary data sources are women who held certain position in public sectors in Jimma town. The secondary data sources are records in each office. The primary data from women who held certain leadership position was collected using self-administered questionnaires. Whereas, secondary data was collected from records in each office to get pertinent data such as total number of employees, total number of positions and total number of female who hold leadership position ranging from top to bottom levels.

### **3.3. Sampling Technique**

There are 28 sector offices providing public services in Jimma town. Therefore, it is not worth taking to take sample from these offices as all can be included in the study. At the same time all

women who held certain leadership position (lower, middle and higher) were considered for the study. Total of 142 females are found holding certain position in the sector and data was distributed to all of which 102 (71.83 %) is filled and returned. The remaining fails to return because of the current situation as they are working from home or using rotations.

### **3.4. Method of Data Collection**

The primary data was collected by preparing self-administered questionnaire to women who held certain leadership positions running from lower to upper level of leadership. Secondary data was collected from records of the sector offices in Jimma town.

### **3.6. Method of Data Analysis**

It is the process of inspecting, cleansing, transforming, and modeling data with the aim of discovering useful information, informing conclusions, and supporting decision making. After collecting pertinent primary and secondary data for this study, data is analyzed using different data analysis methods. Accordingly, descriptive statistics is used to analyze and describe the demographic characteristics of women leaders in relation to total leadership positions available in each public sector in Jimma town. In addition, correlation analysis is used to examine the relationship between dependent and independent variables. Finally, linear regression was used to examine the effect of various factors categorized as personal, institutional, and socio-cultural factors on women leadership participation. SPSS version 20 was used to analyze the data collected.

### **3.7. Description of Variables**

There are two sets of variables for this study; the dependent variable and the independent variable. The dependent variable for the study is women leadership participation which is measured by the ratio of female leaders to total employees in each sector. The independent variables for the study are;

**Scio-cultural Factors:** These factors include; societal attitude, coworkers' support, family support, Friends support among others.

**Personal Factors:** literature also indicated that self-esteem & confidence, level of education, marital status, experience, Personal Commitment the personal factors that could affect the women leadership participation and is used as indicator for this study too.

**Institutional Factors:** Institutional policy, mentor and support, women network, affirmative action is the factors that literatures indicated and is used as a variable for this particular study too.

### 3.8. Model Specification

The following model is used for the regression analysis to examine the effect of independent variable over dependent variable. The regression model which is existed in most literature has the following general form:

$$Y_{it} = \alpha + \beta X_{it} + \varepsilon_{it}$$

Where  $Y_{it}$  is the dependent variable (women leadership participation) for sector  $i$  in year  $t$ ,

$\alpha$  is the constant term

$\beta$  is the vector of coefficient of the independent variables

$X_{it}$  is the vector of the independent variable (SCF, INF and PRF) of sector  $i$  for year  $t$ , and

$\varepsilon_{it}$  is the normal error term with constant variance and zero mean.

Therefore, the general empirical research model indicated above was changed into the study variables to analyze the effect of various factors on women leadership participation.

$$WLP_{it} = \beta_0 + \beta_1 (SCF_{it}) + \beta_2 (INF_{it}) + \beta_3 (PRF_{it}) + \varepsilon_{it}$$

### Reliability and Validity Test

Before proceeding to data collection, both reliability and validity test was conducted as the questionnaires were adapted from various literatures to the current study.

Validity was assured by obtaining comment from various professionals and adviser. Whereas, the reliability was tested by distributing questionnaire to ten women and the responses was analyzed using Cronbath's alpha. According to Nunally and Bernstenin (1994) there is no

significant reliability problem if Cronbach's alpha is greater than 70 %. The independent analysis of the Cronbach's alpha for the four dimensions believed to have effect on women participation on leadership positions are quite greater than 70 % and hence, the result assures that there is no reliability problem. The result is indicated in the table that follows.

Table 3.2 Reliability test result

	<b>Reliability Statistics</b>	
<b>Factors</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Social Factors	.813	10
Female Attitude	.774	9
Home Responsibility	.812	7
Institutional Factors	.790	9

Source: Questionnaire Survey



## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1. Descriptive Analysis

The following section indicated the demographic description of the responds with regard to their religion, marital status, level of education, work experience and the relation that these variables have with their position held in the organization.

##### 4.1.1. Demographic Characteristics of Respondents

Table 4.1 Religion of Respondents

Religion of Respondents				
		Frequency	Percent	Cumulative Percent
Valid	Christian	29	28.4	28.4
	Muslim	59	57.8	86.3
	Wakefata	14	13.7	100.0
	Total	102	100.0	

Source: Questionnaire Survey

Table 4.1 indicated that 29 (28.40 %) of the females who hold managerial position are Christians, 59 (57.80 %) of the respondents are Muslims while 14 (13.70 %) are wakefata. This implies that majority of the females who hold managerial position ranging from higher to lower are Muslims followed by Christians. This is because of the fact that majority of the population who leave in Jimma town are Muslims.

Table 4.2 Marital status of the respondents

Marital status of Respondents				
		Frequency	Percent	Cumulative Percent
Valid	Married	72	70.6	70.6
	Unmarried	27	26.5	97.1
	Divorced	2	2.0	99.0
	Widow	1	1.0	100.0
	Total	102	100.0	

Source: Questionnaire Survey

As far as the marital status of the respondents is concerned, majority 72 (70.60 %) of females who hold managerial position are married while 27 (26.5 %) are unmarried. This implies that marital status teaches females to take risk of leading certain organization because of their prior experience.

Table 4.3 Education level of the respondents

<b>Education Level</b>				
		Frequency	Percent	Cumulative Percent
Valid	Diploma	28	27.5	27.5
	Degree	71	69.6	97.1
	Masters	3	2.9	100.0
	Total	102	100.0	

Source: Questionnaire Survey

Table 4.3 further indicated educational background of females who hold leadership position in Jimma town public service offices. As indicated in the table, significant number of females 71 (69.60 %) are degree holders while 28 (27.5 %) of them are diploma holders. Only 3 (2.9 %) are master's degree holders. Hence, it provides certain assignment to the city administration to provide educational opportunities to females to upgrade their educational level and take leadership responsibilities in senior positions.

Table 4.4 Work Experience of the respondents

<b>Work Experience</b>				
		Frequency	Percent	Cumulative Percent
Valid	< 5 years	10	9.8	9.8
	5-10 years	27	26.5	36.3
	11-15 years	41	40.2	76.5
	16-20 years	13	12.7	89.2
	21-25 years	5	4.9	94.1
	Above 25 years	6	5.9	100.0
	Total	102	100.0	

Source: Questionnaire Survey

Table 4.4 shows that 10 (9.8 %) of the respondents who held leadership position have experience of less than five years, 27 (26.5 %) of them have experience between 5 to 10 years. While

significant number of the respondents 41 (40.2 %) have experience between 11 to 15 years and only few 11 (10.8 %) have experience of more than 20 years. This implies that significant number of females who hold leadership position have experience ranging from 5 to 20 years.

Table 4.5 Position held in the organization

Position Held				
		Frequency	Percent	Cumulative Percent
Valid	Top management	7	6.9	6.9
	Middle Management	32	31.4	38.2
	Lower Level Management	63	61.8	100.0
	Total	102	100.0	

Source: Questionnaire Survey

As far as the position held in the organization, 7 (6.9 %) of the females are at top leadership position, 32 (31.4 %) are at the middle level and majority 63 (61.8 %) are at lower level leadership position. This implies that top level leadership position is dominated by male and still it needs effort to bring females to the higher level leadership position.

#### 4.1.2. Position held and Demographic Characteristics

Table 4.6 Position held VS religion of respondents

Crosstab					
Count					
		Position Held			Total
		Top management	Middle Management	Lower Level Management	
Religion of Respondents	Christian	1	7	21	29
	Muslim	5	18	36	59
	Wakefata	1	7	6	14
Total		7	32	63	102

Source: Questionnaire Survey

The cross tabulation indicate the relationship between religion and position held in the organization. The analysis indicated that Majority of Christians hold lower level leadership position while only one held top level leadership position. Although majority of the females hold lower lever leadership position Muslims are better in holding top level leadership position

when compared to Christian and Wakefata. This is because of the fact that majority of the population are Muslims and leadership is its replica.

