

**CHALLENGES AND OPPORTUNITIES OF WOMEN PARTICIPATION IN  
LEADERSHIP POSITIONS IN ASSOSA ZONE PUBLIC INSTITUTIONS:  
BENISHANGUL GUMUZ REGION, ETHIOPIA.**

**Thesis Submitted to the School of Graduate Studies of Jimma University in Partial  
Fulfillment of the Requirements for the Award of the Degree of Master of Public  
Management (MPM)**

**BY: MULUYE MIHRETE**



**JIMMA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF MANAGEMENT**

**JULY, 2020**

**JIMMA, ETHIOPIA**

**CHALLENGES AND OPPORTUNITIES OF WOMEN PARTICIPATION IN  
LEADERSHIP POSITIONS IN ASSOSA ZONE PUBLIC INSTITUTIONS:  
BENISHANGUL GUMUZ REGION, ETHIOPIA.**

Under the guidance of:  
Belay Chekol (PhD candidate).

And

Frew Mulatu (MBA).



Thesis Submitted to the School of Graduate Studies of Jimma University in Partial Fulfillment of  
the Requirements for the Award of the Degree of Master of Public Management (MPM)

JIMMA UNIVERSITY

COLLEGE OF BUSSINESS AND ECONOMICS

MPM PRGORAM

JULY, 2020

JIMMA, ETHIOPIA

**Declaration**

I hereby declare that this thesis entitled "challenges and opportunities of women participation in leadership positions in Assosa zone public institutions". Has been carried by me under the guidance and supervision of Belay Chekol (PhD candidate) And Frew Mulatu (MBA).

The thesis is original and has not been submitted for the award of degree or diploma of any university or institutions.

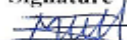
**Researcher's Name**

**Date**

**Signature**

Muluye Mihrete

21/8/2020



## Certificate

This is to certify that the thesis entitles “Challenges and Opportunities of Women Participation in Leadership Position in Assosa zone Public Institutions”, Submitted to Jimma University for the award of the Degree of Master of public management (MPM) and is a record of confide research work carried out by Muluye Mihrete.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Main Adviser’s Name

Date

Signature

---

---

---

Co-Advisor’s Name

Date

Signature

---

---

---

## **Abstract**

*Women face challenges to participate in leadership position due to several factors. The purpose of the study was to assess the challenges and opportunities of women's participation in leadership positions in Assosa zone Public Institutions. It was based on evidences that representation of women in leadership position was low, both in the country and in the institutions. Thus, this thesis aimed to identify possible strategy to increase women's participation in all leadership position in Assosa zone public institutions. The study employed a descriptive type of research design. To attain this objective both qualitative and quantitative research methods were employed. The data was collected through interview and questionnaire with employee at different leadership position as well as with other employee who were not in leadership position; interview with gender and human resource office directors to identify the current gender practice and assessing the factor for minimal representation of women in management position of Assosa zone public institutions. Both probability and non-probability sampling techniques were employed. From the total sample size of 221, 91.5 % were responded. The study revealed that the current position of women in managerial position was minimal. Major factors for this were lack of delegation, educational gap, socio-cultural factors, gender stereotype, male dominance and dual responsibility of women. An opportunity for women better achievement on management positions includes qualification, political support, experience, affirmative action. Based upon the findings, the study suggested that there should be affirmative action, equal opportunity policy, elimination of gender stereotype, providing legislative and infrastructural support and special training program as necessary action to bring significant change in women participation in leadership position.*

**Key words:** Leadership, women participation, leadership position

### **Acknowledgements**

I would like to express my deep gratitude from the core of my heart to God, who has given me the strength to carry on in my hard times and for his invaluable gift being with me throughout in my study as the research comes to end with his will.

I feel the deepest sense of gratitude to my Advisor Belay Chekol (PhD candidate) and Frew Mulatu (MBA) with true respect for learning, for his proper guidance and encouragement for this study upon the completion of this study.

I would also like to acknowledge to participants and contributors of the study who forwards their idea, believes, agreements and disagreements through questionnaire and interview.

My deepest appreciation and heartfelt thanks go to my husband and my mother for his unreserved moral supports in the whole course of the study. I do not have words for their love, support, encouragement, and patience.

Finally, my special thanks go to all my colleagues, friends and relatives for the generous support and contribution of by letting the researcher to discuss and sharing idea.

## Table of Contents

Declaration.....	<b>Error! Bookmark not defined.</b>
Certificate.....	ii
Abstract.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of tables.....	iix
List of figures.....	x
Acronyms/Abbreviation.....	xi
CHAPTER ONE.....	1
1.INTRODUCTION.....	1
1.1 background of the study.....	1
1.2. Statement of problem.....	3
1.3. Objectives of the study.....	6
1.3.1 General objective:.....	6
1.3.2. Specific objectives.....	6
The specific objectives of this study are:.....	6
1.5. Delimitation of the Study.....	6
1.6. Limitation of the study.....	7
1.7. Organization of the paper.....	7
CHAPTER TWO.....	8
2. REVIEW OF RELATED LITERATURE.....	8
2.1. Theoretical Literatures.....	8
2.1.1. Meaning and Concept of Leadership.....	8
2.1. 3.Male’s verse Female’s Leadership Style.....	12

2.1.3.1. The Nature of Males and Females .....	12
2.1. 4.Women and leadership in a global context .....	13
2.1. 5.The Women and Leadership in Ethiopia.....	13
2.1.5.1. General Situation of Women in Ethiopia .....	13
2.1.5.2. During Haile Selassie Regime .....	15
2.1.5.3. During the Dergue Regime .....	16
2.1.5.4. During the EFDRE Regime .....	17
2.2. Review of Empirical Literature.....	17
2.3. Barriers that Affect Women’s Leadership Position .....	21
2.3.1. Social / Cultural Factors .....	22
2.3.3. Educational Barriers .....	22
2.3.4. Discrimination in Appointments .....	23
2.3.5. Organizational Culture Barriers.....	23
2.3.6. Work Place Policies.....	23
2.4. Conceptual framework .....	24
CHAPTER THREE .....	25
RESEARCH METHODOLOGY .....	25
3.1 .Introductions.....	25
3.2. Description of the study area.....	25
3.3. Research Design.....	26
3.4. Research approach.....	26
3.5. Sample design .....	26
3.6. Sample size determination` .....	26
3.7. Source of data.....	28
3.7.1. Primary Source of Data .....	28



3.7.2. Secondary Source of Data .....	28
3.8. Data collection Instruments.....	29
3.8.1. Questionnaires .....	29
3.8.2. Interview .....	29
3.9. Method of Data Analysis and Presentation .....	29
3.9.1 Quantitative Data analysis .....	29
3.9.2. Qualitative data analysis .....	30
3.10. Reliability and validity test of instruments .....	30
3.10.1. Validity Test .....	30
3.10.2. Reliability Test .....	30
3.11. Ethical Considerations.....	31
CHAPTER FOUR .....	32
4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	32
4.1. Introduction .....	32
4.2. Socio-Demographic Characteristics of the Respondents .....	32
4.2.1. Sex .....	32
4.2.3. Marital Status.....	33
4.2.3 Educational Status .....	33
4.2.4. Working Experience .....	34
4.3. Factors for low participation of women on leadership position.....	35
4.3.1. Lack of Delegation .....	35
4.3.2. Educational Gap .....	36
4.3.3. Socio-Cultural Attitudes .....	37
4.3.4. Lack of Confidence .....	37
4.3.5. Double Responsibility .....	38

4.3.6. Lack of Information.....	39
4.4. Gender discrimination.....	40
4.5. Affirmative Action.....	40
4.6. Major barriers that hinder women’s from leadership positions.....	41
4.6.1 Social/Cultural Factors.....	41
4.6.2 Organizational culture.....	44
4.6.3. Gender Stereotype.....	46
4.6.4. Discrimination in Appointments (Unfavorable or unfair treatment due to gender on female).....	47
4.6.5. Work Place Policies (Lack of Policies or Policy Gap).....	49
4.6. Education barriers.....	51
4.7. Opportunities for women better achievement on management positions.....	52
4.7.1. Qualification.....	52
4.7.2. Political support.....	54
4.7.3.Experience.....	55
4.7.5 Affirmative action.....	55
CHAPTER FIVE.....	57
FINDINGS, CONCLUSION AND RECOMMENDATION.....	57
5.1 Findings.....	57
5.2. Conclusion.....	58
5.3. Recommendation.....	59
References.....	62
Appendix 1.....	65
Appendix 2.....	70

### List of tables

Table1: Researcher develop the table data obtained from Assosa zone public service and Human Resource Development Bureau (2019).....	28
Table 2: Crnbachs alpha results of the variables .....	30
Table 3: sex of respondents.....	32
Table4 : Age of respondents .....	32
Table 5: Marital status of respondents .....	33
Table 6: Educational Background of the Respondents .....	33
Table 7:Working experience of respondents .....	34
Table 8: Position of respondents.....	35
Table 9: Percentage of respondents with regard to the variable ‘Lack of delegation’ .....	36
Table 10 : Percentage of respondents with regard to the variable ‘Educational Gap’ .....	36
Table 11: Percentage of respondents with regard to the variable ‘Socio-Cultural Attitude’ .....	37
Table 12: Percentage of respondents with regard to the variable ‘lack of confidence’ .....	38
Table 13: Percentage of respondents with regard to the variable ‘Double Responsibility’ .....	38
Table 14: Percentage of respondents with regard to the variable ‘Lack of Information’ .....	38
Table 15 :Percentage of respondents with regard to the variable ‘Gender Descrimination’ .....	41
Table 16:Frequency of respondents with regard to the variable ‘Lack of Power .....	42
Table 17:Percentage of respondents with regard to the variable ‘Low Social Status’ .....	44
Table 18: Organizational culture variables (a-values, b-realities, c-symbols, d-rituals) .....	44
Table 19:Gender stereotype variables (a-more expressive, b-communal, c-less confident, d-Division of labor .....	46
Table 20: Discrimination in Appointments variables (a-discrimination during hiring, b-job evaluation, c-promotion policies, d-training, e-compensation, f-disciplinary action).....	47
Table 21: Workplace Policies variables (a-childcare, b-breastfeeding, c-flexible working hours, d-art-time work) .....	49
Table 22: Education barrier a. Low educational background b. absence of mentors .....	51
Table 23: Percentage of respondents with regard to the variable experience.....	55

### **List of figures**

Figure 1: Conceptual framework .....	24
Figure 2. Map of Assosa zone.....	26
Figure 3. Percentage of respondents with regard to the variable ‘Affirmative Action’ .....	41
Figure 4. Frequency of respondents with regard to the variable ‘Social Burden’ .....	42
Figure 5. Percentage of respondents with regard to the variable ‘Less Allocation of Resource’ ..	44
Figure 6. Percentage of respondents with regard to the variable ‘Qualification’ .....	53
Figure 7. Percentage of respondents with regard to the variable ‘Political Support’ .....	54

### **Acronyms/Abbreviation**

<b>AIDS</b>	_____	Acquired Immune-Deficiency Syndrome
<b>CSA</b>	_____	Central Statistical Agency
<b>EPRDF</b>	_____	Ethiopia People’s Revolutionary Democratic Front
<b>ILO</b>	_____	International Labor Organization
<b>EFDRE</b>	_____	Federal Democratic Republic of Ethiopia
<b>HIV</b>	_____	Human Immunodeficiency Virus
<b>EOC</b>	_____	Equal Opportunity Commission
<b>UNDP</b>	_____	United Nation Development Program
<b>WCYA</b>	_____	Women, children & youth Affairs
<b>BDPA</b>	_____	Beijing Declaration and platform of Action
<b>CEDAW</b>	_____	Convention on the Elimination of Discrimination against women
<b>REWA</b>	_____	Revolutionary Ethiopian Women's Association
<b>REB</b>	_____	Regional Education Bureau

## **CHAPTER ONE**

### **1. INTRODUCTION**

This chapter presents background of the study, the research problem, objective and significance of the study. The first section deals with the background of the study followed by a discussion of the research problems. In the third section research questions are discussed. Objective of the study, significance and delimitation of the study are discussed in subsequent section.

#### **1.1. Background of the study**

Global advances have been made towards the recognition of the principle of women's political, economic and social equality. In addition to this human right and obligation, political analysts and researchers from different regions of the world have observed that when women get into leadership and management, they bring a different perspective of political leadership (Ahmed, 2013).

Worldwide, Women have been marginalized because men monopolize the decision making structures and this can be attributed to patriarchal structures that pervade the lives of people, the processes of state and the party (David Kinoti M, 2013). According to Cooper (1995) though women in Africa constitute more than half of the population, they have still lower position in the society due to lack of good governance and effective leadership. There are also different factors like, poor status given to women by the community, lack of resources, political participation (experience), education and political connection to run for office. Popular perception often suggests that women's 'proper' place is still in the kitchen rather than in politics and etc., strictly lagged behind the role of women in decision making process.

In Ethiopia, the government is making an effort to increase the participation of women in leadership by taking different measures that are directed to the success of women participation in leadership. With regard to women, the constitution of the Federal Democratic Republic of Ethiopia, Article 35 number 3 states that (1995:93): The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to

provide attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions (Netsanet, 2013).

Ethiopia is party to all major human right treaties including the most important women's conventions, such as CEDAW which calls for equal participation of women in public decision making, Beijing Declaration and Platform of Action (BDPA), which requires governments to attain a 30% benchmark for women's representation in all public decision making positions (Meaza,2009). However, women's participation in Ethiopian higher institutions is at infant stage. Women have minimally participated in managerial position. The reasons for low representation of women in managerial roles as compared to males are the traditional patriarchy of Ethiopia which remains supported by religion, culture as well as gender differentials in access, participation and service provision across the educational, legal, health and economic sectors. Thus, the recent changes to the constitution and legal code were the means to resolve and do away with patriarchal attitudes plus practices and engendered some changes; there is still need for further transforming discriminatory attitude towards the female gender at work place, in the public sphere and at homes (Haregewoin and Emebet,2003).

i.

Therefore, recently in Ethiopia various policies and strategies adopted by the government to promote gender equality and protect women's rights, including the National Plan for Gender Equality (2005-2010), the Plan for Accelerated and Sustainable Development to Eradicate Poverty (2005-2010), which included "unleashing the potential of Ethiopian women" 3 among its eight strategic elements, the Development and Change Package for Ethiopian women, seeking to promote the economic and political participation of women and to eradicate harmful traditional practices, and the joint United Nations/Government of Ethiopia flagship programs on gender equality and maternal health. Moreover, the 2nd growth and transformation plan (GTP-2) of the country has also given due attention for women participation in all sectors (Lemlem, 2016).

In the case of Assosa zone, women's participation in leadership position and decision making role is still very low. As the data obtained from Assosa zone administration office, human resource department, many public organizations in the zone are dominated by male managers. Women are underrepresented in politics and civil service, especially at the leadership positions.

## **1.2. Statement of problem**

Both the developing and the developed world, women carry a disproportionately high burden of poverty. This poverty is experienced not just as material deprivation, but also as marginalization, which means that those living in poverty often have no or little opportunity to influence the political, economic, and social processes and institutions which control and shape their lives and keep them trapped in a cycle of poverty (Gell, 2009).

There is a vital necessity to understand women's problems, stereotypes and obstacles that women encounter in the corporate world as women have unique skills and capabilities that can benefit companies in particular and nations in general. Government and many corporate organizations are taking some initiatives and strategies to encourage women to encounter problems in top managerial positions (Rahel, 2013).

