#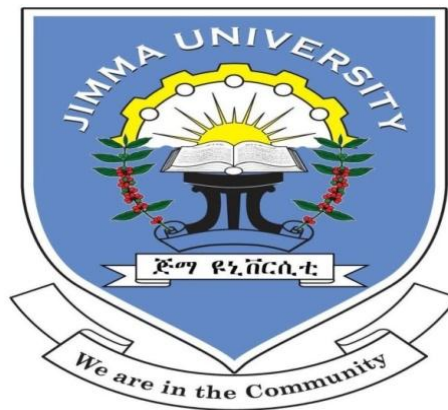 WOMEN'S PARTICIPATION IN EDUCATIONAL LEADERSHIP IN GOVERNMENT AND PRIVATE SECONDARY SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION

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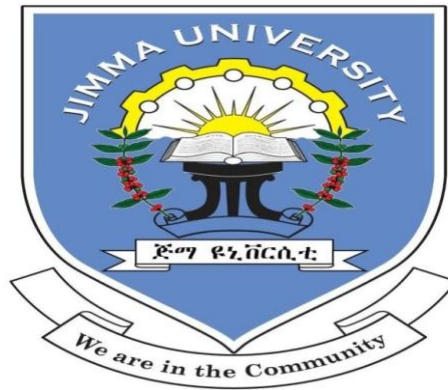**May, 2014**

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Women's Participation in Educational Leadership in Government and Private Secondary Schools of Addis Ababa City Administration.

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A thesis Submitted to the Department of Educational Planning and Management, Institute of Education and Professional Development Studies of Jimma University in Partial Fulfillment of the requirements for Master of Arts Degree in Educational Leadership

May, 2014

Jimma, Ethiopia

LETTER OF APPROVAL

This is to certify that the thesis prepared by Emebet Gessese Mengitu entitled *"Women's participation in educational leadership in government and private secondary schools of Addis Ababa city administration"*. In addition, submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

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Advisor Name   **Signature**   **Date**

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Internal Examiners Name   **Signature**   **Date**

_____ _____ _____

External Examiners Name   **Signature**   **Date**

DECLARATION

I under signed declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "**Women's Participation in Educational Leadership in Government and Private Secondary Schools of Addis Ababa City Administration"** is approved as the original work of Emebet Gessesse.

Approved by the Board of Examiners:

Chairman	Signature	Date
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ACKNOWLEDGEMENT

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ABSTRACT

The purpose of the study was to investigate the attitudinal change of the stakeholders(teachers, principals, vice principals, sub-city educational bureau department heads) and the effectiveness of the gender policy towards women's participation in principal ship in government and private secondary school of Addis Ababa city administration. The study sites were at Bole and Arada sub-city educational bureaus and secondary schools. The study population consists 8 educational bureau department heads, 20 government, 19 private secondary school principals, 38 private and 40 government vice principals, 68 government and 17 private secondary school female teachers, 246 government secondary school male teachers and 118 private male teachers and also 16 women's affairs. Department heads were included in both sub-cities. From these 100% of female teachers and 70% of male teachers were included to fill the questionnaires which consists of 85 female teachers and 264 male teachers were selected using simple random sampling specifically lottery method. The data was collected using questionnaires, interview and focus group discussion as instrument. The study employed descriptive survey method because it was preferred as it enables to make investigations with prediction, narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. The findings of this study indicated that there is still low participation of women in secondary school principal ship and the attitude and challenges like misperception of stakeholders, women conflict of roll between their professional duty and family issues, women's poor self image remain unchanged. It also revealed that there is a gap in creating awareness in implementation of policies, rules and regulations in people's attitude towards women's secondary school principal ship. Issues like competency of female principals is not included in this study and the researcher recommended other researchers investigate such issues. Recommendations such as women should be given opportunities of training and higher education's were made on the basis of conclusions.

CHAPTER ONE

INTRODUCTION

1.1.Background of the Study

The right of women to participate in decision making positions at all levels of public office is well indicated in different sources such as documents in human rights convention on the elimination of all forms of discrimination against women (CEDAW) . The constitution of federal democratic republic of Ethiopia and the national policy of Ethiopia also ensure gender equality in decision making positions.

The challenge of women's leadership participation is the result of various factors such as socio-cultural factors that progressed through life process. Among the major barriers or challenges, *socialization* is a chronic factor that caused a great impact on women's leadership role. Even though women are given the title of educational leaders, they still confront more barriers to overcome the challenge. Women leaders' got neither the status nor respect for their position. Their mind set and psychological makeup is dominated by "gender appropriate" jobs due to the effect of *socialization* since their child age and established experience. This *socialization* caused *self-limitation* of women and affects their leadership participation role in education and any other field of leadership (Aretha and Sandra, 1993).

The presence of women in leadership position in Education provides a gendered perspective on educational change and department to insure social justice through gender equality at leadership and decision making levels. The presence of women in leadership roles at secondary school level and above provides to sensitivity within schools for the wellbeing of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Sperandio, 2006).

Barriers that hinder women from leadership participation are categorized into two, in terms of socio-cultural factor. These categories are internal and external barriers. Both barriers still persist and active affecting the leadership participation of women (Aretha, 1993).
Internal barrier is manifested and developed in social activities and interactions as follows.

Socialization at Home

Most people go to their daily life without being aware about who they are and how they could be what they are. The impression or the perception towards ourselves strongly influenced by what we have been taught and life experience we have had in the process of *socialization* and exposure to our immediate environment (Aretha, 1993).

Socialization at School

As Aretha (1993) indicated, socialization at home also has a great influence on the perception and attitude of women about themselves. Deliberately or un-deliberately, schools reinforce behaviors of feminine or of masculine. This establishes the *"gender appropriate"* division of labor that continues in affecting the later life and career of women in leadership and any other careers.