Table 4.7 Position held VS Marital status of female leaders

<b>Crosstab</b>					
Count					
		Position Held			Total
		Top management	Middle Management	Lower Level Management	
Marital status of Respondents	Married	6	21	45	72
	Unmarried	1	11	15	27
	Divorced	0	0	2	2
	Widow	0	0	1	1
Total		7	32	63	102

Source: Questionnaire Survey

As it can be seen from table 4.7 above, though female generally held lower and medium level leadership positions, majority of the married females held senior leadership positions when compared to those who are unmarried. This implies that married women tend to take risk of being at managerial position because of their experience in leading their families. It also could be because of their relation with other male or female who hold certain leadership position.

Table 4.8 Education level VS position hold

<b>Crosstab</b>					
Count					
		Position Held			Total
		Top management	Middle Management	Lower Level Management	
Education Level	Diploma	0	6	22	28
	Degree	7	23	41	71
	Masters	0	3	0	3
Total		7	32	63	102

Source: Questionnaire Survey

As far as the education level of the females who held leadership position is concerned, 28 of the females holders of which 22 are at lower level leadership position whereas, 6 are at middle level leadership position. Of the 71 females who are first degree holders, 41 of them are at lower leadership position, 23 are at middle level leadership and only 7 of them are at top level

leadership position. Only 3 of them are master’s holders and they held middle level leadership position. This implies that education level is not the only criteria for females to be at the higher leadership position as there are females who hold master’s degree but are in the middle leadership position and at the same time those who hold diploma and held the same position.

Table 4.9 Experience VS position hold

<b>Crosstab</b>					
Count					
		Position Held			Total
		Top management	Middle Management	Lower Level Management	
Work Experience	< 5 years	0	2	8	10
	5-10 years	0	8	19	27
	11-15 years	4	9	28	41
	16-20 years	2	7	4	13
	21-25 years	0	2	3	5
	> 25 years	1	4	1	6
Total		7	32	63	102

Source: Questionnaire Survey

Table 4.9 shows that total of 10 females have experience of less than five years and of these 8 are on lower level and 2 are on middle level leadership position. Of those who have experience ranging from five to ten years, 19 are on lower level and 8 are on the middle level leadership positions. Majority of the respondents are in the experience rang of eleven to fifteen years and four of the seven females fall in this category. Total 24 females fall in the experience above 16 years. This also implies that majority of the females who hold leadership position are within the experience range of five to 20 years and it is quite logical as providing leadership positions in the early experience and late ages have significant impact on efficiency of the public service.

#### **4.1.3. Descriptive Analysis of Factor that affect Female Leadership participation**

This Section provides detail descriptive analysis of the factors that affect female leadership participation from socio-cultural and attitude of females towards themselves, women home responsibility and institutional factors point of view.

#### 4.1.3.1. Socio-Cultural Factors

The following table shows the socio-cultural factors that affect female leadership participation.

Table 4.10 Descriptive Analysis of Factor that affect Female Leadership Participation

Socio-cultural Factors	SDA	DA	Neu	AG	SAG	100 %
	1	2	3	4	5	
Girls and boys are socialized differently to assume different roles in the community	11 (10.78)	11 (10.78)	14 (13.73)	46 (45.10)	17 (16.67)	102 100 %
Devaluation of women by the society affect their aspiration to hold leadership position	8 (7.84)	14 (13.73)	19 (18.63)	47 (46.08)	24 (23.53)	102 100 %
People think women do not have the ability and skills to be a leader	16 (15.69)	24 (23.53)	13 (12.75)	35 (34.31)	14 (13.73)	102 100%
The belief that men make better administrators than women hinders women's participation in leadership	10 (9.80)	12 (11.76)	20 (19.60)	48 (47.06)	12 (11.76)	102 100 %
Men discriminate women in the leadership environment	11 (10.76)	21 (20.59)	15 (14.71)	30 (29.41)	25 (24.51)	102 100 %
Religious and other social norms discourage women to become leaders	30 (29.41)	12 (11.76)	6 (5.88)	19 (18.63)	35 (34.31)	102 100 %
The traditional roles of women as housekeepers render them inefficient administrators because of failure to balance housework with the job	10 (9.80)	1 (.98)	16 (15.69)	32 (31.37)	43 (42.16)	102 100 %
Most people think the decision making power rests with men	5 (4.90)	21 (20.59)	38 (37.25)	25 (24.51)	13 (12.75)	102 100 %
Men leaders recommend men to become leaders instead of women	3 (2.94)	8 (7.84)	35 (34.31)	33 (32.35)	23 (22.55)	102 100 %
Male feel that they are more efficient in leadership than women	10 (9.80)	8 (7.84)	32 (31.37)	41 (40.20)	11 (10.78)	102 100 %

Source: Questionnaire Survey

Table 4.10 indicated respondents were asked whether there is deference in providing roles to females and male in daily responsibilities. Accordingly, majority of the respondents 46 (45.10 %) agree with the issue while 17 (16.67 %) strongly agree. From this it can be implied that girls and boys are being socialized differently to assume different roles in the community.

Another factor that was included in the question was the fact that women are being devaluated in the society and this affect their leadership aspiration to hold leadership positions. The result show that 47 (46.08 %) agree while 24 (23.53 %) of them strongly agree with the fact. This means 71 (69.61 %) of the respondents agree with the fact regardless of the degree of agreement. From this it can inferred that the traditional belief of the society towards female leadership has significant effect on females' leadership participation. Significant number of the respondents 49 (48.04) agree that people think women do not have the ability and skill to be a leader. There are also few respondents who contend that there is no such attitude in the society.

Table 4.11 further indicated that the belief that men make better administrators than women hinder women participation in leadership positions. This is supported by majority response obtained from the women who are in leadership positions ranging from top to bottom. 48 (47.04 %) and 12 (11.76 %) respectively agree and strongly agree with the fact while 20 (19.60 %) remain neutral 12 (11.76 %) disagree and 10 (9.80 %) strongly disagree with the facts. As more than half of the respondents agree with the issue, it can be concluded that traditional belief to superior men leadership ability discourages females to participate in leadership positions. Majority 55 (53.92 %) of the female respondents also depicted that men discriminates female in leadership position and tend to be obstacle. But 11 (1.76 %) of the respondents strongly disagree while 21 (20.59) disagree with the fact. From majority respondents it can be inferred that men action discriminates female to participate in leadership position. Female also believe that religious and other social norms are the discouraging factors for females to participate on leadership position.

Traditionally females are expected to play role as housekeepers and that impacts them to balance home responsibilities and office responsibilities. The fact is supported with the response of 43 (42.16 %) who strongly agree and 32 (31.37 %) who agree with the fact. Hence, the home responsibility which usually is believed to be the responsibility of females is still becoming significant factor which affect female leadership participation. But respondents are not in agreement position for the question that posited decision making power rests on men supporting the preposition that power can be vested on female if they could get the chance to lead.

The other factor that affects females' leadership participation is that men recommend other men to leadership position instead of female. This is supported by 23 (22. 55 %) who strongly agree

and 33 (32.35 %) who agree with the fact. Thought 35 (34.31 %) kept neutral with the issue, majority response lead to the conclusion that the attraction force of male in the office is another important point for females to participate in leadership position. The superior feeling of male also make them not to recommend female to the leadership position, which, further, negatively affect female leadership participation.

#### 4.1.3.2. Attitude of Female towards themselves

The other dimension in this particular research was to analyze whether the attitude of women themselves affected their participation in leadership positions of all levels. The response of the females in public sector of Jimma town is indicated on table below.