As Ethiopia moves into a new epoch of democracy, it encounters many challenges. One of these challenges is to ensure that all disadvantaged citizens are afforded equal right and opportunity. Women are recognized as part of this disadvantaged group. In order that Ethiopia has to eliminate poverty and eradicate backwardness, women have to be given a chance and encouraged to improve themselves in all fields (Rahel, 2013).

Women constitute half of the Ethiopia population. Thus, any political, economic and social activity that doesn't involve and benefit women cannot be fruitful because such an activity is based on half the manpower, half the knowledge, half the effort, etc...of that which is available in the country (WCYA, 2013). Ethiopia is a patriarchal society that keeps women in subordinate positions (Haregawoyin and Emebet, 2003).

It is universally accepted truth that women are the base and fuel for the overall development of a country. However, their participation in all spheres of life is mainly at subordinate level and in



managerial positions in public organizations are insignificant(Uki, Chalchissa, Kaushik&Geremew, 2015).

According to Afoz, (2010), the sustainability of the economy of a country depends on the extent of the integration of women in public decision-making, and the inclusion of their needs and interests in policy which ultimately helps to ensure good governance. In Ethiopia, as women are more than fifty percent of the population, it is very important to utilize this part of population so that the talent of whole population is optimally utilized.

In Ethiopia, as women are more than fifty percent of the population, it is very important to utilize this part of population so that the talent of whole population is optimally utilized. Internationally, women's right to participate in decision-making processes at local, national and international levels were recognized by the Convention on the Elimination of all Forms of Discrimination against Women and the Beijing Fourth World Conference on Women and the issue of gender equality was also focused by the Millennium Development Goals (Afoz, 2010).

More over even though the Ethiopia government's effort in concerning towards gender perspective in to economic empowerment programs show a relative improvement, it is still insignificant. Additionally, in Ethiopia women's participation in labor market increasing as compared to the last decades, but as compared to male counterpart their participation in decision making is low(Chalchissa, 2011; Federal Civil Service Agency, 2006/7).

Studies have been conducted on Challenges Facing Women In Managerial Positions At The Standard Group Limited. In a study conducted by Mwangi (2012) this study was a census study. Census studies use in-depth demographic research data and profiles in order to assess and understand trends and opinions, describing a particular behavior in its current status, or to describe a phenomenon with respect to variables or conditions in a situation. The study was used variables Glass Ceiling, Pay Inequality, Work-Life Balance, Discriminatory Culture, Sexual Harassment, Myth of the female advantage, Leadership Styles.

Getachew (2014) conducted a study on to investigate opportunities and challenges of women's empowerment in leadership position in Endamehoni Woreda that found in Tigray regional state of Ethiopia. In this study they observe regardless of its magnitude, almost in the studied woreda, the status of women's participation in leadership position is low as compared to male principal representation which is 82.85%. With related to professional up grading choices of respondents, only 18(30.5%) women were found having interest to upgrade in the field of leadership profession.

Lemlem (2016) conducted a study on Assessment of Factors Affecting Women Participation in Managerial Positions: The Case of Arba Minch University finding that women participation in managerial position plays significant role for the achievement of university goal, for the advancement of women competency and equality. Thus the university should attain gender mainstreaming in order increase women participation and to enhance them to be competent for all managerial position.

The reason for taking this study area is due to that different studies were conducted in other areas out of Assosa zone, so as per researcher's knowledge no research has been done in Assosa zone regarding to challenges and opportunities of women participation in leadership position in public sector. In addition to this, in Assosa zone public sector offices number of female leaders are few, even the existed women who are at higher position considered as they are not powerful. Therefore, this initiates as to conduct research on to challenges and opportunities of women participation in leadership position in public sector.

Accordingly, this research tries to answer the following basic research questions:

1. What is the practical aspect of zone to enhance women participation in leadership position in Assosa zone public organization?
2. What opportunities women have to become leaders?
3. What are the factors that hinder women participation in leadership position in Assosa zone public institution?
4. What are the ways to grow the number of women in leadership positions in Assosa zone public institution?

### **1.3. Objectives of the study**

#### **1.3.1 General objective:**

- ◆ The general objective of this study is to assess the challenges and opportunities of women's participation in leadership positions in Assosa zone Public Institutions: Benishangul Gumuz Region, Ethiopia.

#### **1.3.2. Specific objectives**

##### **The specific objectives of this study are:**

1. To identify the practical aspect of zone to enhance women participation leadership positions.
2. To identify what opportunities women have to become leaders.
3. To find out the factors that hinder women participation in public institution leadership position in Assosa zone.
4. To identify the ways to grow the number of women in leadership positions Assosa zone public organization.

#### **1.4. Significance of the study**

Studying the challenges and opportunities of women participation in public sector leadership position can help to identify the pressing problems in public sector women participation. Thus, the recommendations of the study are significant for the following reasons. **First**, Assosa zone can use the findings of this research for developing a more effective method of participating women in leadership position. **Second**, the research recommendation can help women to know hindering factors that affect their participation and how they can solve those problems by themselves. **Third**, non-governmental organizations (NGOs) which have interest in assisting women participation with financial and technical support in this area can use the research outcomes as reference. **Fourth**, the research findings can also initiate other researchers to further study challenges and opportunities of women participation in leadership position in other parts of the region, country and other sectors.

#### **1.5. Delimitation of the Study**

The study was expected to observe the challenges that face women participation in public sector leadership, the possible opportunities that would encourage women participation in public sector

leadership position in Assosa zone. Although there are various issues related to women in different spheres of societies that it could have been better to conduct the study in a wider range, however, due to financial and time constraints, the researcher preferred to delimit the scope of the study to manageable size. Accordingly, the study was delimited to investigate Opportunities and Challenges of Women's participation in leadership position in Assosa zone public institution. In order to assess the participation of women in leadership position, the study was consider challenges that affect women's participation includes Social / Cultural Factors, Gender Stereotype Factors, Organizational Culture Barriers, Educational Barriers, Discrimination in Appointments, and Work Place Policies and an opportunity for women better achievement on leadership positions includes qualification, political support, experience, affirmative action.

### **1.6. Limitation of the study**

The researcher supposes that, in one way or on the other, this work reflects some of the limitations. Lack of sufficient, consistent and organized information in related to challenges and opportunities of women participation in leadership position in Assosa zone public institutions. In addition to this, the researcher also faced lack of cooperation in some of the offices; for example, reluctance of some respondents to fill in and return the questionnaires. As a result, it was difficult to collect the entire questionnaires.

### **1.7. Organization of the paper**

The paper was organized in five chapters. The first chapter deals with introductory elements including the background of the study, statement of the problem; objectives of the study; significance of the study; delimitation of the study; limitation of the study; definition of key terms and organization of the study. The second chapter covers review of the related literature which discusses important topics related to challenges and opportunities of women participation in leadership position in public sector. The third Chapter dealing with research methodology which consists of the research design and method, sources of data, sample and sampling techniques, instruments and procedures of data collection and method of data analysis and interpretation. The fourth Chapter was included the data presentation, analysis and interpretation. Finally, Chapter five also deal with summary, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1. Theoretical Literatures**

##### **2.1.1. Meaning and Concept of Leadership**

Leadership is a process by which one person influences the thoughts, attitudes, and behaviors of others (Yalem, 2010). Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage us and inspire us. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. Yukl (2006) defines leadership as “the process of influencing others to understand and agree about what needs to be done and how to do it, as well as the process of facilitating individual and collective efforts to accomplish shared objectives.”

Davis and Newstrom (1989) defined; leadership as the process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that helps a group identify where it is going and then motivates it towards its goals. Without leadership, an organization would be only a gathering of people and machines, just as an orchestra without a conductor would be only musicians and instrument. The orchestra and all other organizations require leadership to develop their precious assets to their fullest capacity.

##### **2.1. 2. Leadership Theories**

In order to fully understand the concept of leadership, the different leadership theories that have emerged from past research must be identified and examined (Crainer&Dearlove, 2014). It must be noted that the development of leaders and effective leadership incorporates much more than merely choosing which leadership theory should be used, as human nature comprises many multifaceted and intricate developmental processes that need to be understood (Day, Fleenor, Atwater, Sturm & McKee, 2014).

##### **2.1.2.1. Great Man Theories**

This theory is based on the belief that leaders are, born with distinctive qualities, destined to lead. This led to the next school of Trait Theories. This theory was one of the first theories to

surface and has stood the test of time. Although lacking in many aspects, it is the point of departure for leadership theories and hence is worth noting. In 1840, the historian Thomas Carlyle developed the great man theory and publicized it by means of lectures on the topic, entitled 'On Heroes: Hero-Worship and the Heroic in History' (Moosa, 2016). Through his work he proclaimed that history is explained most accurately by the rise of great men and that, by studying historical leaders (such as the prophet Muhammed, the political leader Napoleon Bonaparte and the theologian Martin Luther), one could cultivate one's own leadership abilities and nature (Cutler, 2014). In a recent article, Spector (2015) argues that the great man theory is a contention that specific men are actually gifts sent by God to provide the helping hand needed to inspire and improve human life. This assertion is very subjective and mystical in nature. Cutler (2014) further explains this theory by conveying that the great man theory basically suggests that leaders will emerge when the need arises, in an almost supernatural manner, to command events and lead people to safety and success.

#### **2.1.2.2. Trait Theories**

This theory is based on the lists of traits or abilities associated with leadership exist in abundance and continue to be produced. Following the study of great leaders as introduced by the great man theory, trait theory was the next concept to materialize. Moosa (2016) explains that 'traits' signify an assortment of individual attributes that include personality, character, needs, drive and values. Roe (2014), on the other hand, is of the opinion that traits refer to routine patterns of behavior, feelings and thoughts. It is challenging to provide a precise definition of what a trait comprises, since traits fundamentally encompass the substance of an individual's personality and character (Moosa, 2016).

#### **2.1.2.3. Behaviorist Theories**

This theory concentrates on what leader's actions rather than on their qualities. Different patterns of conduct are observed and considered to a certain styles of leadership. This area has probably attracted most attention from practicing managers. As mentioned above, the great man theory and trait theory were both highly criticized and attacked for their limited view of leadership, which indicated that leaders must be born with innate abilities and traits. Many researchers of the time felt disappointed and disheartened by the lack of progress with trait theory and decided to focus their efforts in a new direction (Yukl, 2013) by questioning whether there was something

special about the way leaders actually behave (Robbins & Judge, 2015). In response to the large volume of criticism with regard to previous leadership theories, the behavioral approach surfaced with a completely different outlook and focus (Cutler, 2014).

#### **2.1.2.4. Situational Leadership**

Situational leadership theory view leadership according to the specific to the situation in which it is being exercised. This suggest that there various leadership styles at different levels in an organization. As mentioned above, the great man theory and trait theory were both highly criticized and attacked for their limited view of leadership, which indicated that leaders must be born with innate abilities and traits. Many researchers of the time felt disappointed and disheartened by the lack of progress with trait theory and decided to focus their efforts in a new direction (Yukl, 2013) by questioning whether there was something special about the way leaders actually behave (Robbins & Judge, 2015). In response to the large volume of criticism with regard to previous leadership theories, the behavioral approach surfaced with a completely different outlook and focus (Cutler, 2014).

#### **2.1.2.5. Democratic Theories**

In the democratic style, the leader involves the people in the decision-making, although the process for the final decision may vary from the leader for having a final decision. Democratic leadership is defined as: Team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The group's leader has the authority to make the final decision of the group. Essentially, everyone is given the opportunity to participate, ideas are exchanged freely, and discussion is encouraged. The democratic leadership style is a very open and collegial style of running a team. Leadership style. To be successful, democratic leaders must have productive teams that meet expectations” (Gill, 2016).

#### **2.1.2.6. Transactional Theory**

This theory is built upon relationship between leader and followers and it is the important that the team members must follow their leader. It focuses on the performance and rewards and is regarded to be more of management style than leadership. The transactional leadership, also known as managerial leadership, is driven by the ability of the leaders to appeal to their followers' self-interest by the establishment of a relationship based on exchange (Avolio, 1999).

The leaders focus on goal achievement founded by the establishment of incentives that appeal to the inherent needs, preferences and values of the followers (Huang, Cheng, & Chou, 2005). The transactional leadership takes a behavioral approach to leadership by rewarding the followers when they are successful, and reprimanding or punishing them when they fail. In this leadership style, rewards and punishments are contingent upon the performance of the followers (Huang *et al.*, 2005). Leaders view the relationship between themselves and the followers as an exchange: If they perform well they receive recognition, but if they perform poorly they will be punished in some fashion. Transformational leaders inspire positive changes as they are generally energetic, enthusiastic, and passionate to help their members succeed (Cherry, 2016).

#### **2.1.2.7. Transformational Theory**

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems; they are change-oriented and not creatures of the status quo (Kim, 2016). Transformational leaders inspire followers to accomplish more by concentrating on the follower's values and helping the follower align these values with the values of the organization (Givens, 2008). Transformational leadership is a process whereby the leader engages with followers and creates a connection that raises the level of motivation and morality in both the leader and the followers. This includes mentoring and empowering the followers as a means of developing them to their full potential, therefore allowing them to contribute more capably to the organization (Eagly, Johannesen-Schmidt, & van Engen, 2003). Transformational leadership has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, sometimes referred to as the four Is (Givens, 2008).

#### **2.1.2.8. Servant leadership**

Servant leadership can be defined as: An approach to leadership, with strong altruistic and ethical overtones that asks and requires leaders to be attentive to the needs of their followers and empathize with them; they should take care of them by making sure they become healthier, wiser, freer and more autonomous, so that they too can become servant leaders (Northhouse, 2004).



The words servant and leader are usually thought of as being opposites and have been brought together to create the paradoxical idea of servant leadership (Spears, 2005). The origins of servant leadership date back thousands of years in both Eastern and Western philosophy. Traces of it can be found in the New International Version Bible in Mark 10:43-45 "...whoever wants to be first must be slave of all. For the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many" (Bible Gateway, 2016). Servant leadership is exemplified in biblical leadership and is best identified as exhibited by historical leaders like Jesus Christ and the Apostle Paul, who exhibited sacrificial commitment to followers for the sake of the Gospel (Kim, 2016).

### **2.1. 3. Male's verse Female's Leadership Style**

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as leading and women seeing leadership as facilitating (Schaeff, as cited in Growe & Montgomery, n.d). Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized (Chliwniak, as cited in Growe & Montgomery). According to Getskow (as cited in Growe & Montgomery) women embrace relationships, sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning. Various literature provide evidences that men utilize the traditional top-down administrative style; while women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information. This type of leadership that is considered to be effective in the current environment of continual change, and rapid globalization, increased labor market participation of women & other excluded groups.

#### **2.1.3.1. The Nature of Males and Females**

A common interpretation of the behavior and relation between, men and women emphasized the importance of the biological maternal function of the female in determining the nature and content of her being. A women's early life is a preparation for becoming, and her later life is devoted to being, a successful wife and mother. Men, on the other hand, are not constrained by their paternal function from fully entering the world outside the home. On the contrary, their natural role as provider and protector spurs them on to greater efforts (Ibid). Thus, nature by

itself has an impact for women for not to be influential to outside work and not make women more competitive in their assigned position (Birikti, 2014).

#### **2.1. 4. Women and leadership in a global context**

Even if women share half of the world population, their participation in leadership is low in different organizations than men. The employed women are concentrated in very specific jobs like teaching, nursing, and technical professions but professions like architects, engineering, managerial positions, and government administration positions are dominated by men (Anker, 1998:268). In relation to this, Alder et al (1992:3), argue that women represent 40 percent of the world force but they share only 20 percent of the managerial positions.