Table 4.11 Attitude of women towards themselves

Attitude of female towards Themselves	SDA	DA	Neu	AG	SAG	100 %
	1	2	3	4	5	
Women acknowledge that men born to lead	54 (52.94)	20 (19.61)	15 (14.71)	7 (6.86)	6 (5.88)	102 100 %
Women have low interest in administrative roles like decision making, planning and resource control	47 (46.08)	29 (28.43)	12 (11.76)	9 (8.82)	5 (4.90)	102 100 %
Lack of confidence in their abilities has undermined the participation of female in leadership position	53 (51.96)	33 (32.35)	5 (4.90)	5 (4.90)	6 (5.88)	102 100%
Women feel exhibit poor risk taking behavior in leadership	50 (49.02)	33 (32.35)	9 (8.82)	5 (4.90)	5 (4.90)	102 100 %
Women feel that they lack the ability to develop and communicate Vision	73 (71.57)	16 (15.69)	7 (6.86)	3 (2.94)	3 (2.94)	102 100 %
Women believe that they have gap to implement rules and regulations	80 (78.43)	14 (13.73)	3 (2.94)	2 (1.96)	3 (2.94)	102 100 %
Women fear competition that affect aspiration to leadership	74 (72.55)	13 (12.75)	8 (7.84)	4 (3.92)	3 (2.94)	102 100 %
Women underestimate their abilities and perceive themselves as less skill full	65 (63.73)	28 (27.45)	5 (4.90)	2 (1.96)	2 (1.96)	102 100 %
Women consider themselves to have low level of acceptance than men	71 (69.61)	17 (16.67)	5 (4.90)	6 (5.88)	3 (2.94)	102 100 %

Source: Questionnaire Survey



One of the basic questions forwarded was whether female believe that men are born to lead. Response from majority of the female leaders who hold leadership positions of all levels in Jimma town indicated that female don't believe man are born to lead. More specifically, 54 (52.94 %) strongly disagree and 20 (19.61 %) disagree with the fact, indicating that females in leadership position don't recognize the traditional belief that only male are born to lead.

Another questions was also forwarded to female leaders in Jimma town public offices was whether women have low interest in administrative roles like decision making, planning and resource control that affected their leadership participation. Accordingly regardless of the degree of disagreement, 86 (84.31%) disagree, indicating that females are interested in decision administrative roles such as planning and decision making. Even females have more exposure to such activities while taking care of home responsibilities which require intensive planning and decision making. At the same time, the females are also in disagreement with the issues of lacking confidence in their leadership abilities.

Literature also indicated that the risk taking behavior is important in leadership realm. The respondents are provided with the question related to female risk taking behavior is low and that affected their leadership participation. Accordingly, 50 ( 49.02 %) strongly disagree while 33 ( 32.35 %) disagree with the fact indicating that females are not afraid of taking risk and could satisfy this very precondition for leadership. Majority of the 89 (87.56 %) also confirmed that females have no weakness of crafting vision and communicating vision to their subordinates.

It is also assessed whether females have gaps to implement rules and regulations effectively and efficiently. Accordingly 80 (78.43 %) of them strongly disagree while 14 (13.73 %) disagree indicating that females have no limitation in implementing the rules and regulations of the government. Females also disagree with the fact that they fear completion with male and that makes them to refrain from participating in leadership position.

Question was also forwarded to females to see whether women underestimate their abilities and perceive themselves as less skillful. Accordingly, 65 (63.73 %) strongly disagree while 28 (27.45 %) disagree with the fact. The data collected also reveal that women don't consider themselves to have low level of acceptance than men.

#### 4.1.3.3. Women Home Responsibility

Table 4.12 women home responsibility and their leadership participation

Women Home Responsibility	SDA	DA	Neu	AG	SAG	100 %
	1	2	3	4	5	
Women's responsibility of family and home affect their participation in leadership.	8 (7.84)	5 (4.90)	2 (1.96)	65 (63.73)	22 (21.57)	102 100 %
Women's role of child bearing, and taking care of family affect their involvement in leadership.	9 (8.82)	6 (5.88)	12 (11.76)	76 (74.51)	8 (7.84)	102 100 %
Women's inability to delegate duties at home effectively hinder them to be leaders at work	36 (35.29)	23 (22.55)	19 (18.63)	17 (16.67)	7 (6.86)	102 100%
Women are born to bear home or family related issues	9 (8.82)	24 (23.53)	29 (28.43)	34 (33.33)	6 (5.88)	102 100 %
Women's lacks of support from family at home affect their leadership participation	16 (15.68)	13 (12.75)	3 (2.94)	46 (45.10)	24 (23.53)	102 100 %
Husbands are not willing their wife to be leader and bear outside responsibility	10 (9.80)	3 (2.94)	7 (6.86)	36 (35.29)	46 (45.10)	102 100 %
Women are not getting support from their husbands for home responsibilities	4 (3.92)	9 (8.82)	33 (32.35)	31 (30.39)	25 (24.51)	102 100 %

Source: Questionnaire Survey

Table 4.12 above indicated females' family and home responsibility affects their leadership participation. More specifically, 22 ( 21.57%) strongly agree while 65 (63.73%) agree their role as mothers and wife is putting big pressure and most females refrain from taking additional responsibilities presuming they may be ineffective if they assume that responsibility. Furthermore, they also witnessed that their child bearing and taking care of their families' affect their leadership participation. This is supported by 76 (74.51 %) who agree and 8 (7.84 %) while

there are female leaders who strongly disagree 9 (8.82 %), 6 (5.88 %) who disagree while 12 remain neutral with the fact.

Women inability to delegate responsibility makes females to participate on leadership. This was evidenced by 36 (35.29) who strong disagree while 23 (22.55 %) disagree with the fact. While 19 (18.63 %) remain neutral with the fact, there are also 17 (16.67 %) and 7 (6.86 %) who agree and strongly agree with the fact that women don't delegate their responsibilities. But from the majority response, it can be concluded that female's inability or lacking willingness to delegate authorities is not the factor that affect female's leadership participation.

There is also a belief that females are born to bear home or family related issues and question is forwarded to respondents to assure whether such beliefs are among the factors that could affect female leadership participation. Accordingly, 9 (8.82 %) strongly disagree, 24 (23.53 %) agree while 29 (28.43 %) remain neutral about the issue. But 34 (33.33 %) agree and 6 (5.88 %) strongly disagree with the fact. From majority response almost 40 % of the respondents disagree with such issues supporting that women could go outside of home responsibility and could participate on leadership responsibilities.

Another challenge for females to participate on leadership position is lack of support for the responsibility at their home. This is evidenced by 46 (45.10 %) who agree with the fact while 24 (23.53 %) who strongly agree with the fact. It is also indicated that husbands are not willing their wife to be leader and bear outside responsibility. That could be because of their presumption of possibility to share home responsibility if their wife went to leadership position and also other social factors that prevail in the minds of the husbands. The result is supported by 46 (45.10 %) who strongly agree and 36 (35.29 %) who agree with the fact. Those husbands who nominally allow their wife don't support them at home responsibilities and that could further make female leaders not to be efficient at their leadership position.

#### **4.1.3.3. Institutional Factors**

The following section indicates the institutional related factors that could affect the participation of females in the leadership in Jimma town public service offices.

Table 4.13 Institutional factors and women leadership participation

Institutional factors	SDA	DA	Neu	AG	SAG	100 %
	1	2	3	4	5	
Organizations have no transparent selection, hiring and promoting policies and practices to encourage women leaders	1 (.98)	40 (39.22)	7 (6.86)	35 (34.31)	19 (18.63)	102 100 %
Organizations have no official effort to make females active participants in leadership	6 (5.88)	35 (34.31)	15 (14.71)	27 (26.47)	19 (18.63)	102 100 %
Organizations have sex segregation at a time of selection and hiring	9 (8.82)	15 (14.71)	18 (17.65)	26 (25.49)	34 (33.33)	102 100 %
There is no established women professional network in leadership	10 (9.80)	3 (2.94)	8 (7.84)	32 (31.37)	49 (48.04)	102 100 %
women lack role models in organizations that stimulate them to become leaders	8 (7.84)	5 (4.90)	7 (6.86)	42 (41.16)	40 (39.22)	102 100 %
There is lack of Mentors and support system for the would be leaders	3 (2.94)	5 (4.90)	10 (9.80)	22 (21.56)	62 (60.78)	102 100 %
There is low commitment to apply affirmative action in practice to encourage women leaders	6 (5.88)	12 (11.76)	18 (17.64)	14 (13.73)	52 (50.98)	102 100 %
Organizations do not attract females to participate in leadership	4 (3.92)	21 (20.59)	2 (1.96)	23 (22.55)	52 (50.98)	102 100 %
Officials make gender bias while selecting leaders	8 (7.84)	11 (10.78)	18 (17.65)	22 (21.56)	43 (42.16)	102 100 %

Source: Questionnaire Survey

Setting policies for encouraging women to motivate them participate in the leadership is important activity for institutions. Questions were forwarded to ask whether there is such institutional policy and practices for selection and development to encourage females participate in the leadership. Accordingly, 1 (.98 %) strongly disagree and 40 (39.22 %) disagree with the fact. another 7 (6.86 %) of the respondents remain neutral with the fact. whereas, 35 (34.31 %) and 19 (18.63 %) respectively agree and strongly agree and confirm the existence of institutional policies for selection and training to encourage female leaders. This implies that there is inconsistent response as far as the issue is concerned. But the majority response could lead us

that there is such policies and practices in the public offices and the problem could be in implementing such policies to enhance female leadership.

Affirmative action as supposed to be made to females so as to balance the past cultural impacts on females. So, the question was to see whether there is such affirmative action by organizations to balance such cultural impacts to make females participate in leadership positions in Jimma town. The response indicated that 6 (5.88 %) strongly disagree, 35 (34.31 %) disagree with the fact while 15 (14.71 %) kept neutral. Whereas, 27 (26.47 %) agree and 19 (18.63 %) strongly agree confirming there are affirmative action in public offices in Jimma town. From this it can be concluded that there are such affirmative action in some offices and others are not implementing it.

Organizations are expected to provide equitable employment opportunities for male and female employees and even they have to provide real affirmative action to support female employees. Accordingly, 9 (8.82 %) strongly disagree 15 (14.71 %) agree and 18 (17.65 %) kept neutral with the fact. Whereas, 26 (25.49 %) agree and 33 (33.33 %) agree and strongly agree respectively. From this it can be concluded that there are such discriminations while making hiring and selection practices. The presence of well-established women professional networks enable females to fight against discriminations against female employees. Accordingly 10 (9.80 %) strongly disagree 3 (2.94 %) agree and 8 (7.84 remain neutral). But, 32 (31.37 %) agree and 49 (48.04 %) strongly agree respectively confirming the absence of such female professional network.

The presence of role models in each organization to encourage them to participate in leadership is important in bringing females to positions. Question is forwarded to citing that women lack role models in organizations that stimulate them to become leaders. Accordingly, 8 (7.84 %) strongly disagree, 5 (4.90 %) agree and 7 (6.86 %) remain neutral with the fact. Whereas, 42 (41.16 %) agree and 40 (39.22 %) strongly agree confirming there are no real role models who encourage female to be leaders. At the same time, the presence of mentors and support system play very important role in creating future female leaders. Accordingly respondents were provided with the question 3 (2.94 %), 5 (4.90 %) and 10 (9.80 %) responded strongly agree, agree and neutral respectively. Whereas, 22 (21.56 %) agree and 62 (60.78 %) responded agree and strongly agree respectively. This implies that there is lack of mentor and support system in the public service offices in Jimma town.

The other important point is the presence of commitment in implementing the affirmative action in the public services. Accordingly 6 (5.88 %) strongly disagree with the fact that there is commitment, 12 (11.76 %) agree and 18 (17.73 %) remain neutral. Whereas, 14 (13.73 %) agree and 52 (50.98 %) strongly agree with the fact. From majority response it can be concluded that leaders in public service sectors have weak commitment in applying affirmative action policies in place to encourage females to participate in leadership positions. The other important questions forwarded to know whether organizations attract females to participate in leadership positions. Accordingly, 4 (3.92 %) strongly disagree, 21 (20.59 %) agree and 2 (1.96 %) remain neutral respectively. But significant numbers of respondents are in the agreement category i.e. 23 (22.55 %) agree and 52 (50.98 %) strongly agree. From majority response it can be concluded that organizations do not attract females to participate in leadership positions.

Another important area of attention is whether there is bias in gender while providing leadership appointments. Respondents were asked if there is such gender bias while selecting leaders. Accordingly 8 (7.84 %) strongly disagree 11 (10.78 %) agree and 18 (17.65 %) remain neutral. Whereas, 22 (21.56 %) agree and 43 (42.16 %) strongly agree with the fact. From the majority response it can be concluded that there is gender bias while making leader selection. It means that male leaders prefer to recommend males instead of female though there is a good start by the current revolutionary government.

## **4.2. Correlation Analysis**

According to Sakaran (2003) correlation is one of the most widely used measures of association between two or more variables. Measures of correlation are employed to explore the presence or absence of a correlation between the variables.

The correlation coefficient describes the direction of the correlation, which is, whether it is positive or negative, and the strength of the correlation, that is, whether an existing correlation is strong or weak.

Though there are various measures of correlation between nominal or ordinal data, Pearson product-moment correlation coefficient is a measure of linear association between two interval or ratio variables. Measure, represented usually by the letter  $r$ , varies from  $-1$  to  $+1$ . A zero correlation indicates that there is no correlation between the variables.

The following section discusses about the correlation between the various factors and female leadership participation measured by the number of females who hold certain leadership positions ranging from lower to top level in Jimma public service offices.

Table 4.14 Correlation Output

		Correlations								
		Religion	Marital status	Education Level	Work Experience	Position Held	Social Factors	Personal Factors	Institutional Factors	Female on Position
Religion	Pearson Correlation	1								
	Sig. (2-tailed)									
	N	102								
Marital status	Pearson Correlation	-.164	1							
	Sig. (2-tailed)	.099								
	N	102	102							
Education Level	Pearson Correlation	.574**	-.094	1						
	Sig. (2-tailed)	.005	.350							
	N	102	102	102						
Work Experience	Pearson Correlation	.580**	-.155	.627**	1					
	Sig. (2-tailed)	.003	.119	.002						
	N	102	102	102	102					
Position Held	Pearson Correlation	-.194	.065	.565**	.705**	1				
	Sig. (2-tailed)	.051	.515	.008	.002					
	N	102	102	102	102	102				
Social Factors	Pearson Correlation	.122	-.071	.055	-.065	.139	1			
	Sig. (2-tailed)	.222	.476	.584	.517	.163				
	N	102	102	102	102	102	102			
Personal Factors	Pearson Correlation	.111	.151	.579**	.057	.547**	.087	1		
	Sig. (2-tailed)	.267	.131	.003	.570	.004	.383			
	N	102	102	102	102	102	102	102		
Institutional Factors	Pearson Correlation	-.048	.020	-.101	-.106	.019	.131	.169	1	
	Sig. (2-tailed)	.635	.844	.312	.290	.848	.189	.090		
	N	102	102	102	102	102	102	102	102	
Female on Position	Pearson Correlation	-.029	.102	.623**	.021	-.137	-.769**	.534*	.750**	1
	Sig. (2-tailed)	.776	.305	.003	.832	.169	.001	.032	.002	
	N	102	102	102	102	102	102	102	102	102

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Source: Questionnaire Survey and Secondary data

Table 4.14 indicate the correlation analysis between the number of female on position as dependent variable and the independent and other demographic data of the respondents. As it can be seen from the figures on the table, there is no statistically significant relationship between religion and marital status of the respondents. It can also be understood that education and religion of the respondents have statistically significant positive relationship ( $r=0.574$ ,  $N= 102$ ,  $p=0.05$ ). But there is no statistically significant relation between education and marital status of the female in Jimma town public service sectors.

The correlation output also indicated that there is statistically significant positive relationship between work experience of female leaders and their religion ( $r=0.580$ ,  $N= 102$ ,  $P< .005$ ) whereas, there is no relation between work experience and marital status of female leaders in Jimma town public service sectors. The result further depicted that there is statistically significant positive relationship between work experience and education level of female leaders in case of Jimma town public service sectors ( $r=0.627$   $N= 102$ ,  $P< .005$ ). This implies that those females who have long term service have greater chance to get educational opportunities compared to those who have short-term experiences.