Human Development Report (2011) confirms that, from the Gender Inequality Index of 145 countries, the largest gender inequality is observed in sub Saharan Africa followed by South Asia and the Arab Countries. According to the report, in sub-Saharan countries, the gender inequality arise due to disparities in education, maternal mortality, and adolescent fertility rates.

However, in South Asia, in education, national parliamentary representation, and labour force women are far behind than men. Unequal labour force participation and low educational attainment are the major problems that leave women behind than men in Arab Countries. Moreover, the report indicates that women participation is low in decision making around the globe. Higher positions in decision making from 150 elected heads of state and 192 heads of government, the number of women was 7 and 11 respectively.

#### **2.1. 5. The Women and Leadership in Ethiopia**

##### **2.1.5.1. General Situation of Women in Ethiopia**

Women comprise about 49.9% of the estimated Ethiopian population of 77.1 million (CSA, 2007). Among the total heads of households, 25.5% are females with 23% of them in rural and 39% in urban areas (CSA 2007). Like their counterparts in developing countries, women in Ethiopia face a set of multiple, cross cutting and interrelated problems. These problems limit Ethiopian women's access to productive resources, basic health services, and educational and employment opportunities. Hence most of them do not participate in decision making processes (Sosena&Tsehai, 2008).

In general, Women in Ethiopia occupy low status in the society. In spite of their contributions to the well-being 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. Women are facing multiple forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment are widespread (National Committee for Traditional Practices Eradication (NCTPE, 2003).

Ethiopian women suffer from work stereotype and gender distribution of labor, more are occupy in economically invisible work. Women experience lower socioeconomic status in general and hence is marginalized from making decisions at all levels. Nonetheless, women are poor in terms of access to resources, services and employment. Women are underrepresented in the formal sector of employment. The survey conducted by the Central Statistical Authority (CSA, 2004) showed that women account for less than half (43%) of the total employees in the country. Considering the percentage of female employees from the total number of employees by employment type, the highest was in domestic activities (78%) and followed by unpaid activities (59.3%). In other types of formal employment (e.g. government, NGOs, private organizations), the percentage of female workers is less than 35.

Ethiopia is a patriarchal society that keeps women in a subordinate position (Haregewoin and Emebet, 2003). 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 (Hirut, 2004).

Like many African Countries, the majority of Ethiopian women hold low status in the society. Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Birikti, 2014). They have been denied equal access to education, training, and gainful employment opportunities, and their involvement in policy formulation and decision making processes have been minimal. Obviously, women play a vital role in the community by taking care of all societal activities. However, they do not enjoy the fruits of their labor and suffer from political, economic, societal, and cultural marginalization. According to Meaza (2009), although there are many women who have played important political and leadership roles in the history of Ethiopia, only few are visible in the existent literatures (Meaza, 2009). The same

source has indicated that women have played important political roles mostly by wielding proxy power through birth or marriage.

Literatures describe that even if women's formal participation in the highest leadership position was formally closed, it is documented that throughout the world, women had played critical roles in times of wars and peace as community organizers and activists.

Above all, for instance, in Ethiopian Women history, contributions and brilliant leadership role which have Emperor Minilik's (1877-1913) first formal wife, Bafena and second legal wife Empress Taitu had played is unforgettable history and comes first when one talk about Ethiopian women contributions. For instance, Taitu was acted as the chief advisor of Emperor with particular influence in the area of foreign relations. She holds high profile in the history for patriotism and uncompromisingly pursuing Ethiopia's independence (Meaza, 2009). These historical facts make it clear that despite their strengths, contributions and demonstrated leadership abilities, it has never been easy for Ethiopian women to ascend to formal political power (ibid.).

#### **2.1.5.2. During Haile Selassie Regime**

Before the 1974 revolution, Ethiopian society has a strong religious base and the political culture has derived its strength from those religious beliefs. Orthodox Christianity was the dominant religion at the time forming the ideological base of the ruling monarchs. Within the stratification system, women were not only placed at the lowest hierarchical level, but were also expected to show utmost respect and submission to men and never question the motives of their husbands, fathers or male relatives. This hierarchy was also explicitly stated in the Fetha-Negest (Bisewar, 2011) as cited in Birikti 2014: "First, he [the judge] must be a man... the requirement of being a male is based on the consideration that man is the master of a woman, as said by the Apostle [Ephesians 5:23]. The office of a judge belongs to the superior rather than the subordinate; because a man is more intelligent, he must judge". Over centuries, such indoctrination became further integrated as part of culture. In this manner, women's inferior status became established unchallenged as universal within the traditional patriarchal ideology. So according to Fetha-Negest women at that time were subjected to powerful autocratic ideological control that none of them could challenge the emperor. Due to that, the Emperor had no agenda and did not consider women's advancement as an issue. There were women's

organized activities run mainly by non-governmental (NGOs) bodies such as the Ethiopian Women's Welfare Association, the Ethiopian Officer's Wives Association, and the Ethiopian Female Students' Association (Yalem, 2011).

### **2.1.5.3. During the Dergue Regime**

When the Dergue (The Military Government) took political power in the country in 1974, it dramatically changed the political course from monarchy to a communist orientation. The Revolutionary Ethiopian Women's Association (REWA) was established by proclamation, but this organization was too monolithic and too close to the Dergue to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of the Dergue's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result there was little improvement in the lives of Ethiopian women, whether in the social, economic or political sphere, especially of those who lived in the rural areas (Yalem, 2011).

Even though a few development agencies, particularly NGOs engaged in relief and rehabilitation work, had attempted to incorporate women's issues into their work programs, they did not show the expected results. This was because the previous government had not given women's development the priority it deserved and therefore had not created conducive atmosphere for development initiatives for women. The Dergue made it clear that it would not tolerate any resistance from anyone to achieving its own goals. In the first year of its power, women activists engaged on state structures (peasant associations and women's commission) to advance their agenda in mobilizing rural women in some regions. They exploited the available opportunities at the time. But that did not last long. The Dergue assumed complete monopoly on the emancipation of women, dictating its course and actions from a distorted woman question paradigm. Within this woman question, there was no indication of altering the traditional female and male domains. In fact, these were found to be enforced and exploited to the maximum by the institutional arm of the Dergue representing all women in the country, namely the Revolutionary Ethiopian Women's Association (Birikti, 2014).

#### **2.1.5.4. During the EFDRE Regime**

Things looked more promising when the EPRDF took political power in the country in 1991. Many new laws replaced the abundance of state proclamations of the Dergue, creating opportunities for society. Initially, these laws promised much freedom and space to the people (Biseswar, 2011). [The ruling party set up its own national women's machinery in the form of Women's Affairs Offices (WAO) and bureaus to enhance women's actions. Beside the women's machinery, the EPRDF government also initiated numerous other well-intended efforts to enhance the rights of women within. These include the promulgation of a very liberal constitution containing women's explicit rights, the signing of international treaties regarding women's rights and the introduction of affirmative measures to promote women's advancement (Yalem, 2011).

The Federal Constitution of Ethiopia was promulgated in 1995 which has renewed the commitment to the gender policy and clearly expressed legislative support for women through its various articles. For example, Article 25 prohibits discrimination on grounds of gender. Article 35 is the most comprehensive law regarding women's rights and consists of nine sub-provisions. These are stipulations on the equal enjoyment of rights; equality of rights in marriage; entitlement to affirmative measures; freedom from harmful traditional practices; maternity leave; equal participation in program planning and implementation; equal rights on property ownership; equality in employment; and full access to reproductive health care. A number of other constitutional provisions, namely those embodied in Articles 7, 33, 38, 42, and 89, also have a direct bearing on the protection of the rights of Ethiopian women.

Beside local efforts, the government in Ethiopia has always been among the first to become a signatory to the many international conventions. It did not stop there. It was quite promising to see that the ruling party included an article in the constitution meant to domesticate these international treaties. Article 9 (4) in the 1995 constitution stipulates that "all international agreements ratified by Ethiopia are an integral part of the law of the land".

## **2.2. Review of Empirical Literature**

Studies have been conducted on Challenges Facing Women In Managerial Positions At The Standard Group Limited. In a study conducted by Mwangi (2012) this study was a census study.

Census studies use in-depth demographic research data and profiles in order to assess and understand trends and opinions, describing a particular behavior in its current status, or to describe a phenomenon with respect to variables or conditions in a situation. The study was used variables Glass Ceiling, Pay Inequality, Work-Life Balance, Discriminatory Culture, Sexual Harassment, Myth of the female advantage, Leadership Styles.

Hoque and Itohara (2009) evaluated the empowerment of women through participation in the micro credit programme in Bangladesh. In the study, it was found that 58% of the women who participated in the micro credit programme also participated in family decision-making process; 97% of the women have direct contribution in household income compared to those who did not participate in the micro credit programme. This increase in participation was attributed to increase in income from the micro credit facilities that resulted to engagement in small entrepreneurship activities.

Studies have been conducted on the impact of empowerment and what leads to successful empowerment. In a study conducted by Rahman and Naoroze (2007) on women empowerment through participation in aquaculture in Bangladesh, it was observed, using the multiple regression analyses, that of the five selected measures of empowerment; access to assets and resources alone was responsible for 59.8% of the variation in overall empowerment. In the study, the multiple regression analysis revealed that only four independent variables were significant predictors of women's empowerment. These were participation in aquaculture, education, extension media contact and training. Participation in aquaculture accounted for 14.9%; education accounted for 9%; extension media contact accounted for 4%; while training accounted for 2.5% of variations in empowerment. A significant relationship was found between women's education and their empowerment and this implies that education enhances women's empowerment both in the family and the society.

Johnson, Worell, and Chandler (2005) conducted a study on the assessment of psychological health and empowerment in women using the Personal Progress Scale Revised (PPS-R). In this study, they observed that empowerment encourages resilience in women, providing them with the necessary resources to cope successfully with stress or Mtrauma and exhibiting fewer

symptoms of psychological distress. In this study, a 28 item total score was created for the PPS-R that reflects the overall empowerment which includes (a) perception of power and competence, (b) self-nurturance and resource access, (c) interpersonal assertiveness (d) awareness of cultural discrimination, (e) expression of anger and confrontation, (f) autonomy and (g) personal strength and social activism. In their study, it was found that higher levels of empowerment predict lower overall distress.

Getachew (2014) conducted a study on to investigate opportunities and challenges of women's empowerment in leadership position in Endamehoni Woreda that found in Tigray regional state of Ethiopia. In this study they observe regardless of its magnitude, almost in the studied woreda, the status of women's participation in leadership position is low as compared to male principal representation which is 82.85%. With related to professional up grading choices of respondents, only 18(30.5%) women were found having interest to upgrade in the field of leadership profession. Of those women respondents, 39(61.1%) were expert respondents. 20(33.9%) respondents were women in leadership position. Various barriers for women's empowerment in leadership position identified as major hindering factors such as personal, socio-cultural, educational and institutional barriers.

Netsanet (2013) conducted study on Challenges and Opportunities of Women to be Leaders in selected Governmental Secondary Schools of Addis Ababa. The study was conducted using descriptive survey method with quantitative and qualitative research approach and related literature was reviewed in relation with school leadership. In order to conduct the study, from 13 governmental secondary schools, five secondary schools were selected by purposive sampling method. In order to collect data, officials from WEO, gender expert from REB, a principal, and five vice principals were selected by purposive sampling. However, teachers and students were selected by simple random sampling method. Before the main data collection, pilot test was conducted to test the validity and reliability of the instruments and from the feedback; some corrections were made in the instrument. Then the questionnaire, interview, and focus group discussion were employed for the purpose of data collection. From 185 questionnaires dispatched for data collection, 180 (97.3%) questionnaires were correctly filled and returned.



However, three (1.7%) questionnaires were not returned and two (1.1%) questionnaires were not filled correctly.

Lemlem (2016) conducted a study on Assessment of Factors Affecting Women Participation in Managerial Positions: The Case of Arba Minch University finding that women participation in managerial position plays significant role for the achievement of university goal, for the advancement of women competency and equality. Thus the university should attain gender mainstreaming in order increase women participation and to enhance them to be competent for all managerial position. Since women's endowed to implement transformational leadership style and they are, more democrat in their managerial skill. So the university should use this resource for the achievement of university goal.

Meena, Jain, and Meena (2008) in their study of the measurement of attitude of rural women towards Self Help Groups (SHGs) in Ludhiana, India, observed that SHGs is a powerful tool for socio-economic empowerment of the poor in the rural areas. The result of this empirical study indicates a significant change in attitude of the participant in the areas of socio-economic upliftment, education and training, marketing and entrepreneurship, quality technological adoption and participatory research and banking aspects. They also observed that groups could be used as an effective mechanism for information dissemination, social and mutual learning, institutionalized process of capacity building and empowerment; and sustainable and equitable development. In the area of socio-economic upliftment, the participants indicated that SHGs is a powerful tool for socio-economic upliftment as reflected by the increase in the mean value of their responses from 2.83 before the training to 3.50 after the training.

In a study by Garikipati (2008) on the impact of lending money to women on house hold vulnerability and women's empowerment in India, it was found that loans procured by women are often diverted into enhancing household's assets and incomes.

Birikti (2014) conducted a study on An Assessment of Factors Affecting Participation of Women in Management Position: The Case of ethio telecom Company in this study thy observed that Women face multi-faceted challenges to participate in management position due to different factors. The purpose of this research is to examine women's possibilities to advance to leadership

positions. The data was collected by interviewing and conducting questionnaires for top management position of the company to explore the current gender practices in the company and assessing the factors for low representation of women in managerial position. Consequently, non-probability purposive sampling was used to select the respondents and discussants of the study. The findings showed that women are highly underrepresented in higher level positions due to some factors such as educational gap, sociocultural attitude; organizational culture and company recruitment and promotion practice are the major ones. Due to this women's are unable to get role model and less confidence for the position. Thus, in order to minimize the existing gender gaps in decision making place, the company needs to implement affirmative action at managerial level, giving quota number for women at entrance stage as well as clearly needs to set the criteria while assigning employees at managerial positions.

Furthermore, the researchers found training and education as essential process of increasing knowledge, changing attitudes, and developing skills through instructions and demonstrations and by other techniques which develop confidence among the participants.

Participants in the study reported enhancement of positive thinking, implying that training and education helped them in developing positive attitudes towards empowerment. The mean value of their responses increased from 3.06 before training to 3.73 after training with respect to the statement "education plays a pivotal role in changing the behavior of individuals" Sanders and Schanabel (2007) observed that the decision to leave an abusive relationship is difficult for women. The barriers limiting women's ability to leave an abusive partner are complicated. Women often remain with or return to abusive partner in large part because they lack the necessary economic empowerment to cope independent of others.

### **2.3. Barriers that Affect Women's Leadership Position**

Underrepresentation of women in senior leadership is problematic for several reasons. First, a lack of women in senior positions may discourage the lower-level women to aspire to an upper level position, because they feel that it is un-tenable at all. Highly qualified and experienced women may thus not apply for upper level positions. As a result, organizations lose the opportunity to capitalize on the skills and talent of a portion of their workforce. Further, when employees perceive a lack of women in upper management, they may form ideas about the implicit values and culture of the organization, such as it is an "old-boys club," or

discriminatory in its hiring and retention practices. Therefore there are so many reasons that barriers women from moving to upper managerial position and from those factors some of them are described as follows:

### **2.3.1. Social / Cultural Factors**

Willis (1991) culture is that which surrounds us and plays a certain role in determining the way we behave at any given moment in time. By no means a static, concept defines culture and is both defined by events that are taking place both locally as well as regionally and internationally, it is shaped by individual events as well as collective ones, and it is a feature of the time or epoch we live in. Because it is so vast, culture is also often used as a tool to validate all manners of actions not, all of which may be acceptable to all concerned and are often intimately, connected to issues of identity. Cultural frameworks are not always imposed, but are open to manipulation and interpretation from many angles and sources.

### **2.3.2. Gender Stereotype Factors**

There are different definition about gender stereotypes from them the following definition describes gender stereotypes are generalized beliefs about the characteristics qualities attributed to men and women in a society (Lemlem, 2016). In general, men are characterized as aggressive, risk-taking, decisive, autonomous (agentic attributes), whereas women are characterized as kind, caring, relational, and humble (communal attributes) (Lemlem, 2016).

### **2.3.3. Educational Barriers**

Education is a critical element to increases the upward socio-economic mobility of women and creates an opportunity to other hand, as educational background of women becomes less. The activities they perform tend to be less valued, and their low status is also perpetuated through the low value placed on their activity (Marshal et, al, 1999).

The fact that illiteracy rates are nearly always higher among women than men and it is a major limiting factor in women's contribution of development. The failed to eradicate and train female equally with male limits women's roles and makes them inadequately trained for employment opportunist that may available (Wirth, 2005). Therefore, having the right qualifications and training are central as policies and practices in the work place helps to eradicate discrimination at all levels (Getachew, 2014).

#### **2.3.4. Discrimination in Appointments**

Discrimination occur when an employee suffers unfavorable or unfair treatment due to their sex, race, religion, national origin, disabled or veteran status, or other legally protected characteristics. Federal law prohibits discrimination in a number of work-related areas, including recruiting, hiring, job evaluations, promotion policies, training, compensation and disciplinary action. Discrimination can be portrayed in different ways. It can occur in accessing employment, in promotion or in the treatment of an employee.

These attributes are inherent in both men and women, and gender has no role to play in determining these attributes. However in pursuit to investigating the factors influencing women progression to leadership, social/cultural factors, organization culture, workplace policies and discrimination of women in appointments have come out clearly as the factors inhibiting women from moving up the ladder of upper managerial positions.

#### **2.3.5. Organizational Culture Barriers**

According to Phillips organizational culture is defined as the realities, values, symbols and rituals held in common by members of an organization and which contribute to the creation of norms and expectations of behavior. It defines conduct within an organization, determines what is and is not valued, and how authority is asserted. The values, which support the great majority of organizations, and thus define success, often include money, power and status. As McKenna (cited in Mbugua, 2007) the corresponding behaviors include working long hours and putting in face time (as proxies for productivity), competitiveness and a willingness to put work above all else. These values and behaviors, which some authors define as being masculine, have come to dominate organizations for historical and socio-economic reasons but are increasingly being challenged by women, and many men, who want to 'work to live' rather than 'live to work'. The organizational and managerial values in some organizations tend to be characterized by stereotypical views of women's roles, attributes, preferences and commitments.

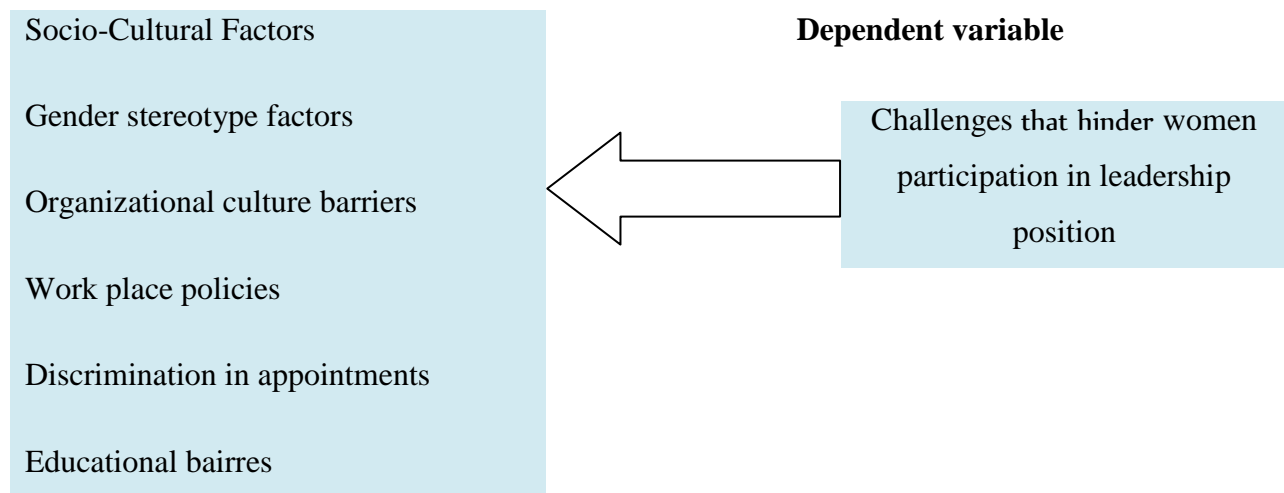
#### **2.3.6. Work Place Policies**

Women are not the same as men; they have particular biological functions that make them different, which in turn make their work experiences different. To this end, treating 19 men and women the same has effectively created a systemic form of indirect discrimination for women.

Mbugua (2007) asserts that pregnancy is a workplace issue that starts well before conception and ends long after birth. It is impossible to separate pregnancy and family responsibilities. Anecdotal evidence suggests assumptions that women will resign when they have children are still widespread and continue to form the basis for not hiring women among some employers. Large number of women report significant difficulties when they return to work due to the lack of supportive policies and practices in workplace. Issues like childcare, breastfeeding, flexible working hours and part-time work are still very current issues for most working women (Mbugua, 2007).

## 2.4. Conceptual framework

### Independent variables



Source: Adapted from Fegenson (1990)

**Figure 1: conceptual framework**

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 .Introductions

This chapter contains methodological aspects of the research. It includes description of the study area, research design, research approach, data analysis, interpretation type and sources, validity, reliability as well as ethical considerations.

#### 3.2. Description of the study area

Assosa is one of the three Zones in Benishangul- Gumuz Region of Ethiopia. Assosa is bordered on the south by the Mao-Komo special woreda, on the west by Sudan, and on the northeast by the Kamashi. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 310,822, of whom 158,932 are men and 151,890 women. 39,957 or 12.86% of population are urban inhabitants. A total of 72,879 households were counted in this Zone, which results in an average of 4.27 persons to a household, and 69,378 housing units. The four largest ethnic groups reported in the Asosa Zone were the Berta (59.95%), the Amhara (23.86%), the Oromo (10.31%), and the Tigrayans (1.5%), 1.48% of the population was from Sudan; all other ethnic groups made up 2.9% of the population. Main languages are the Berta (59.31%), Amharic (25.7%), Oromo (10.68%), and Tigrinya (1.07%). The majority of the inhabitants were Muslim, with 74.08% of the population reporting that they held that belief, while 16.51% practiced Ethiopian Orthodox Christianity, and 8.57% were Protestant (CSA, 2007).



## **Figure 2. Map of Assosa zone**

### **3.3. Research Design**

In order to address the basic research questions and achieve the objectives of this research, a researcher was employed descriptive research design to obtain reliable and relevant information on the actual practice of issue under the study. Abiy et al., (2009) suggested that descriptive survey is used to gather data at a particular point in time with the intention of describing the nature of existing conditions. Therefore, the researcher was used descriptive design method to be to investigate the factors that contribute to the low participation of women and to assess the opportunities those promote women's participation in public organization leadership position.

### **3.4. Research approach**

The researcher was employed both quantitative and qualitative or mixed research approach. Because, quantitative approach helps to infer finding of the study to the population Whereas qualitative approach aims to discovering the underlying motives and desires of employees, using in depth interview for study purpose.

### **3.5. Sample design**

In order to enhance the validity and reliability of the finding of the study taking optimum level of sample size and designing appropriate sampling technique is need special emphasis and consideration. For this purpose in order to obtain more accurate information and reduce biasness use probability and non-probability sample design were enrich the finding of the study. Therefore the researcher was employee in probability sample design include simple random sampling technique to collect quantitative data from employees and For non-probability sampling purposive sampling was used, to gather qualitative data from director of human resource and gender office in the sectors.

### **3.6. Sample size determination`**

Under Assosa zone government there are 17 institutions. So, in order to determine number of employees they were our source of data from each organization this study was used a simplified formula provided by Yemane (1967) to determine the required sample size at 95% confidence level.

$$N=496$$

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{496}{1 + 496(0.05)^2}$$

$$n = 221$$

Where:

n- Is the sample size

N- The population size

e- The level of precision.

For determining number of respondents from each sector was used proportion as follows:

	Organizations	Number of employees	Proportion
1	Assosa zone high court	51	21
2	Assosa zone justice department	13	6
3	Health department	41	19
4	Assosa zone Police	8	4
5	Assosa zone administration office	33	15
6	Maremiya	15	6
7	Assosa zone Women, children & youth affair	13	7
8	Assosa zone Education public services human resource department	34	15
9	Assosa zone communication, culture truism department	24	12
10	Assosa zone technical vocational enterprise development ,trade ,industry and transport	57	24
11	Assosa zone water and mineral enterprise development	23	12



12	Berta nationality council	9	4
13	Environmental protection	21	10
14	Assosa zone civil services bureau	35	15
15	Agriculture and rural development department	39	17
16	Assosa zone finance and economic development	58	24
17	Administrative security affairs	22	10
	Total	496	221

Source: own survey, 2020

**Table1: Researcher develop the table data obtained from Assosa zone public service and Human Resource Development Bureau (2019)**

### **3.7. Source of data**

In order to investigate the challenges and opportunities of women participation in leadership position the researcher used both primary data and secondary data sources.

#### **3.7.1. Primary Source of Data**

The first-hand information was collected from primary source (respondents).The researcher were collected primary data from employees, supervisor and managers by using questionnaires and interview.

#### **3.7.2. Secondary Source of Data**

Secondary data is second hand information was collected from published and unpublished material available in the university library and research center. More specifically, variables related to challenges and opportunities of women participation in leadership position of, necessary concepts and theories collected from published book, Conference proceedings, and recommendation of thesis. Finally Empirical evidences which were described in the literature part to identify was obtained from journal, Articles and research paper from the internet used as secondary sources.

### **3.8. Data collection Instruments**

In order to collect primary data the researcher was used questionnaire and interview.

#### **3.8.1. Questionnaires**

The questionnaire was prepared for employees of the organizations. The questionnaire contains two sections; the first section was about general information of the study, the second section was main section includes specific questions which are relevant for the study. It has both open ended and close ended questions which are presented simultaneously on the questionnaire to obtain objective answers using close ended questions and acquiring the respondent's view through open ended questions.

#### **3.8.2. Interview**

In this study the researcher was prepared interview guide questions to director of human resource and gender office in each organization. The interview guide contained both structured and unstructured questions focusing on barriers for women's participation, contributory factors for the few women who got the opportunity to hold leadership positions, measures taken to overcome the barriers and strategies to enhance women's participation in leadership in relation to the affirmative action as per the constitutional and gender policy statement.

### **3.9. Method of Data Analysis and Presentation**

Type of data analysis techniques that can be applied to study was descriptive statistics largely depend on the type of data collected and measurement scale of data. Thus, the researcher was used different type of data techniques for quantitative and qualitative data.

#### **3.9.1. Quantitative Data analysis**

Quantitative data collected through questionnaire were analyzed through Statistical package for social science (SPSS) were used. Then, depending on the basic questions, the data was analyzed using different statistical tools such as frequency, percentage, weighted mean, and standard deviation.

### **3.9.2. Qualitative data analysis**

The data that were gathered through interview from the director of human resource and gender office in each organization organizations were analyzed by interpretation and using narration.

## **3.10. Reliability and validity test of instruments**

### **3.10.1. Validity Test**

Validity of instrument of data collection was checked through various mechanisms. The researcher tried to refer how to develop questionnaires. Besides to this, proper detection by experts who have knowledge about the research issue was taken to ensure validity of the instruments. In this regard, validity of the instrument was tested by using a pre-test of the questionnaire with potential respondents out of the sample areas to avoid the probability of responding the questionnaire twice by the sample respondent. So that inputs and corrective measures were considered before data collection.

### **3.10.2. Reliability Test**

The reliability of the data was tested by Cronbach's Alpha by which the result shows greater than 0.7 which indicates that the data were reliable. To check the reliability of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted.

(Yalew, 1998). before providing for the actual study subject is the core to assure the quality of the data. All items were carefully input in to SPSS version 23 and the average result of respondents were (0.967). Cronbach's alpha coefficient normally ranges between 0 and 1.

George and Mallery (2003) provide the following rules of thumb: > 0.7 – Acceptable < 0.7 Unacceptable". It is noted that an alpha of (0.967) is acceptable consistent of item to use the question for the research.

**Table- 2 Crnbachs alpha results of the variables**

S.No	Variables	Cronbach's Alpha
1	Challenges that hinder Women's participation Leadership Position	.866
2	Social / Cultural Factors	.730
3	Gender Stereotype Factors	.802
4	Discrimination in Appointments	.797
5	Organizational Culture Barriers	.866
6	Educational Barriers.	.768
7	Work Place Policies	.745

Source: own survey, 2020

### **3.11. Ethical Considerations**

Research ethics refers to the type of agreement that the researcher enters with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher was informing to the respondents about the purpose of the study i.e. purely for academic; the purpose of the study were also introduce in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality would be protected. In addition to this, they were informed that their participation in the study was their consents. The research was not personalizing any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were acknowledged.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### 4.1. Introduction

In this chapter data were presented and interpreted in a meaningful manner. As a result, data were organized in the following aspects. First demographic characteristics of the respondents were presented and discussed. Second, the collected data via questionnaires were analyzed by descriptive statistics.

#### 4.2. Socio-Demographic Characteristics of the Respondents

##### 4.2.1. Sex

The numbers of women were represented in a less proportion than men; because when respondents were categorized by sex, (55.2% of the total) were men, while the remaining 44.8 (44.8% of the total) were women. Therefore women participation is low. Here table presentations are shown that the office is dominated by the male. (Table 3).

**Table 3. Sex of respondents**

	Frequency	Percent	Cumulative Percent
Valid Male	122	55.2	55.2
Valid female	99	44.8	100.0
Total	221	100.0	

Source: Own Survey, 2020

##### 4.2.2. Age of respondents

Respondents with different age groups were participated in the study. As the study area was , most of the respondents (38.9%) was age 25-30, 26.2% of the respondents was 30-35, 21.3% of the respondents age 20-25, 11.8% of the respondents age were 35-40 and the remaining 1.8% of the respondents was under age 40-45. The table presentations were shown that the majority of the respondents' ages are between under matured age. (Table 4).

**Table 4. Age of respondents**

	Frequency	Percent	Cumulative Percent
Valid 20-25	47	21.3	21.3

25-30	86	38.9	60.2
30-35	58	26.2	86.4
35-40	26	11.8	98.2
40-45	4	1.8	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### 4.2.3. Marital Status

The marital status of respondents was assessed. Accordingly, majority of the respondents have found to be married (61.1%) and 38.9 single. When compare between the two groups, majority of the females were married. This implies that they are exposed to take family and societal responsibilities than males which in return affect the progress in education and leadership positions. (Table 5).

**Table 5. Marital status of respondents**

	Frequency	Percent	Cumulative Percent
married	135	61.1	61.1
Valid Single	86	38.9	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### 4.2.3 Educational Status

Respondents with different educational background were participated in the study. As the study area was higher institution, most (41.2%) of the respondents educational status was first degree 34.8% of the respondents was diploma 14.5% of the respondents was certificate and the remaining 7.7% of the respondents was grade 12 complete and less then grade 12. The table presentation shows that the whole workers education back ground is vary and the bachelor degree holders are higher and the master holders are low in number.(Table 6).