As far as the relationship between position held and other factors are concerned, position held has no statistically significant relation with religion and marital status of female leaders in Jimma town public service sectors. But position held has statistically significant relation with education level of female leaders ( $r=0.565$  and  $\text{Sig } .008$ ). It means that those females with better educational background have the tendency to hold certain leadership positions. There is also statistically significant relationship between position held in the organization and work experience ( $r=0.705$  and  $\text{Sig } .002$ ).

The correlation result also confirmed that social factors have no statistically significant relation with the demographic variables used in the analysis such as religion, marital status, education, work experience and position held.

The correlation analysis also indicated that personal factors have no statistically significant relation with demographic variables such as religion, marital status, work experience and social factors. Whereas, there is statistically significant positive relation ( $r=0.579$  and  $\text{Sig } .003$ ) between personal factors and education level of female leaders implying that the personal effort they



made and the perception they have towards themselves could determine their educational destination. Those who have positive perception for themselves and make strong effort will be at better educational level and vice versa. At the same time, personal factor also have statistically positive relation with (r.547 and Sig .004) position held in an organization. This implies that those females who become determinant and have positive self-image could be at better position than those who do not exert effort and have negative self-image.

The correlation coefficients also indicated that institutional factors have no statistically significant relationship with demographic variables such as religion, marital status, education level, work experience, position held and also with other variables such as social factor.

The final correlation result indicated the relationship between the dependent variable measured here with the number of female on position with demographic variables and other independent variables such as personal, social and institutional factors.

The analysis indicated that, the number of female on position has no statistically significant relation with religion, marital status, work experience and position held in the organizations. But, there is statistically significant positive relation between number of female in position and education level of female leaders (r.623 and Sig .003). It means that as education level of females increase, the probably of being on position also increases and providing scholarship opportunities for female employees is important to bring them to a given position.

The correlation analysis further indicated that the number of females on position has statistically positive relation with personal related factors (r.534 and Sig .032). That means the personal efforts exerted by females; their perception towards themselves positively influences their position in their organization. There is also statistically significant positive relation between number of females on position and institutional factors (r.750 and Sig .002). That is, the institutional policies and practices, the affirmative action and other institutional environment have positive influence on bringing females to certain position in that organization.

Finally the correlation coefficient indicated that there is statistically significant negative relation between (r.-769 and Sig .001) number of females in position and social factors. This indicated that decreased social pressures on females could increase the number of females in certain leadership position and vice versa.

### **4.3. Regression Analysis**

This section deals with the regression model to see the effect of the three dependent variables in the theoretical model, social, personal and institutional factors on the dependent variables the female leadership participation.

#### **4.3.1. Assumption Tests of the Classical Linear Regression Model**

Before making regression analysis and talk about the effect of dependent variables on the independent variables, it is important to make assumption tests (CLRM) and assure the healthiness of the data.

##### **Linearity**

The linearity assumption deals with the existence of linear relationship between dependent and independent variables. The scatter plot annexed indicated there is linear relationship between dependent and independent variable.

##### **Normality**

This assumption also deals with the normal distribution of data. This can also be tested by the QQ plot (Annexed) and this indicated that the data are normally distributed and there is no problem of normality.

##### **Multicollinearity**

One of the basic assumptions is the independence of independent variables from each other (absence of multicollinearity). This assumption was tested by the Collinearity statistics of tolerance and VIF. To say there is no Multicollinearity problem, the VIF should be less than 10 and the Tolerance has to be greater than 0.1. As it can be observed from table, all the variables do satisfy the conditions as VIF is less than 10 and tolerance is greater than 0.1.

Table 4.15 Collinearity Statistics

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.766	.604		2.923	.004		
	Social Factors	-1.261	.611	-.206	-2.063	.042	.978	1.022
	Personal Factors	2.076	.447	.317	3.171	.005	.967	1.034
	Institutional Factors	-.160	.316	-.051	-.507	.614	.958	1.044
a. Dependent Variable: Number of female on position								

Source: Questionnaire Survey

### Homoscedasticity

This describes the situation in which the error term (that is, the “noise” or random disturbance in the relationship between dependent and independent variables) is the same across all values of the independent variables. As there is no problem of linearity and normality, there is no problem of heteroscedasticity.

### Autocorrelation

This problem is also known as serial correlation occurs when the residuals are not independent from each other. In other words when the value of  $y(x+1)$  is not independent from the value of  $y(x)$  and the problem of time series data. Though the data for the current study is not a time series data no need to make the assumption test for problem of autocorrelation.

### Model Fitness

Table 4.16 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.805 <sup>a</sup>	.647	.636	.30903
a. Predictors: (Constant), Institutional Factors, Social Factors, Personal Factors				

Source: Questionnaire Survey

From model summary, it can be understood that 63.6 % the change in the dependent variable are exhibited by the changes in the three independent variables personal, institutional and personal factors.

Table 4.17 Analysis of Variance Table

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.354	3	.154	1.613	.001 <sup>b</sup>
	Residual	9.359	98	.096		
	Total	9.821	101			
a. Dependent Variable: Number of Female on Position						
b. Predictors: (Constant), Institutional Factors, Social Factors, Personal Factors						

Source: Questionnaire Survey and Secondary data

Table 4.17 indicated that the F-statistics is significant (Sig. 0.001) and it confirms the fact that the model best fits to see analyze the effect of the independent variables namely, social factors, personal factors and institutional factors on female leadership participation as dependent variable in Jimma town public service sector offices.

### Effect of the three Variables on Women leadership Participation

Table 4.18 Determinants of women Leadership Participation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.766	.604		2.923	.004
	Social Factors	-1.261	.611	-.206	-2.063	.042
	Personal Factors	2.076	.447	.317	3.171	.005
	Institutional Factors	-.160	.316	-.051	-.507	.614
a. Dependent Variable: Number of Female on Position						
Source: Questionnaire Survey and Secondary data						

The regression output indicated that social factors have statistically negative effect on female leadership participation at 5 % significance level. The finding is in line with the realities and ground and many previous literatures. Social norms, beliefs, attitude towards women have

negative effect on the female leadership participations. The finding is in line with Endale (2014), Anella, Ephantus and Pamela (2016) and Nigist (2019).

The analysis also indicated that personal factors have statistically positive effect on female leadership participation at 1 % significance level. This implies that personal commitment, perception towards oneself determines who we are where we want to go nthe finding is in line with the finding of Solomon & Mesay (2017).

Finally although there is relation between institutional factors and women leadership participation, it cannot be concluded that it has effect on women leadership participation. The result contradicts the finding of Solomon & Mesay (2017).

## CHAPTER FIVE

### SUMMARY OF MAJOR FINDING, CONCLUSION AND RECOMMENDATIONS

#### **5.1. Summary of Major Finding**

Majority of the respondents mainly 46 (45.10 %) agree with the issue while 17 (16.67 %) strongly agree. From this it can be implied that girls and boys are being socialized differently to assume different roles in the community.

Concerning whether women are being discouraged in the society and this affect their leadership aspiration to hold leadership positions 71 (69.61 %) of the respondents agree with the fact regardless of the degree of agreement.

The finding further indicated that the belief that men make better administrators than women hinder women participation in leadership positions.

Majority 55 (53.92 %) of the female respondents also depicted that men discriminates female in leadership position and tend to be obstacle.

Traditionally females are expected to play role as housekeepers and that impacts them to balance home responsibilities and office responsibilities. The fact is supported with the response of 43 (42.16 %) who strongly agree and 32 (31.37 %) who agree with the fact indicating that home responsibility which usually is believed to be the responsibility of females is still becoming significant factor which affect female leadership participation.

Response from majority of the female leaders who hold leadership positions of all levels in Jimma town indicated that female don't believe man are born to lead.