**Table 6. Educational Background of the Respondents**

	Frequenc y	Percent	Cumulative Percent

	less than grade 12	7	3.2	3.2
	Grade12 complete	10	4.5	7.7
	Certificate	32	14.5	22.2
Valid	Diploma	77	34.8	57.0
	Bachelor	91	41.2	98.2
	Masters	4	1.8	100.0
	Total	221	100.0	

Source: Own Survey, 2020

#### 4.2.4. Working Experience

Respondents with varied working experience have been participated in the study. As a result, 31.1% of respondents were less than 5 years,37.6% of respondents were 5 to 10 years, 24.4% of respondents were 10 to 20 years and the remaining 6.8% of the respondents were more than 20 years. Her table shows that the majority of the workers experience from five up to ten years and the minimum of the workers experience are more than twenty years.

**Table 7. Working experience of respondents**

	Frequency	Percent	Cumulative Percent
less than 5 year	69	31.2	31.2
5 to 10 years	83	37.6	68.8
10 to 20	54	24.4	93.2
Valid more than 20 years	15	6.8	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### 4.2.5. Position of respondents

Majority of the respondents (84.2%) is expert the remaining 15.8%of the respondents were leadership positions. On the other hand, in the sample taken from the expert workforce, women representation was found having the highest proportion as compared with their leadership positions. Thus, from this respondent’s background analysis, it was easy to infer that even though women representation in the expert forces was found rising up as compared with men,

but their representation in leadership positions were not rising in accordance with their proportion in the expert force.

**Table 8. Position of respondents**

	Frequency	Percent	Cumulative Percent
Expert	186	84.2	84.2
Valid leadership position	35	15.8	100.0
Total	221	100.0	

Source: Own Survey, 2020

### **4.3. Factors for low participation of women on leadership position**

Women participation in decision making can be dependent on so many factors. These factors can affect women on their participation on different leadership position in the sectors unless it is managed by concerning body. Because the number of women in leadership position in each institution is minimal; however their role for the achievement of goals is important. There are factors for minimal representation of women which are lack of delegation, educational gap, socio-cultural attitudes, lack of women confidence, due to dual responsibility and lack of responsibility. But women can prove to be a valuable resource and an asset for the country with the abilities like handling multiple tasks simultaneously, which might not be that easy for male employee. Thus women's are efficient and effective in their assigned position while they have many challenges on one side to meet the organization goal on the other side to fulfill the three major gender role such as productive role, reproductive role and community role( as cited in Afroz, 2010 & Chalchissa and Emnet, 2013). There are many factors which results to minimal representation of women on leadership position.

#### **4.3.1. Lack of Delegation**

Delegation is the assignment of any responsibility or authority to another person temporarily (normally from a manager to a subordinate) to carry out specific activities. According to 58.4% of the respondents, delegations in the institutions were primarily given to men.



**Table 9. Percentage of respondents with regard to the variable ‘Lack of delegation’**

	Frequency	Percent	Cumulative Percent
Valid Yes	129	58.4	58.4
No	92	41.6	100.0
Total	221	100.0	

Source: Own Survey, 2020

Delegation has significant role for employee in developing their experience in any leadership position since experience on any profession can add value on the performance of an employee. However mostly managers delegate male employees than female employee. Hence this results to women not to devote their time on to paid work than their family responsibility. As result women lose their opportunity of being leaders in Assosa zone public institutions.

#### **4.3.2. Educational Gap**

Due to several intricate factors, women’s have no equal opportunity with men with regard to education. Thus, it would result educational gap. 62.4% of the respondents have agreed that educational gap was another factor why women involvements at leadership positions have become limited (Table 10).

**Table 10 . Percentage of respondents with regard to the variable ‘Educational Gap’**

	Frequency	Percent	Cumulative Percent
Valid Yes	138	62.4	62.4
No	83	37.6	100.0
Total	221	100.0	

Source: Own Survey, 2020

It showed that increase in educational attainment has a positive impact on both economic growth and development. There are positive externalities associated with education of the labor force Educational both in terms of economic and social capital.

The economic gain from women’s education in general is considered to be at least as high as those from men’s education. Further, there is a multiplier effect associated with women’s education. However, developing countries experience gender gap in terms of educational attainment as well as enrolment.

There is educational gap between women and male due to several factors. Hence women in Assosa zone public institutions women participation are low.

**4.3.3. Socio-Cultural Attitudes**

There are several traditional sayings and customary activities in a typical society that would influence women not to seek for managerial positions. According to 61.5 % of the respondents socio-cultural attitudes were among the major factors that made women to be less competent in leadership positions (Table 11).

**Table 11. Percentage of respondents with regard to the variable ‘Socio-Cultural Attitude’**

	Frequency	Percent	Cumulative Percent
Yes	136	61.5	61.5
Valid No	85	38.5	100.0
Total	221	100.0	

Source: Own Survey, 2020

Socio cultural attitude also parts of the factor for low participation of women on leadership position in Assosa zone public institutions. However society attitude towards women competency have been negative that it considered as women cannot compete leadership position like their male counterpart because women can only be able to fit home responsibility than the professional work. Thus due to negative attitude given for women employees from male employee’s side, from male managers, women are infrequently representing in leadership position of Assosa zone public sectors.

**4.3.4. Lack of Confidence**

Similar to other factors, lack of self-confidence in women is also another barrier to equally compete with men. In the present study also 69.7% of the respondents have agreed with this factor (Table 12.)

**Table 12. Percentage of respondents with regard to the variable ‘lack of confidence’**

	Frequency	Percent	Cumulative Percent
Valid Yes	154	69.7	69.7
No	67	30.3	100.0
Total	221	100.0	

Source: Own Survey, 2020

Women’s lack of confidences results not only from socio cultural attitude it also related with biological difference which is sex role socialization during childhood and the way in which women and male develop psychologically. There is a thought about gender stereotype which described as the characteristics, attitudes, values and behaviors that society specifies as appropriate for the particular gender (as cited in Ginige,2007). Thus, from interview with gender office director women are infrequently representing in leadership position in the Assosa zone public institutions: “Mostly managers delegate and recommend male employees than female due to socio cultural attitude. It also results to women lose their confidences to compete on all leadership position. Hence they consider themselves that they are incapable to compete on leadership position.”

Gender stereotypes has been considered that men are more agent and more competent than women, whereas women are seen as more expressive and communal than male. As result it results to women become less confident on their work and achievement, as well as unable to express themselves freely as men (Collins and Singh, 2006; Sikdar and Mitra, 2008).

#### **4.3.5. Double Responsibility**

Women’s roles often include family obligations, caretaking for children and/or elderly parent and work responsibilities as well as other roles. Such multiple roles would have significant impact on women representation on leadership positions. However, in the study only 64.3% of the respondents believed that double responsibilities were factors for women underrepresentation in leadership positions (Table 13)

**Table 13. Percentage of respondents with regard to the variable ‘Double Responsibility’**

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------

Valid	Yes	142	64.3	64.3
	No	79	35.7	100.0
	Total	221	100.0	

Source: Own Survey, 2020

Women have double responsibility at their home and at the work place which have impact in their participation to leadership position. Moreover, there are assumptions about women's ambitions and abilities. It described that women do not excel sufficiently in their career due to assumptions on women's ambitions such as women having less ambition and a lesser for institution commitment due to family responsibility (research by Development Dimensions International,2009).

#### 4.3.6. Lack of Information

Being not close to information sources is also another barrier to women participation on leadership positions. Accordingly, 66.1% of the respondents in the study have agreed that lack of information was another factor (Table 14).

**Table 14. Percentage of respondents with regard to the variable 'Lack of Information'**

		Frequency	Percent	Cumulative Percent
Valid	Yes	146	66.1	66.1
	No	75	33.9	100.0
	Total	221	100.0	

Source: Own Survey, 2020

The major way for participation of any vacant place is to have access to information. Employee has the right to know all available information. There should be transparency for free flow of information. Transparency also explain that managers decisions on whether routine or matters relating to issue which is important for employees or not are determined on the level of managers transparency for it. Thus in Assosa zone public institutions all vacant position are not always posted rather it represented by recommendation or delegation specially higher and middle management positions. As result some positions are filled by delegation. Furthermore from the interview with human resource director it is indicated that the number of women on leadership

positions are low due to the reason that the lack of adequate information towards vacant position and educational gap of women to compete with their male counterpart.

#### 4.4. Gender discrimination

Considering gender discrimination, 56.1% of the respondents replied that there was no gender discrimination during promotion in Assosa zone public sectors (Table 15).

**Table 15. Percentage of respondents with regard to the variable ‘Gender Discrimination’**

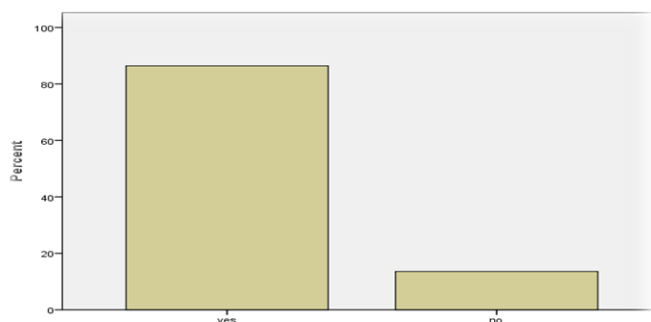
	Frequency	Percent	Cumulative Percent
Valid Yes	97	43.9	43.9
No	124	56.1	100.0
Total	221	100.0	

Source: Own Survey, 2020

There is a practice which discriminates women participation from decision making position. Therefore women do experience a strong gender bias when being evaluated for promotions on both their level of performance as well as their potential impact. Research within professional group describes that women have to significantly work harder to be perceived as equally competent as men (Lyness&Heilman, 2006). However from the data collected in Assosa zone public institutions it is responded that there is no discrimination in promotion but some decision making position are given through recommendation by managers.

#### 4.5. Affirmative Action

Majority (83.7%) of the respondents believed that affirmative actions were commonly practiced in Assosa zone public sectors to support women for promotion (Figure 2).



**Figure 3. Percentage of respondents with regard to the variable ‘Affirmative Action’**

There is an implementation of affirmative action in Assosa zone public sectors which has substantial role in women participation in all position. However position like director has been given through delegations which have negative impact on women participation.

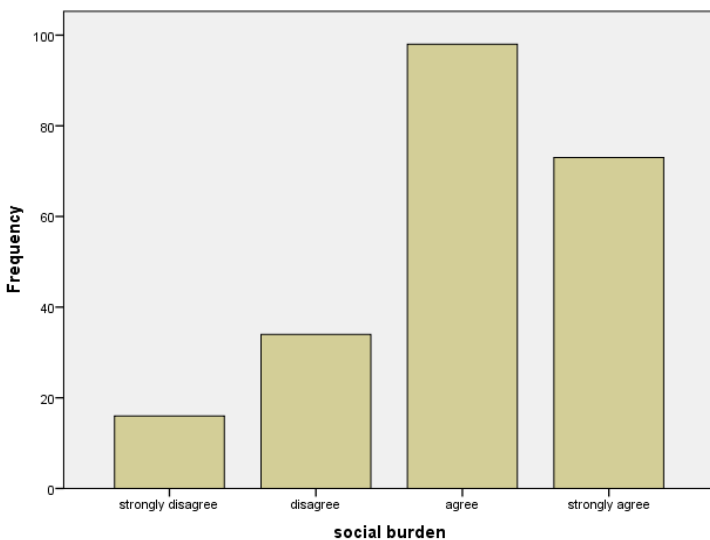
**4.6. Major barriers that hinder women’s from leadership positions**

In conducting this research both in interview as well as in questioner the respondent responded the major factor for low participation of leadership position. Thus from human resource director its responded that ‘the number of women in decision making position very low due to the factor that lack of delegation, educational gap and lack of women confidence to compete in leadership position. In addition to that socio cultural factor also has it is own factor in female effectiveness.’ Moreover there are additional factor which hinder women from participating in leadership position and stated as follows:-

**4.6.1 Social/Cultural Factors**

**4.6.1.1 Social Burden**

As figure 4 below depicted, most of the respondents agreed that social burden was one of the major barriers that hinder women’s from leadership positions in Assosa zone public institution.



**Figure 4. Frequency of respondents with regard to the variable ‘Social Burden’**

It is known that our society have negative attitude towards women ability which take part for low participation of women in leadership position. Thus it results to low participation of women in Assosa zone public institutions because society gives women low social status.

**4.8.1.2 Lack of Power**

According to 83.7% of the respondents, women had less power in the society that could limit their decision making capacity (Table 16).

**Table 16. Frequency of respondents with regard to the variable ‘Lack of Power**

	Frequency	Percent	Cumulative Percent
strongly disagree	6	2.7	2.7
Disagree	30	13.6	16.3
Agree	116	52.5	68.8
strongly agree	69	31.2	100.0
Total	221	100.0	

Source: Own Survey, 2020

Hence women lack power to make decision which is critical for herself and her family members too. As result, society allocate their resource to their male counterpart than women because of their consideration that women can not fit decision making position rather male are capable on decision making position.

**4.6.1.3 Low Social Status**

Women’s low social status in the community could also be another barrier that would make them not to equally compete with men. This argument was also verified by 87.4% of the respondents in the present study (Table 17).

**Table 17. Percentage of respondents with regard to the variable ‘Low Social Status’**

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------

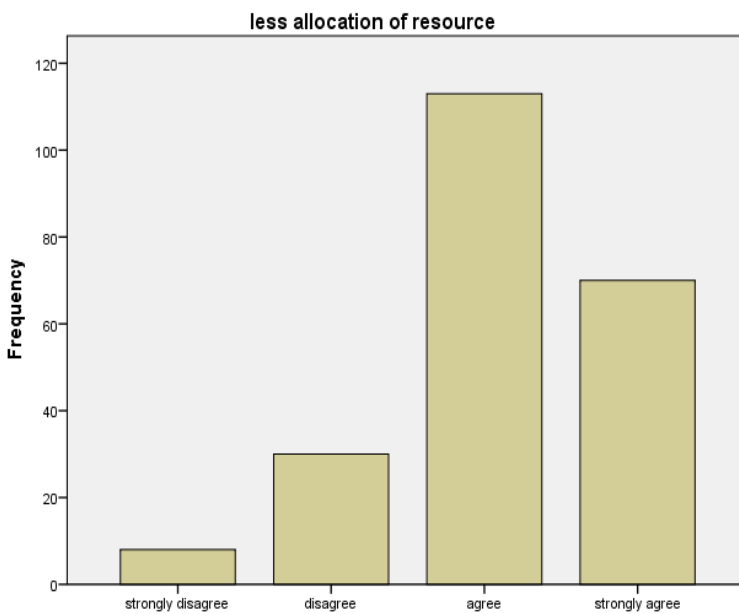
Valid	strongly disagree	2	.9	.9
	Disagree	26	11.8	12.7
	Agree	112	50.7	63.3
	strongly agree	81	36.7	100.0
	Total	221	100.0	

Source: Own Survey, 2020

As stated in the above tables due to socio-cultural factor women has low social status hence it results to they lack power in decision making.

#### **4.6.1.4. Less Allocation of Resources**

82.8% of the respondents agreed that within the society less resource were allocated to empower women as compared to men (Figure 4)





**Figure 5. Percentage of respondents with regard to the variable ‘Less Allocation of Resource’**

Due to socio cultural factor women face less allocation of resource by their family. In any ethnic group in Africa a typical woman has low status particularly lack of power to make decisions on matters affecting her life those of her family. This culturally determined expectation attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl. This gender biased cultural assumption the subsequent differential treatment of boys girls in a homestead not only diminish girls’ access performance in the education but also tend to push girls to doing the so called ‘feminine careers’ (as cited in Mbugua, 2007).

As result it makes women to feel that they are in capable of position which require decision making due to the impact of negative socio cultural attitude.

**4.6.2 Organizational culture**

**Table 18. Organizational culture variables (a-values, b-realities, c-symbols, d-rituals)**

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	11	5.0	5.0
Disagree	31	14.0	19.0
Agree	121	54.8	73.8
strongly agree	58	26.2	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	10	4.5	4.5
Disagree	28	12.7	17.2
Agree	119	53.8	71.0
strongly agree	64	29.0	100.0

Total	221	100.0	
-------	-----	-------	--

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	17	7.7	7.7
Valid Disagree	47	21.3	29.0
Valid Agree	110	49.8	78.7
Valid strongly agree	47	21.3	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	18	8.1	8.1
Valid Disagree	24	10.9	19.0
Valid Agree	104	47.1	66.1
Valid strongly agree	75	33.9	100.0
Total	221	100.0	

Source: Own Survey, 2020

It is important factor for the participation of women in decision making position. Thus organizational culture which gives positive value for the employee of the institution can use the potential of its employee to achieve the goal of the organization. Hence organization should have values, symbols, rituals and realities which encourage women to increase their participation as well as to use their capacity in decision making. As result Assosa zone public institutions should create such organizational cultural rather than only following civil service rule which is Affirmative action.

More over organizational culture should generate values, which support the great majority of organizations, thus define success, and often include money, power and status. The corresponding behaviors include working long hours putting in face time (as proxies for productivity), competitiveness a willingness to put work above all else. These values behaviors,

which some authors define as being masculine, have come to dominate organizations for historical socio-economic reasons but are increasingly being challenged by women, many men, who want to 'work to live' rather than 'live to work' (cited in Mbugua 2007).

#### 4.6.3. Gender Stereotype

Gender stereotypes are over-generalizations about the characteristics of an entire group based on gender. In this study it was defined as general beliefs about the characteristics and qualities that demonstrated men were generally perceived as more competent than women. Thus with respect to being more expressive, communal and less confident majority of the respondents have agreed on these factors as barriers to women to involve in leadership positions in Assosa zone public institutions (Table 19).

**Table 19. Gender stereotype variables (a-more expressive, b-communal, c-less confident, d-Division of labor**

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	8	3.6	3.6
Valid Disagree	26	11.8	15.4
Valid Agree	110	49.8	65.2
Valid strongly agree	77	34.8	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid strongly disagree	3	1.4	1.4
Valid Disagree	15	6.8	8.1
Valid Agree	113	51.1	59.3
Valid strongly agree	90	40.7	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid			
strongly disagree	9	4.1	4.1
Disagree	25	11.3	15.4
Agree	116	52.5	67.9
strongly agree	71	32.1	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid			
strongly disagree	9	4.1	4.1
Disagree	24	10.9	14.9
Agree	103	46.6	61.5
strongly agree	85	38.5	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### 4.6.4. Discrimination in Appointments (Unfavorable or unfair treatment due to gender on female)

Discrimination refers to partiality or unfair treatment. It is cognizant that women discrimination can be occur during recruiting job evaluation, promotion policies implementation, training, compensation and disciplinary action. Thus, in the present study majority of the respondents have disagreed that all the above factors were not practically experienced in the university (Table 20)

**Table 20. Discrimination in Appointments variables (a-discrimination during hiring, b-job evaluation, c-promotion policies, d-training, e-compensation, f-disciplinary action)**

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------

Valid	strongly disagree	6	2.7	2.7
	Disagree	25	11.3	14.0
	Agree	104	47.1	61.1
	strongly agree	86	38.9	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	6	2.7	2.7
	Disagree	28	12.7	15.4
	Agree	117	52.9	68.3
	strongly agree	70	31.7	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	7	3.2	3.2
	Disagree	29	13.1	16.3
	Agree	115	52.0	68.3
	strongly agree	70	31.7	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	7	3.2	3.2
	Disagree	30	13.6	16.7
	Agree	113	51.1	67.9

strongly agree	71	32.1	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
strongly disagree	6	2.7	2.7
Disagree	34	15.4	18.1
Agree	110	49.8	67.9
strongly agree	71	32.1	100.0
Total	221	100.0	

	Frequency	Percent	Cumulative Percent
strongly disagree	9	4.1	4.1
Disagree	30	13.6	17.6
Agree	106	48.0	65.6
strongly agree	76	34.4	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### 4.6.5. Work Place Policies (Lack of Policies or Policy Gap)

Workplace policies often reinforce and clarify standard operating procedure in a workplace. They are manifested by childcare, breastfeeding; flexible working hours and part-time work. Majority of the respondents in the present study have agreed that there was organizational policy gap which could hinder women's participation in managerial positions (Table 19).

**Table 21. Workplace Policies variables (a-childcare, b-breastfeeding, c-flexible working hours, d-art-time work)**

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------

Valid	strongly disagree	3	1.4	1.4
	Disagree	28	12.7	14.0
	Agree	95	43.0	57.0
	strongly agree	95	43.0	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	3	1.4	1.4
	Disagree	25	11.3	12.7
	Agree	107	48.4	61.1
	strongly agree	86	38.9	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	5	2.3	2.3
	Disagree	30	13.6	15.8
	Agree	117	52.9	68.8
	strongly agree	69	31.2	100.0
	Total	221	100.0	

	Frequency	Percent	Cumulative Percent
Valid			
strongly disagree	8	3.6	3.6
Disagree	30	13.6	17.2
Agree	115	52.0	69.2
strongly agree	68	30.8	100.0
Total	221	100.0	

Source: Own Survey,2020

Moreover it is known that women have the ability to perform dual activity both formal work and family responsibility as well. Hence the institution should have work place policy which allows women to meet both family and formal work responsibility through creating flexible working environment, part time work and meeting the need of women for breastfeeding and child care.

Mbugua (2007) describes that pregnancy is a workplace issue that starts well before conception and ends long after birth. It is impossible to separate pregnancy and family responsibilities. Anecdotal evidence suggests assumptions that women will resign when they have children are still widespread and continue to form the basis for not hiring women among some employers. Large number of women report significant difficulties when they return to work due to the lack of supportive policies and practices in workplace. Issues like childcare, breastfeeding, flexible working hours and part-time work are still very current issues for most working women.

#### 4.6. Education barriers

Education plays significant role to participate women in leadership position. And also most of the respondents' responses are agree educational barriers are factors that affect women participation in leadership position.

**Table 22.educationbarrier a. Low educational background b. absence of mentors**

	Frequency	Percent	Cumulative Percent
--	-----------	---------	--------------------



Valid	strongly disagree	11	5.0	5.0
	Disagree	26	11.8	16.7
	Agree	108	48.9	65.6
	strongly agree	76	34.4	100.0
	Total	221	100.0	

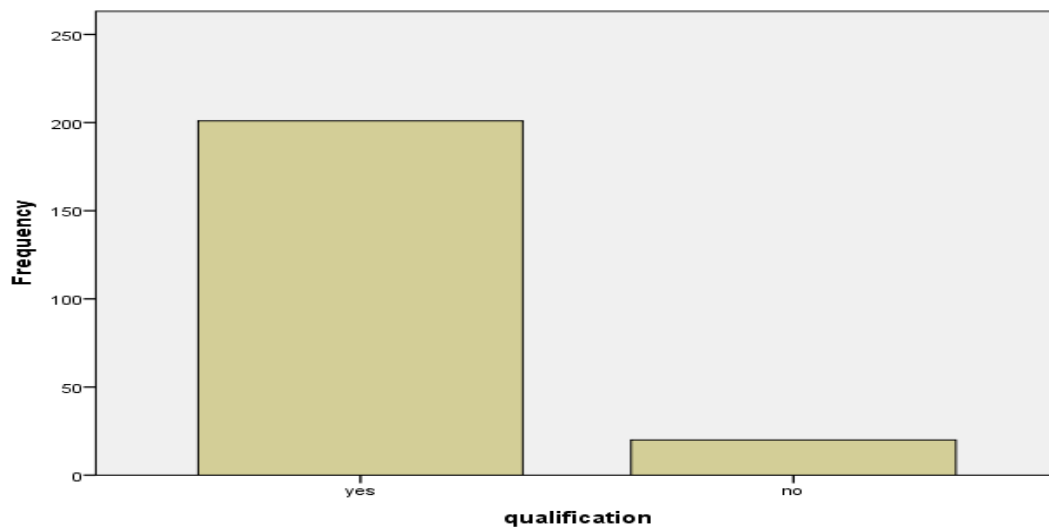
	Frequency	Percent	Cumulative Percent	
Valid	strongly disagree	6	2.7	2.7
	Disagree	27	12.2	14.9
	Agree	118	53.4	68.3
	strongly agree	70	31.7	100.0
	Total	221	100.0	

Source: Own Survey,2020

#### **4.7. Opportunities for women better achievement on management positions**

##### **4.7.1. Qualification**

According to 91% of the respondents being qualified to fit in a certain managerial position was one of the major strategies for women (Figure 6). Thus, good educational background would be inevitable.



**Figure 6. Percentage of respondents with regard to the variable ‘Qualification’**

Educational opportunity for women plays a significant role for women enhancement to compete in all position. Hence, women should have upgrade themselves through education to fit on the required qualification because Women participation indecision making play a significant role for the advancement of women achievement, increase the qualification of women and to raise their number. Thus, there should be strategy to encourage as well as to raise women participation in decision making position. Because using potential resource for the attainment of institutional goal is important. Thus women have ability to meet dual responsibility and they are considered as transformational leaders. Hence they are democrat on sharing and accepting the idea of their colleague (Merchant, 2012).

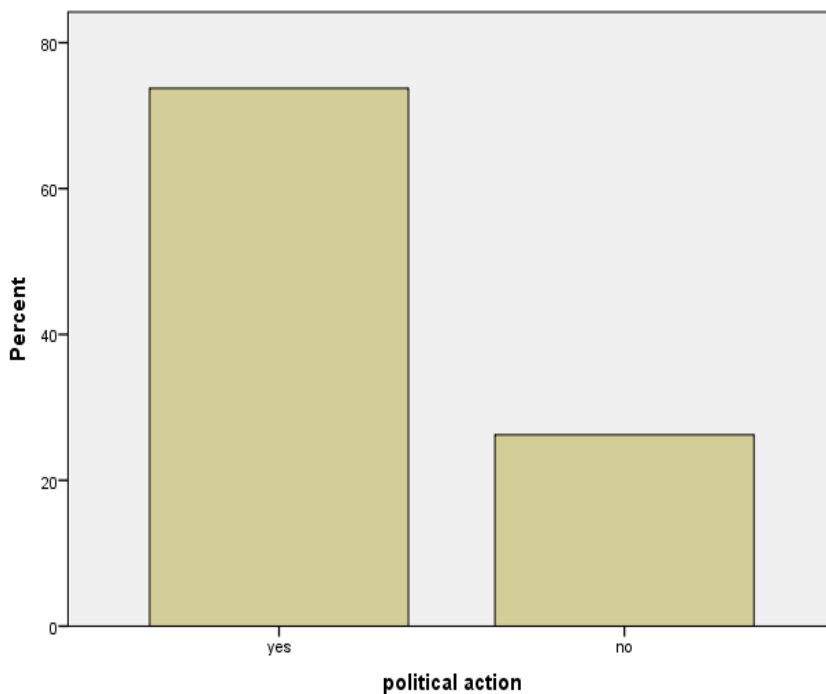
Furthermore it is described that women have a different management style which can bring benefits to the organization. In her view, women are more inclined to take a fresh perspective, identify, what is not working and develop new solution (as cited in Collins & Singh, 2006).

More over an interview with human resource director described “that during on the competition of vacant decision making position there is requirement to promote into decision making position most women who apply for those positions are not qualifying due to educational gap. Hence this and other negative factor hindering women from competing in leadership position.”

Additionally an interview with gender office director: “most of time the issue related with female is their major concern but their role in changing women attitude through training play important role to raise women in decision making position. However last year the office prepared training to develop women attitude in that they can be able to compete in any leadership position as well as in creating awareness about leadership. Thus it requires high intention to raise women awareness and the office take action in order to support women who can compete and fit leadership position”.

#### 4.7.2. Political support

Political commitment of the government to support women could also brought significant change in women’s involvement in managerial positions. Similarly, 73.76% of the respondents have agreed on this matter (Figure 7).



**Figure 7. Percentage of respondents with regard to the variable ‘Political Support’**

There is also another issue to be addressed in order to increase women participation in all decision making position, government also should arrange political support in addition with

affirmative action through allowing institution to follow their own strategy in order to increase qualified women for leadership position.

#### **4.7.3.Experience**

Majority (75.6%) of the respondent have agreed that experience should have existed in order to enhance women to leadership positions in Assosa zone public institutions. (Table 23)

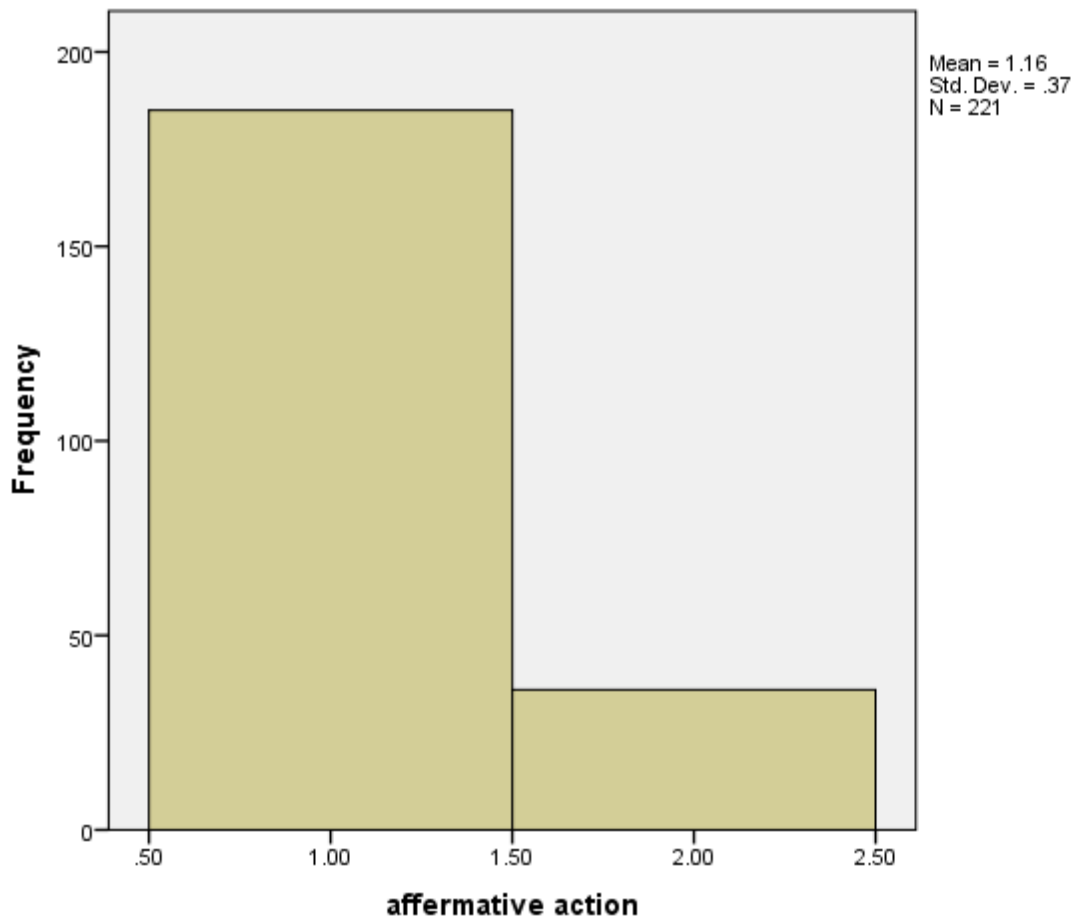
**Table 23.Percentage of respondents with regard to the variable experience**

	Frequency	Percent	Cumulative Percent
Yes	167	75.6	75.6
Valid No	54	24.4	100.0
Total	221	100.0	

Source: Own Survey, 2020

#### **4.7.5 Affirmative action**

Majority (83.7%) of the respondents have agreed that affirmative actions should have existed in order to promote women to leadership positions in Assosa zone public institutions.(Figure 8).