The respondents are provided with the question related to female risk taking behavior is low and that affected their leadership participation. Accordingly, 50 ( 49.02 %) strongly disagree while

33 ( 32.35 %) disagree with the fact indicating that females are not afraid of taking risk and could satisfy this very precondition for leadership.

The finding also indicated that females' family and home responsibility affects their leadership participation. More specifically, 22 ( 21.57%) strongly agree while 65 (63.73%) agree their role as mothers and wife is putting big pressure and most females refrain from taking additional responsibilities presuming they may be ineffective if they assume that responsibility.

Another challenge for females to participate on leadership position is lack of support for the responsibility at their home. This is evidenced by 46 (45.10 %) who agree with the fact while 24 (23.53 %) who strongly agree with the fact.

Organizations are expected to provide equitable employment opportunities for male and female employees and even they have to provide real affirmative action to support female employees. 9 (8.82 %) strongly disagree 15 (14.71 %) agree and 18 (17.65 %) kept neutral with the fact. Whereas, 26 (25.49 %) agree and 33 (33.33 %) agree and strongly agree respectively. From this it can be understood that there are such discriminations while making hiring and selection practices.

The other important point is the presence of commitment in implementing the affirmative action in the public services. Accordingly 6 (5.88 %) strongly disagree with the fact that there is commitment, 12 (11.76 %) agree and 18 (17.73 %) remain neutral. Whereas, 14 (13.73 %) agree and 52 (50.98 %) strongly agree with the fact. From majority response it can be inferred that leaders in public service sectors have weak commitment in applying affirmative action policies in place to encourage females to participate in leadership positions.

It can also be understood that education and religion of the respondents have statistically significant positive relationship.

The correlation output further indicated that there is statistically significant positive relationship between work experience of female leaders and their religion. The result further depicted that there is statistically significant positive relationship between work experience and education level of female leaders in case of Jimma town public service sectors. This implies that those

females who have long term service have greater chance to get educational opportunities compared to those who have short-term experiences.

Position held has statistically significant relation with education level of female leaders. It means that those females with better educational background have the tendency to hold certain leadership positions. There is also statistically significant relationship between position held in the organization and work experience.

The correlation result indicated that there is statistically significant positive relation between personal factors and education level of female leaders implying that the personal effort they made and the perception they have towards themselves could determine their educational destination. Those who have positive perception for themselves and make strong effort will be at better educational level and vice versa.

There is statistically significant positive relation between number of female in position and education level of female leaders. It means that as education level of females increase, the probably of being on position also increases and providing scholarship opportunities for female employees is important to bring them to a given position.

The correlation analysis further indicated that the number of females on position has statistically positive relation with personal related factors. That means the personal efforts exerted by females; their perception towards themselves positively influences their position in their organization.

The correlation coefficient further indicated that there is statistically significant negative relation between number of females in position and social factors. This indicated that decreased social pressures on females could increase the number of females in certain leadership position and vice versa.

The regression output indicated that social factors have statistically negative effect on female leadership participation. Social norms, beliefs, attitude towards women have negative effect on the female leadership participations.



The analysis indicated that personal factors have statistically positive effect on female leadership participation. This implies that personal commitment, perception towards oneself determines who we are where we want to go.

## **5.2. Conclusion**

The following conclusions were emanated from the summary of major findings.

The study indicated that girls and boys are being socialized differently to assume different roles in the community and hence, this discourages female to participate in leadership positions.

The descriptive analysis further indicated that the belief that men are better administrators than women hinder females participation in leadership positions. It can also be concluded that traditional belief of providing role for female as housekeepers and other home responsibilities impact them to participate in leadership positions.

The descriptive analysis also indicated that organizations are invisible discriminations during recruitment and selection and talented females may not be employed and that also affect the participation to leadership positions.

Low commitment of in taking affirmative action is also another factor that discourages females to participate in leadership positions.

It can also be concluded that females with better educational background have the opportunity to hold certain leadership positions.

The result also indicated that as education level of females increase, the probably of being on position also increases and providing scholarship opportunities for female employees is important to bring them to a given position.

Personal efforts exerted by females; their perception towards themselves positively influences their position in their organization.

Decreasing negative social pressure increases the number of females in certain leadership position and.

The regression output indicated that social norms, beliefs, attitude towards women have negative effect on the female leadership participations.

The analysis further indicated that personal commitment, perception towards oneself determines who they are where they want to go.

Female home responsibilities are putting burden on females to discharge office responsibilities and hence, it is found to be another factor that determines female leadership participation.

### 5.3. Recommendations

From the summaries of major finding and conclusion, the following recommendations were forwarded.

- The government has to work on changing the attitude of community towards female to go to education and also to get convinced that females can be administrators
- Traditionally females' role was believed to be taking care of home responsibilities being house keepers. This can be curved by working on the society and female themselves to boost their leadership participation.
- The government particularly female and youth office has to work hard to control and insure whether affirmative action for female employment and bringing them to leadership are in place.
- Females with better educational background have good access to leadership opportunities. Government at all level is advised to make sure that females get educational opportunities. This can be achieved by the cooperative actions by elementary and high schools, colleges and universities.
- Families have greater responsibilities in building the psychology of their female children by giving equal chance with boys so that they develop their positive self-image and avoid i can't mentality there exists strong relationship between personal factors and female leadership participation.
- Institutions are advised to make sure that policies that promote female leadership participation are being implemented and make positive discriminations to attract more females to leadership positions.
- Husbands and the whole families are expected to share home responsibilities so as to motivate female bear additional duties at their office.

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## Appendixes

### Questionnaires to be filled by Respondents

*Dear respondents, the main objective of this questionnaire is to get pertinent information for a Master's thesis being conducted on the title “Determinants of Women Leadership Participation: The Case of Selected Public Sectors in Jimma Town”. The candidate is Mrs. Belaynesh Feyera. This questionnaire is designed to collect information with regard to factors related to personal factors, socio-cultural related factors, intuitional related factors and women demotic responsibilities that could hinder them to be at leadership position.*

*Your response will be managed ethically and it will be used for academic purpose and will not be disclosed to third party without your consent. Therefore, do not hesitate to respond to the respective questions. In case, if you have something to be clarified, please feel free to contact the researcher through the following addresses.*

Phone: + 251 9 13 34 50 80

### Part I. Basic Information

Name of Organization \_\_\_\_\_

<b>1. Religion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Christian	Muslim	Wakefata	Others

<b>2.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	Married	Unmarried	Divorced	Widow

<b>3. Level of education</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Below Certificate	Certificate	Diploma	First Degree	Masters

<b>4. Work experience</b>					
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
< 5 years	5 -10 years	11 - 15 years	16 - 20 years	21 - 25 years	Above 25 years



<b>5. Position Held in the organization</b>			
1	2	3	4
<i>Top mgt</i>	<i>Middle Level Mgt</i>	<i>Lower Level Mgt</i>	<i>Worker</i>

6. Total number of employees in the organization \_\_\_\_\_
7. Total Number of female in the organization \_\_\_\_\_
8. Total number of female employee in position \_\_\_\_\_
- 8.1.Lower Potion \_\_\_\_\_
- 8.2.Middle Position \_\_\_\_\_
- 8.3. Upper Position \_\_\_\_\_

**Part II**

*The following questions are concerned with the socio-cultural, attitude of women themselves, women home responsibilities and institutional factors that affect women leadership participation. Put (√) mark indicating whether you **strongly Disagree (SDA)**, **Disagree (DA)** **Neutral (N)** **Agree (AG)** and **Strongly Agree (SAG)** with each question.*

Itema	SDA	DA	N	AG	SAG
	1	2	3	4	5
<b>Socio Cultural Factors</b>					
Girls and boys are socialized differently to assume different roles in the community					
Devaluation of women by the society affect their aspiration to hold leadership position					
People think women do not have the ability and skills to be a leader					
The belief that men make better administrators than women hinders women's participation in leadership positions					
Men discriminate women in the leadership environment					
Religious and other social norms discourage women to become leaders					
The traditional roles of women as housekeepers render them inefficient administrators because of failure to balance housework with the job					
Most people think the decision making power rests with men					
Men leaders recommend men to become leaders instead of women					