**Figure 8. Percentage of respondents with regard to the variable ‘Affirmative action ’**

More over in encouraging women participation in leadership through training and awareness creation affirmative action also play a significant role in raising number of women. Hence in the Assosa zone public institutions it is clearly stated that to give affirmative action at promotion time for women employee, however it is not applicable in all level of managerial position. Due to educational background. Hence, it has negative impact on women to have equal opportunity as their counterpart. If it is applicable in all position woman has equal educational background and experience, the women will get 5(five) additional points; and if they get equal point women get priority.

## CHAPTER FIVE

### FINDINGS, CONCLUSION AND RECOMMENDATION

#### 5.1 Findings

The summary of this study is from the findings which obtained from both primary and secondary source in order to assess the challenges and opportunities of women participation in leadership position in Assosa zone public institutions. It's conducted from reference of data towards current as well as past condition of women participation in decision making in relation to national as well as international women policy with the Assosa zone public sectors practice.

Based on the major findings, there is summery below which drawn from the above findings. Assosa zone public institutions have 17 sectors from these sectors 496 employees from the total of 496 male 275 and female 221. However women participation in leadership position is low. This indicates insignificant involvement of women in all level of leadership position. There should be strategy to encourage as well as to raise women participation in decision making position. Because using potential resource for the attainment of institutional goal is important. Thus women have ability to meet dual responsibility and they are considered as transformational leaders. Hence they are democrat on sharing and accepting the idea of their colleague (Merchant, 2012).

It is identified that there are factors for low participation of in leadership position in Assosa zone public institutions; which are lack of delegation, educational gap, socio cultural attitude, male dominancy and lack of information are the major ones that hinder women employee's from moving up to top decision making position in Assosa zone public institutions.

Additionally when the number of women low in decision making position, it results to gender gap in leadership and because when the number of women in leadership position low it has negative impact for the women who can compete in decision making position. Thus having role model women in leadership position helps the other women by developing their confidence and capability. However in Assosa zone public institutions the number of women in decision making is very low. Hence it may discourage the interest of other women who can fit leadership position. It also results to the negative achievement of institutional as well as national goal. Therefore

women can play significant role for the growth and development program of the nation because women are important resource of the nation.

Moreover due to low participation of women in leadership position most decision made in one angle (male part). Hence women are few in decision making position it may cause lack of confidence for women in leadership position as well as women who can compete in managerial place since having equal opportunity in decision making position play a significant for women in leadership position as well as women outside from leadership position.

In addition to that giving decision making position by delegating male employee cause negative impact for the advancement of women leadership confidence for managerial position. However in Assosa zone public institutions it's common that delegating male employee than women is common. It results for women consider themselves as in capable to compete in decision making position. However educational gap between male and women in Assosa zone public institutions is wide but encouraging women can play significant role in enhancement of women to compete in leadership position

Finally from the finding that women participation in leadership position plays significant role for the achievement of goal, for the advancement of women competency and equality. Thus the Assosa zone public institutions should attain gender mainstreaming in order increase women participation and to enhance them to be competent for all leadership position.

## **5.2. Conclusion**

Based on the result of the study numbers of women in leadership position in Assosa zone public sectors are low due to several factors. However difference in educational status between male and women brought significant change in the participation of decision making position. It is known that the prior concern during promotion as well as competition of vacant place in Assosa zone public institutions dependent in implementing merit based recruitment technique without including the position which has been given by the recommendation of managers. Because of difference in educational status of women and male staff mostly women could not qualify high leadership position. Moreover in addition to educational gap women with better experience in Assosa zone public institutions are very few. Thus to enhance existing women in leadership position consideration should be given to women in different method.

In addition to educational status there are other factors which have been hinder women from the participation of decision making position those, are socio cultural attitude, male dominancy, delegation, dual responsibility and organizational culture. The other factor most decision made by male managers since decision making positions are hold by male manager, it may have impact in women when decision are made because the decision may be made by the angle of male. Therefore it creates negative image in minds of women who are in leadership position and the overall women staffs of Assosa zone public institutions. Hence it results to women lack confidence and motivation to express their idea freely.

More over affirmative action which given by civil service should not be the only for enhancement of women for entry work. Thus special concern should be given for women employee of the sectors through providing educational opportunity to raise their qualification in addition to that gender office of the institutions can also play significant role by providing training opportunity to develop women confidence and to increase their capability. There for public sectors should implement alternative strategy to motivate women in leadership position.

### **5.3. Recommendation**

Based on the findings of this study the following recommendations are made for the improvement women's for leadership position.

**The Assosa zone public sectors should apply participative approach:** In order to increase the participation of women in leadership position Assosa zone public sectors should develop participative strategy which is unique like quota system which can be better organizational culture to enhance their participation. Moreover there should be consideration of gender issues in educational opportunity since women have been victimized by socio cultural attitude in the past as well as in the present time. So that they become competent in all profession and it also develops their confidence to participate in all decision making position.

According to the conclusion of this research, Social / Cultural Factors, Gender Stereotype Factors, Discrimination in Appointments, Organizational Culture Barriers, Educational Barriers, Work Place factors affects the participation of women in leadership positions. Therefore, to overcome these hindering factors intensive training that focus on gender policy and strategy of the nation in relation to leadership position in all sectors of the zone.



**Implementation of Affirmative action:** because play significant role in the favor of women by providing special concern for women. Given the past disadvantage experienced by women in most sectors of our society, it is necessary that they are given the opportunities that culture and traditions have deprived them. So Assosa zone public institutions should represent women at all levels on leadership position. Thus women can participate in the position which can add value for the achievement of the institutions goal through women involvement in leadership position.

Assosa zone public institutions should also give great emphasis to bring women in leadership and decision making position because women's empowerment is a human right issue that lies at the heart of development.

To develop self-confidence, self-awareness and to develop positive perception about oneself, continuous training of women should be designed and establish women networking in order to share their experiences.

**Elimination of gender stereotypes from the collective conscience:** Assosa zone public institutions should generate positive attitude for women in its staff and the society at all. Thus women can play significant role in the achievement of desired goal like their male counterpart. It's impossible to relegate one group of society to traditional roles which are no longer viable for national development. Women can play significant role for goal achievement of the institutions.

Hence the institutions should use this resource for better achievement and to encourage other women to enhance their participation in decision making position. More over institutional attitudinal climate needs to be made conducive for women. It is described by different author that women have transformational leadership approach; hence they are democrat in their leadership style and it is also known that women can meet dual responsibility effectively because of their natural endowment.

**Provide legislative and infrastructure support for women:** There should be legislation and infrastructure support to encourage women and to provide additional support to enhance women, because women employee should be seen by two angles as a mother and as wives. To implement this reasonable provision of maternity leave, and childcare centers within the institutions necessary, thus encouraging women through different method results to efficient use of potential resource of the nation. Hence the institutions should allocate resource in women to enhance

existing women in managerial position and to encourage other women who are not in managerial position.

**Special training programs for women:** special training program for women is necessary to equip women with skills of management. This will go a long way in changing the way women perceive themselves and gives them confidence in their own capacity. Providing training opportunity for women in leadership position and for other employee who are not in managerial position is necessary to equip them with skills of management. Thus it play an important role in changing the way women perceive themselves and gives them confidence in their own capacity to be effective leaders. These should be given by the coordination of gender office with other concerned bodies through encouraging women to attend conferences, workshops, and other short courses to widen their knowledge, skills, and attitudes. There for the existence of gender office in the institutions can allow the institutions to utilize its potential resource effectively for the achievement of goal of the institutions.

Gender office should play its vital role as its establishment objective that gender should not be a barrier to be in higher positions and exert its effort to enhance women participation at leadership position. In addition to that women should be confident enough to claim the top position if they are competent and should participate in women networking to develop their confidence.

## References

- A. P.A. (2010). 6<sup>th</sup> ed. 2010. Publication manual of the American Psychological Association, Washington DC .
- Afoz, M. (2010). .Effect of organizational governance on women's participation in decisionmaking, Master in Public Policy and Governance Program, Department of General and Continuing Education, Bangladesh: North South University.
- Ahmed. (2013). determinants of women participation in leadership positions in national hospital insurance fund in garissacounty, kenya .
- Birikti. (2014). An Assessment of Factors Affecting Participation of Women in Management Position: The Case of ethio telecom Company .
- Bisewar, I. (2011). The Role of Educated/Intellectual Women in Ethiopia in the Process of management: A case of Commercial Bank of Ethiopia, Ethiopia Airlines, Ministry of Transport.
- Bullough, A. M. (2008). Global Factors Affecting Women,s Participation in leadership.
- Collins, James & Singh, Val 2006. Exploring gendered leadership. In Mctavish, Duncan & Miller, Karen (eds). Women in leadership and management: New horizons in management.
- David Kinoti M, A. (2013). Factors Influencing Participation Of Women In Leadership In Secondary School Management In Lower Yatta District, Kitui County, .
- Domingo, T. O. (2015). Women, decision-making and gender equality.
- Gell, J. h. (2009). Source Women's Leadership and Participation.
- Getachew. (2014). To investigate opportunities and challenges of women's empowerment in leadership position in Endamehoni Woreda that found in Tigray regional state of Ethiopia 2014).
- Haregewoin, Cherinet & Emebet, Mulugeta 2003. Towards Gender Equality in Ethiopia: A profile on Gender Relation. Edita Sverige AB: Sida publishing, February. Israel, G. D. (2009). Sample Size Determination. IFAS, University of Florida. Florida.

- Kim, N. (2016). Servant Leadership Style: What is it and What are the Benefits and Contrasts to Other Leadership Styles? .
- kotari, C. (2004). Research Methodology: Methods and Techniques. New Age International.
- Lemlem. (2016). assessment of factors affecting women participation in managerial positions: the case of arba minch university.
- Mbugua, W. (2007). An investigation of factors influencing women progression to leadership positions in Kenya: A case study of four selected institutions. MBA thesis (Unpublished). Kenyatta University
- Mignot. (2017). The Role of Women in decision-making process in Federal Ethiopia: the Case Study of the House of Peoples' Representatives.
- Moosa, m. (2016). the retention of women from a leadership perspective in a higher education institution.
- Ndika, W. N. (2015). Ndika An analysis of barriers which affect women in leadership positions in Eastern Cape Municipalities. Case study of Amathole District Municipality.
- Netsanet. (2013). Challenges and Opportunities of Women to be Leaders in selected Governmental.
- Olaitan\*, a. w. (2015). an assessment of the socio-cultural perspectives of male and female political involvement in nigeria. global journal of arts, humanities and social sciences vol.3, no.9, pp.48-60.
- Parker, B., & Fagenson, E.A. (1994). An introductory overview of women in corporate management. In M. J. Davidson & R. J. Burke (Eds.), Women in management: Current research issues (pp. 11-28). London : Paul Chapman Publishing Ltd
- R. Bala Subramanian, I. a. (2016). Women Leadership in Organization.
- Rahel. (2013). opportunities and challenges of women managers in selected organizations.

Sikdar, Arijit & Mitra, Sumit (2008). An exploration of gender stereotypes in perception and practice of leadership: Working paper series. Dubai: University of Wollangoing.

Tizard, J. ((2012)). The challenges and opportunities in contemporary public sector leadership", *International Journal of Leadership in Public Services*, Vol. 8 Iss 4 pp. 182 – 190).

Uki Gelashe Jebessa, C. A. (2015). Assessment of Factors Affecting Women Participation in Managerial Positions in Selected Public Organizations in Jimma Zone, Oromia, Ethiopia.

WCYA. (2013). Ethiopian Women's Development Package report.

Yalem, S. (2011). Women in Leadership and Decision Making in Developmental Organizations: A.

Yamane, T. (1967). *Statistics: an Introductory Analysis*, 2nd edition. New York: Harper & Row.

Yukl, G. (2010). *Leadership in Organizations*. (7th ed.). New York: University of Albany State.  
[http://www.womenofthemountains.org/files/FromNilofarFinalPaperWomen\\_in\\_Leadership.pdf](http://www.womenofthemountains.org/files/FromNilofarFinalPaperWomen_in_Leadership.pdf).  
[www.psychology.about.com/Managersod/leadership/p/leadtheories.htm](http://www.psychology.about.com/Managersod/leadership/p/leadtheories.htm)

Zaleznik, A. (1977). And Leaders: Are They Different?, *Harvard Business Review*, 55(May-June): 67-78.

# APPENDIX 1

## JIMMA UNIVERSITY

### COLLEGE OF BUSINESS AND ECONOMICS

#### DEPARTMENT OF MANAGEMENT

Dear respondents! My name is Muluye Mihrete, a post graduate student at Jimma University, College of Business and Economics Department of Management. Currently I am conducting MA thesis as partial fulfillment of Masters in Public Management. My research title is challenges and opportunities of women participation in leadership position in Assosa zone public institutions: Benishangul Gumuz Region, Ethiopia. Hence, the information you provide in this questionnaire will be kept confidential and the researcher would like to assure you that the data will only be used for academic purpose. Therefore, I would kindly request you to carefully read the questions and give your valuable answer to each question. Your genuine and frank response to the questions is highly important for the achievement of the objectives of this research.

- ❖ No need of writing name in any part of the questionnaire
- ❖ Make your response in the space provided by putting “√” mark
- ❖ For your additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided

Thank you in advance for your cooperation!!!

Muluye mihrete

Mobile 0934024500

E-mail muluyemihrete00@gmail.com

#### **Part I: Background Information**

The responses to the following questions are meant only for analysis purposes. Please provide your responses by marking a tick (√) in the relevant boxes.

1. Sex

a. Male  b. female

2. Age

a. 20-25  b.25-30  c. 30 – 35  d. 35-40  e. 40-45  f.more then45

3. Marital status a. Married  b. single

4. What is the level of education that you have completed?

1. Less than Grade 12

2. grade 12 complete

3. certificate

4. Diploma

5. Bachelor

6. Masters

5. How many years have you worked?

a. Less than 5 year  b.5 to 10 years  c.10 to 20 years  More than 20 years

6. What is your position now? a. Civil servant

b. Leadership position

## Part II GENERAL QUESTIONS

1. In Assosa zone do females are represented sufficiently in comparison with males?

a. Yes  b. No

2. If no, what is the reason? (Please tick the relevant one)

a. Lack of delegation (both men & women managers are mostly delegating men rather than women employee)

b. Educational gap

c. Socio-cultural attitudes

d. Lack of women confidence & unable to express themselves

e. Due to double responsibility

f. Lack of information

g. Other. Please specify\_\_\_\_\_

3. Do you think there is gender discrimination regarding leadership in your organization?

a. Yes  b. No

4. If yes, does it create an impact of gender gap in leadership?

a. Yes  b. No

5. Is there any affirmative action used by the organization to support women for leadership?

a. Yes  b. No

6. If yes, is it applicable to all positions (such as managers and officers)?

a. Yes  b. No

7. If no, what is the reason behind it?\_\_\_\_\_

8. In your opinion, how do women achieve top positions in the organization? (Please tick the relevant one)

a. Qualification

b. Political action

c. experience

d. Affirmative action

a. Other, Specify) \_\_\_\_\_

9. What do you think about the employers' and subordinates' present attitude towards women leaders?

a. Strongly positive

b. Positive

c. I don't know

d. Strongly negative

e. Negative

10. What are the major barriers that hinder women's from leadership position in general?

(4=Strongly Agree, 3= Agree, 2= Disagree, 1= Strongly Disagree)

### 10. 1. Social/cultural factor

◆ Social Burden  4  3  2





◆ Part-time work

**10.6. Education barriers**

◆ Low educational background

◆ Absence of mentors

10.7. What are the problems that do not make women more adequately represented in leadership positions? \_\_\_\_\_

---

---

---

11. From your experience, what do you suggest, to increase the number of women in management position? \_\_\_\_\_

---

---

---

12. From your organization what are the current practical aspects of zone to enhance women participation leadership positions? \_\_\_\_\_

---

---

---

**APPENDIX 2**  
**JIMMA UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF MANAGEMENT**

**General Instructions:** The main purpose of this interview is to gather primary and relevant data on barriers that hinder women's participation in leadership position. It is also aimed at identifying the possible strategies that could be implemented to improve and maximize the participation of women in leadership position.

You have been selected to participate in this study; therefore, you are kindly requested to answer the questions in order to give the necessary information on the different issues related to the study. The success of this study depends upon your honest and genuine response to the questions. The information will be used for academic purposes and your response will be kept confidential.

Thank you in advance for your Cooperation

**Interview checklist for gender office**

1. What major factors do you think hinder women to come to leadership positions?
2. Does your institution encourage women to leadership positions? How?
3. Do you think that the women are equal in numbers with men in the leadership position? If not, what is the reason for it?
4. What are the most important things or strategy that the organization considers for ensuring women's participation in leadership position?
5. What are the current practical aspects of zone to enhance women participation leadership positions?

### **Interview Checklist for Human Resource Officer**

1. Does the organization have any criteria that used for promotion purpose in the leadership position?
2. Does the organization maintain any rules or procedure to ensure women's participation in leadership position?
3. What are the major barriers that hinder women from moving up to the decision making position?
4. What is the most important strategy that the organization considers for ensuring women's participation in leadership position?

ጅማ ዩኒቨርሲቲ

የቢዝነስ እና ኢኮኖሚክስ ኮሌጅ

የማኔጅመንት ትም/ትክፍል

መጠየቅ (በተሳታፊዎች የሚሞላ) !

ውድ ተሳታፊዎች ! እኔ ሙሉዩ ምህረቴ ጅማ ዩኒቨርሲቲ የሁለተኛ ዲግሪ የሕዝብ አስተዳደር ተማሪ ስምን በአሁኑ ወቅት የሁለተኛ ዲግሪ የማሟያ መመሪያ ጽሁፍ የምርምር ርዕስ በአሰሳ ዘንድ የመንግሥት ተቋማት ውስጥ የሴቶች ተሳትፎ በአመራር ቦታ ላይ የሚሳተፉ ተግዳሮቶችና ዕድሎች የሚል ነው። ስለሆነም በዚህ መጠይቅ ውስጥ የሚሰጡት መረጃ በሚስጥር ይጠበቃል እና ተመራማሪው መረጃው ለአካዳሚያዊ ዓላማ ብቻ የሚውል መሆኑን ላረጋግጥልዎት እፈልጋለሁ። ስለዚህ ጥያቄዎቹን በጥንቃቄ እንዲያነቡ እና ለእያንዳንዱ ጥያቄ ጠቃሚ መልስዎን እንዲሰጡ በትህትና እጠይቃለሁ። የዚህ ምርምር ዓላማዎች ግኝት ለማሳካት ለጥያቄዎች እውነተኛ እና ግልፅ ምላሽ መስጠት እጅግ አስፈላጊ ነው።

- ◆ በማንኛውም መጠይቅ ክፍል ውስጥ ስም መጻፍ አያስፈልግም
- ◆ ““√”የሚል ምልክት በማድረግ በተሰጡት ቦታ ላይ ምላሽ ይሰጡ
- ◆ ለተጨማሪ አስተያየት ወይም ማብራሪያ በተሰጡት ክፍት ቦታዎች ላይ በተቻለ መጠን በአጭሩ እንዲጽፉ በትህትና እጠይቃለሁ።

በቅድሚያ ለትብብረዎ አመሰግናለሁ!!!

ሙሉዩ ምህረቴ

ስልክ 0934024500

**ክፍል I መመሪያ: በተዘጋጀው ሳጥን ውስጥ ምልክት በማድረግ መጠየቁን ይሙሉ።**

ለሚከተሉት ጥያቄዎች የሚሰጡት መልሶች ትንታኔ ዓላማዎች ብቻ ናቸው። እባክዎ በሚመለከታቸው ሳጥኖች ላይ ምልክት (√) ላይ ምልክት በማድረግ እባክዎን ምላሾችዎን ያቅርቡ።

1. ያታ
  - ሀ. ወንድ       ለ. ሴት
2. ዕድሜ
  - ሀ. ከ20-25  ለ. 25- 30  ሐ. 35-40  መ. 40-45  ሠ. ከ 45 በላይ
3. የጋብቻ ሁኔታ
  - ሀ. ያገባ       ለ. ያላገባ
4. የትምህርት ደረጃ ምን ያህል ነው?
  - ሀ. ከ 12 ኛ ክፍል በታች

ለ. 12 ኛ ክፍል ያጠናቀቀ

ሐ. የምስክር ወረቀት

መ. ዲፕሎማ

ሠ. የመጀመሪያ ዲግሪ

ረ. ሁለተኛ ዲግሪ

5. ስንት ዓመት ሰርተዋል?

ሀ. ከ 5 ዓመት በታች  ለ. 5 እስከ 10 ዓመት  ሐ. ከ 10 እስከ 20 ዓመት  መ. ከ 20 ዓመት በላይ

6. አሁን የእርስዎ የሰራ ደረጃ ምንድን ነው? ሀ. ባለሞያ

ለ. አመራርነት ቦታ

### ክፍል II አጠቃላይ ጥያቄዎች

1. በአሰሪዎች ስራዎች ከወንዶች ጋር ሲነፃፀሩ በበቂ ሁኔታ ይወከላሉ?

ሀ. አዎ

ለ. አይ

2. ከላይ በጥያቄ ቁጥር 1 አይ ከሆነ መልስዎ ፣ ምክንያቱ ምንድን ነው?

ሀ. የውክልና እጥረት (ሁለቱም ወንዶችና ሴቶች አስተዳዳሪዎች ብዙውን ጊዜ ከሴቶች ተቀጣሪ ይልቅ ወንድ ውክልና ይሰጣሉ)

ለ. የትምህርት ክፍተት

ሐ. ባህላዊ አመለካከቶች

መ. የሴቶች በራስ መተማመን እና ራሳቸውን መግለፅ አለመቻል

ሠ. የቤተሰብ ድርብ ኃላፊነት ምክንያት

ረ. የመረጃ እጥረት

ሰ. ሌላ ካለ እባክዎን ይግለጹ \_\_\_\_\_

3. በመሰሪያቤትዎ ውስጥ የአመራር ቦታዎች ላይ ለሴቶች ምደባ ይሰጣል?

ሀ. አዎ

ለ. አይ

4. አዎ ከሆነ በአመራር ውስጥ የጾታ ልዩነት ተፅእኖ ይፈጥራል?

ሀ. አዎ

ለ. አይ

5. ሴቶችን ለአመራርነት ደረጃ እንዲደርሱ ድርጅቱ የሚጠቀምባቸው ልዩ ድጋፍ አለ?

ሀ. አዎ

ለ. አይ

6. ከላይ ጥያቄ ቁጥር 5 ላይ መልስዎ አዎ ከሆነ ለሁሉም የሥራ ደረጃዎች (እንደ አስተዳዳሪዎች እና ባለስጣናትን ይጨምራል)?

ሀ. አዎ

ለ. አይ

7. ከላይ ጥያቄ ቁጥር 5 ላይ መልስዎ የለም ከሆነ ፣ ከኋላው ያለው ምክንያት ምንድነው?

8. በእርስዎ አመለካከት ሴቶች በመሰሪያቤትዎ ውስጥ ከፍተኛ የአመራር ቦታ የሚያገኙት እንዴት ነው? (እባክዎ የሚመለከተውን ምልክት ያድርጉ)

ሀ. በብቃት

ለ. በአወንታዊ እርምጃ

ሐ. በስራ ልምድ

መ. ለጾታ በሚስጥ ኮታ

ሠ. ሌላ ካለ ፣ ይግለጹ) \_\_\_\_\_

9. ሴት አመራሮች አመራር ስጭነታቸውን እንደት ይገመግሙታለ/ይምልከቱታለ?

ሀ. ጠንካራ አዎንታዊ

ለ. አዎንታዊ

ሐ. አላውቅም

መ. ጠንካራ አሉታዊ

ሠ. አሉታዊ

10. ሴቶችን በአጠቃላይ ከመሪነት ደረጃ የሚያግዱ ዋና ዋና እንቅፋቶች ምንድናቸው? (4 = በጣም እስማማለሁ ፣ 3 = እስማማለሁ ፣ 2 = አልስማማም ፣ 1 = በጣም አልስማማም)

**10.1. ማህበራዊ / ባህላዊ ሁኔታ**

• ማህበራዊ ሸክም  4  3  2  1

• የአቅም ወሰንነት  4  3  2  1

• ዝቅተኛ ማህበራዊ ደረጃ  4  3  2  1

• አነስተኛ የሀብት ምደባ  4  3  2  1

• የቤተሰብ ጫና  4  3  2  1

**10.2. ድርጅታዊ ባህል**

• እሴቶች  4  3  2  1

• እውነታዎች  4  3  2  1

• ምልክቶች  4  3  2  1

• መመሪያዎች  4  3  2  1

**10.3. የሥርዓተ-ጾታ ዓይነት**

• ሴቶችን የማግለል  4  3  2  1

- የጋራ (የጡት ማጥባት ፣ የልጆች እንክብካቤ ፣ ...)  4  3  2  1
- ያነሰ በራስ መተማመን  4  3  2  1
- የስራ ክፍፍል  4  3  2  1

**10.4. በቅጥር ላይ አድልዎ (በሴት ላይ በጾታ ምክንያት ተገቢ ያልሆነ ወይም ኢ-ፍትሃዊ አያያዝ )**

- ቅጥር / ቅጥር በሚቀጠርበት ጊዜ  4  3  2  1
- የሥራ ግምገማ  4  3  2  1
- የስራ ደረጃ ፖሊሲዎች/ህጎች  4  3  2  1
- ስልጠና  4  3  2  1
- ልዩ ድጋፍ  4  3  2  1
- የድስጥሊን እርምጃ  4  3  2  1

**10.5. የሥራ ቦታ ፖሊሲዎች (የፖሊሲ እጥረት ወይም የፖሊሲ ክፍተት)**

- የሕፃናት መንከባከቢያ  4  3  2  1
- ጡት ማጥባት  4  3  2  1
- ተለዋዋጭ የሥራ ሰዓቶች  4  3  2  1
- የትርፍ ሰዓት ሥራ  4  3  2  1

**10.6. የትምህርት መሰናክሎች**

- ዝቅተኛ የትምህርት ደረጃ  4  3  2  1
- የአማካሪዎች አለመኖር  4  3  2  1

**10.7. ስቶችን ወደ አመራር ቦታዎች በበቂ ሁኔታ እንዲመደቡ/እንዲወከሉ የማያደረጉ ችግሮች ምን ምን ናቸው?**

---



---



---



11. በአስተዳደሩ ውስጥ የሴቶች ቁጥርን ለመጨመር ከእርሶዎ ተሞክሮ ምን ይመክራሉ? \_\_\_\_\_

12. የሴቶችን ተሳትፎ በአመራር ቦታ ላይ ለማጎልበት የመሰሪያቤትዎ ወቅታዊ ተግባራዊ ገጽታዎች ምንድን ናቸው? \_\_\_\_\_

ጅሚ ዩኒቨርሲቲ

የቢዝነስ እና ኢኮኖሚክስ ኮሌጅ

የማኔጅመንት ትም/ት ክፍል

አጠቃላይ መመሪያዎች-የዚህ ቃለ-መጠይቅ ዋና ዓላማ ሴቶችን በአመራር ቦታ ላይ እንዳይሳተፉ እንቅፋት የሚሆኑባቸውን መሰናክሎች ላይ ዋና እና ተገቢ መረጃ መስጠት ነው። እንዲሁም በአመራር ቦታ የሴቶችን ተሳትፎ ለማሻሻል እና ከፍ ለማድረግ የሚተገበሩ ሊሆኑ የሚችሉትን ዘዴዎች ለመለየት የታለመ ነው።

በዚህ ጥናት ውስጥ እንዲሳተፉ ተመርጠዋል። ስለዚህ ከጥናቱ ጋር በተያያዙ የተለያዩ ጉዳዮች ላይ አስፈላጊውን መረጃ ለመስጠት ጥያቄዎቹን እንዲመልሱ በትህትና ተጠይቀዋል። የዚህ ጥናት ስኬት የሚወሰነው ለጥያቄዎቹ በእውነተኛ እና እውነተኛ ምላሽዎ ላይ ነው። መረጃው ለአካዴሚያዊ ዓላማዎች ጥቅም ላይ ይውላል እና የእርስዎ ምላሽ በሚሰጥዎት እጠብቃለሁ። ለትብብርዎ በቅድሚያ እናመሰግናለን

### ለሥርዓተ-ጾታ ጽ / ቤት ቃለ መጠይቅ

1. ሴቶች ወደ መሪነት ቦታ እንዲመጡ የሚያደናቅፉ ምን ዋና ዋና ምክንያቶች አሉ?
2. ተቋምዎ ሴቶችን ለአመራር ቦታ ያበረታታልን? እንዴት?
3. ሴቶች በአመራር ቦታ ከወንዶች ጋር እኩል የሚሆኑት ይመስልዎታል? ካልሆነ ምክንያቱ ምንድነው?
4. ሴቶቹ በአመራር ቦታ መሳተፋቸውን ለማረጋገጥ ድርጅቱ የሚመለከታቸው በጣም አስፈላጊ ነገሮች ወይም ዘዴዎች የትኞቹ ናቸው?
5. የሴቶች ተሳትፎ መሪነት ቦታዎችን ለማጎልበት የወቅቱ ተግባራዊ ገጽታዎች ምንድናቸው?

### ለሰው ሀብት ሀላፊ ቃለ መጠይቅ

1. ድርጅቱ በአመራር ቦታው ከፍ ለማድረግ ለዚህ ዓላማ ያገለገሉ ማናቸውም መስፈርቶች አሉት?
2. ድርጅቱ ሴቶች በአመራር አቋም ውስጥ የተሳተፉ መሆናቸውን ለማረጋገጥ ማንኛቸውም ህጎችን ወይም አሠራሮችን ይይዛል?
3. ሴቶችን ወደ ውሳኔው ቦታ እንዳይወጡ እንቅፋት የሚሆኑባቸው ዋና ዋና እንቅፋቶች ምንድናቸው?
4. ሴቶችን በአመራር ቦታ ውስጥ መሳተፋቸውን ለማረጋገጥ ድርጅቱ የሚመለከተው በጣም አስፈላጊው ዕቅድ ምንድን ነው?