Male feel that they are more efficient in leadership than women					
<b>Attitude of Women towards Themselves</b>					
Women acknowledge that men born to lead					
Women have low interest in administrative roles like decision making, planning and resource control					
Lack of confidence in their abilities has undermined the participation of in leadership position					
Women exhibit poor risk taking behavior in leadership					
Women feel that they lack the ability to develop and communicate Vision to others					
Women believe that they have gap to implement rules and regulations effectively and efficiently					
Women fear competition that affect aspiration to leadership					
Women underestimate their abilities and perceive themselves as less skill full					
Women consider themselves to have low level of acceptance than men					
<b>Women Home Responsibility</b>					
Women's responsibility of family and home affect their participation in educational leadership.					
Women's role of child bearing, and taking care of family affect their involvement in educational leadership.					
Women's inability to delegate duties effectively hinder them to be leaders					
Women are born to bear home or family related issues					
Women's lacks of support from family (partner) affect their participation.					
Husbands are not willing their wife to be leader and bear outside responsibility					
Women are not getting support from their husbands for home responsibilities					

<b>Institutional factors</b>				
Organizations have no transparent selection, hiring and promoting policies and practices to encourage women leaders				
Organizations have no official effort to make females active participants in leadership				
Organizations have sex segregation at a time of selection and hiring				
There is no established women professional network in leadership				
women lack role models in organizations that stimulate them to become leaders				
There is lack of Mentors and support system for the would be leaders				
There is low commitment to apply affirmative action in practice to encourage women leaders				
Organizations do not attract females to participate in leadership				
Officials make gender bias while selecting leaders				

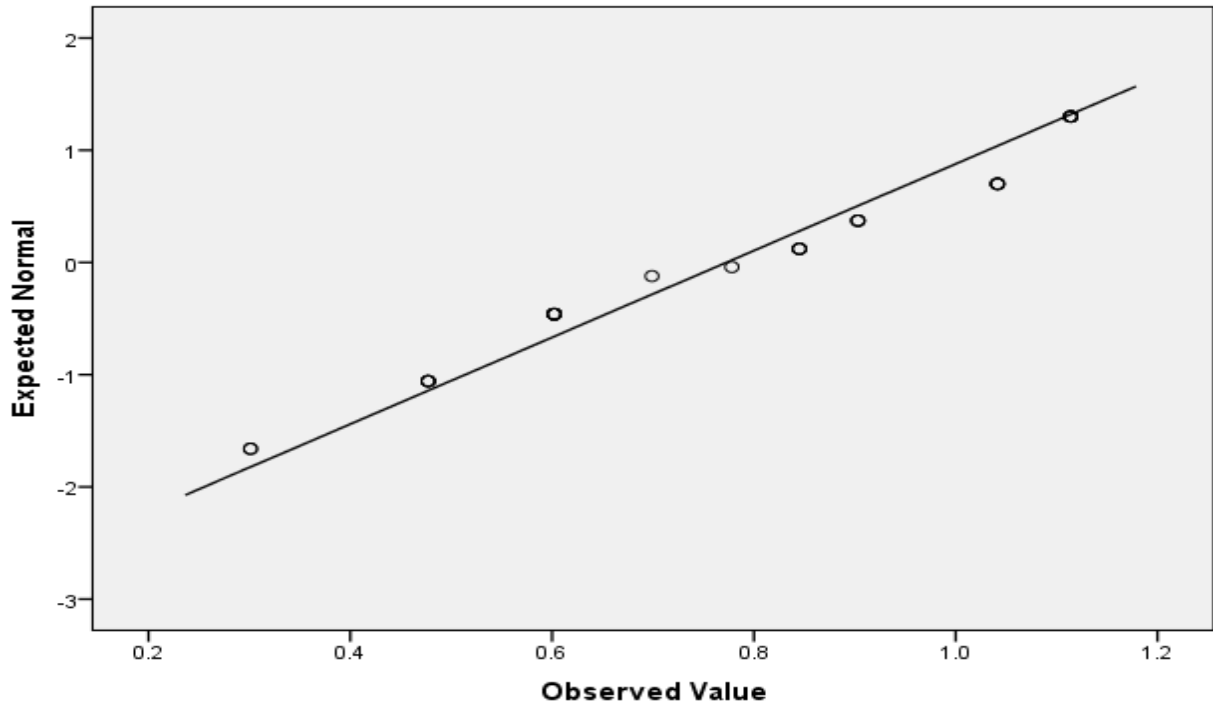
***Part III. Give percentage to the following constant sum questions. Provide high result to the factor that most affect women leadership participation and lower percentage to the factor that least affects it.***

<b>1. Socio-Cultural</b>	
S. No.	Percentage
1	Negative societal attitude towards women
2	Coworkers' Support for women
3	Family Support to become a leader
4	Friends Support for women
Total	100 %

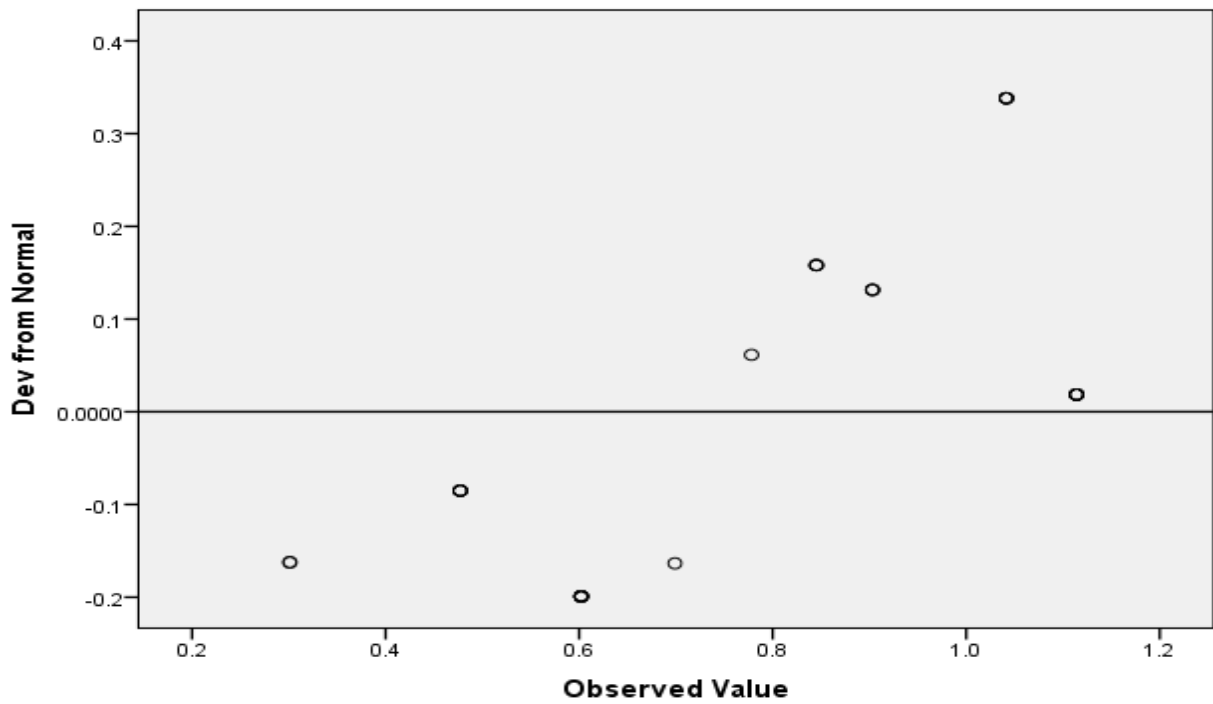
<b>2. Personal Factors</b>		
S. No.		Percentage
1	Self-esteem & confidence of women themselves	
2	Level of education of women	
3	Marital status of the women	
4	Work experience of the women as leaders	
Total		100 %

<b>3. Institutional Factors</b>		
S. No.		Percentage
1	Existence of Institutional Policy that favor women	
2	Mentor and Support to the would be women leaders	
3	Existence of Women Network that support women leadership	
4	Existence of Affirmative Action for women to become leaders	
Total		100 %

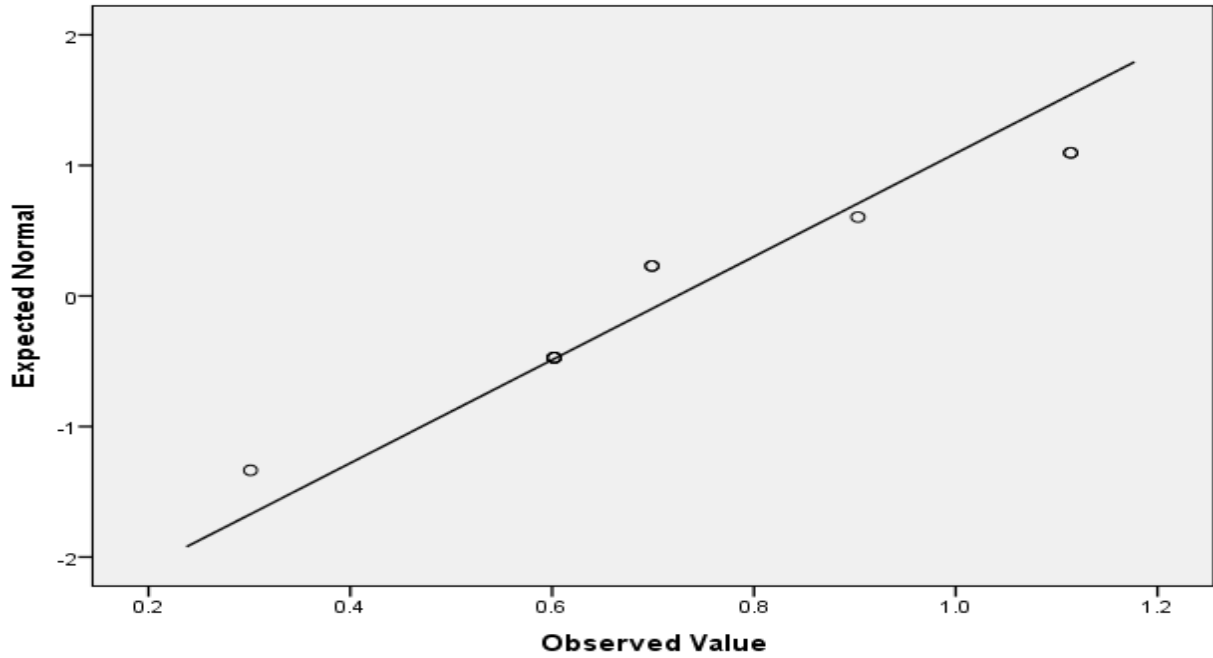
Normal Q-Q Plot of FMonPo  
for Social= .80



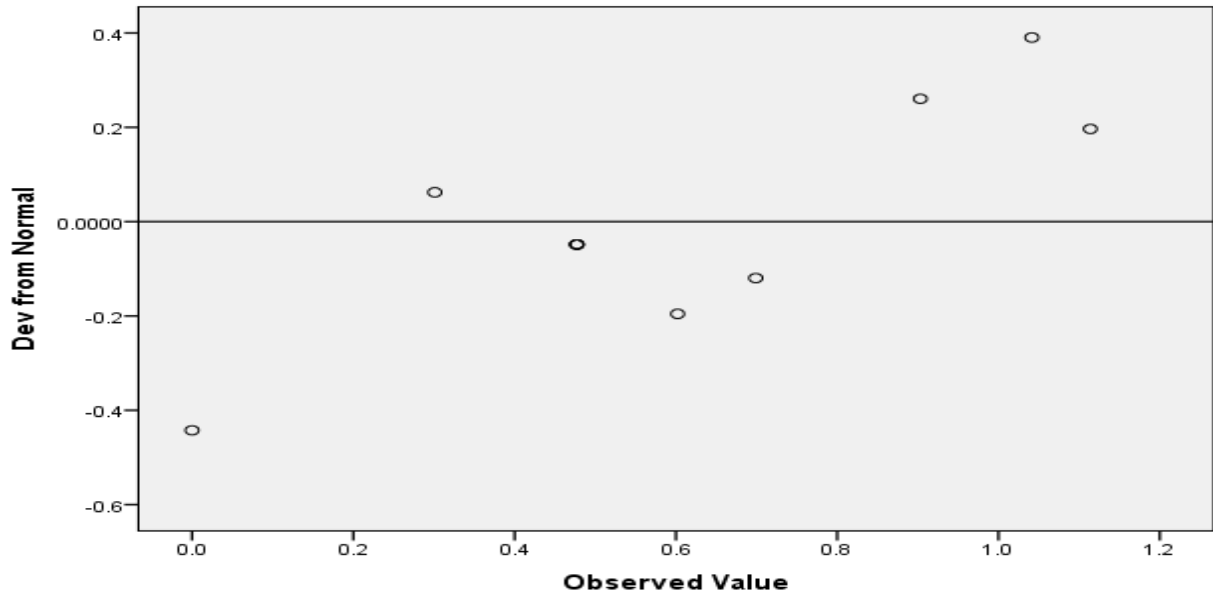
Detrended Normal Q-Q Plot of FMonPo  
for Social= .80



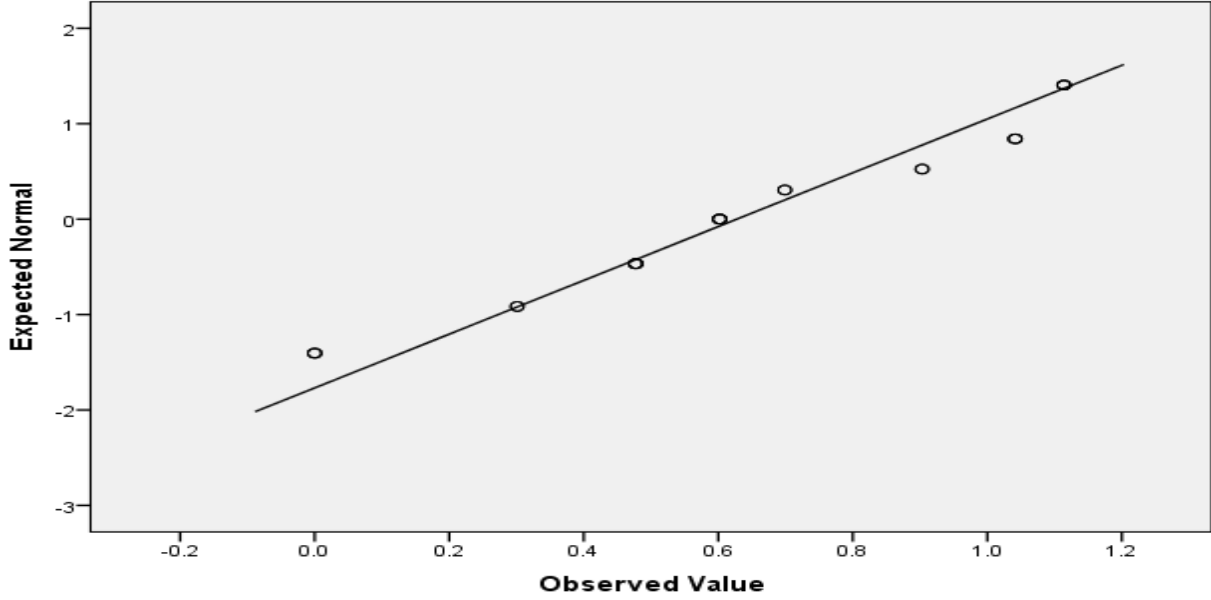
**Normal Q-Q Plot of FMonPo**  
**for Personal= .80**



**Detrended Normal Q-Q Plot of FMonPo**  
**for Personal= .80**



**Normal Q-Q Plot of FMonPo**  
for Institutional= .80



**Detrended Normal Q-Q Plot of FMonPo**  
for Institutional= .80