External barrier is manifested in the form of formal screening and informal screening during the recruitment of leaders and this directly or indirectly hinders women from participation in educational leadership. The criteria are deliberately designed to favor male candidates for school principal ship than women. For example, administrative and leadership experiences are purposely included with high credential to marginalize women from the competition. Because, it is mostly men, who meet these complete criteria than women. This is associated with the accessibility of men than women to have the necessary credentials together with administrative experience that enables men to be selected as school principals while women's accessibility to these credentials is less than men. Most women have longer teaching experience than men. But less rating value is given to the service and more to credentials and administrative experience.

Women participated in educational leadership (principal ship) in secondary schools or any other level operate in male dominated fields, where discrimination of appropriate leadership was based on male model. School structures, schedules and job arrangements were fashioned in men model without considering women's professional and household maternal dual responsibility(Ellen Wexler Eckman, 2004).

Except the individual or behavioral difference of style of leadership, women and men equally accomplish their leadership duty efficiently.(Cavallo, 2001).Gender related research has found little difference between men and women in their leadership performance effectiveness (Cavallo, 1996).All the elements and constraints that affect women's leadership participastion in education all over the world also may affect women's

leadership participation in Addis Ababa city administration more seriously and intensively.How much the gender policy contributed to bring attitudinal change and encourage women to educational leadership in both government and private secondary schools of A.A city of administration by sampling selected sub-cities.

1.2. Statement of the Problem

In many countries, women are participating in areas of public where they were not previously visible. Women are slowly but increasingly occupying senior positions in the public and private sectors, including the judiciary, the Academia and the media. There was less evidence in the discussion of women in leadership roles in trade unions, professional associations and nontraditional areas. Men are still overwhelmingly the decision makers as senior executives and board members of corporations. Public sector officials, judges, low-makers, media executives, negotiators, in trade unions and leaders in civil society organizations may not have women's issues as their as primary concern.(Women watch, 2007)

Gender bias of men towards women's leadership participation and performance is another aspect that may hinder their access to educational leadership and other leadership positions according to (Shakeshaft, 1993; Skria and Young, 20003, Thurman, 2004), female directors not only have to lead successfully but are scrutinized because of their gender. Female school directors who lead complex and dynamic tasks face a manifold challenge that is projected related to gender bias of man and other part of society.

Historically in Ethiopia and women are suppressed and believed that they are unable to lead people, only men are created to lead and participate in leadership. Because of this traditional thinking the perception of women in leadership is still very low(Aretha, 1993). Personally I, the researcher come to my own experience. I have taught for about 28 years in different places and I have observed the reality towards perception, challenges and leadership participation of women.

Other problems of women's educational leadership participation in secondary schools are role conflict to balance family and household roles with their leadership roles in the schools. The nature of task in secondary school and time required to perform the professional work affects the time required for the house-hold activity and as a result, role conflict occurs. The excessive time demands of director-ship in the schools is one of the most dissatisfying aspect of women's position and creates conflict between personal and

professional role, and the fear of this challenge hinders women from participating in leadership career.

Women's leadership participation in Ethiopia has been a deep rooted problem, unless the necessary measures are taken. We observed insignificant number of women leaders in Addis Ababa government and private schools. This problem has attracted the attention of government, nongovernmental organizations (N.G.Os), international educational organizations (UNESCO, IICBA, FAWE, UNICEF,) to identify the causes of the problem and find means of alleviating it and capacitate or empower women to participate in the educational leadership career.

All the factors estimated to be hindrance to women's educational leadership participation must be researched and deeply investigated to obtain active and effective women's educational leadership participation. As research indicates, women possess a better leadership behavior and style than men. This natural quality must be supported and developed by packages and programs to exploit their natural talent. "Women nurture learners; men run schools" (Aretha, 1993).

Currently, there is a better opportunity for women to participate in school leadership; education has been given priority all over Ethiopia. Many government and private high schools have been established and women's participation in teaching is increasing. But still the school stakeholders believe that women are reluctant in accepting responsibilities of school leadership, men are better leaders in leading secondary schools, and the school managers should be masculine, self-reliant, ambitious and strong leaders.

However, the government policy towards women's participation in leadership has been given more emphasis; there is an indication that some challenges towards women's participation are not totally eliminated.

Therefore, this study investigated the effectiveness of the policy and attitude of the society towards women educational leadership both in government and private high schools of Addis Ababa city administration.

The study attempted to answer the following basic questions

1. To what extent do women participate in principal ship in both private and governmental secondary schools of Addis Ababa city administration?

2. What is the attitude of stakeholders(teachers, principals, vice principals, sub-city bureau department heads) towards gender policy in improving women's participation in principal ship both in government and private secondary schools of Addis Ababa city administration?

3. What are the challenges that hinder the participation of women in principal ship both in private and government secondary schools?

1.3 Objective of the Study

1.3.1 General Objective

To investigate the attitudinal change of the stakeholders and the effectiveness of the gender policy towards women's participation in educational leadership specifically principal ship in government and private secondary schools of Addis Ababa City Administration.

1.3.2 Specific Objectives: specifically the study was attempted to:

1. Assess the status of women principal ship participation in Addis Ababa city administration in both private and government secondary schools.

2. Examine the effect of gender policy and the attitudinal change of the stakeholders both in private and government secondary schools of Addis Ababa city Administration.

3. Investigate the challenges that hinder the participation of women's principal ship in both private and government secondary schools of Addis Ababa City Administration.

1.4 Significance of the Study

The research may inform sub-city and woreda officials as they are concerned stakeholders to identify the barriers (challenges) for underrepresentation of women secondary school principal ship and private schools owners to take actions to bring about change and It helps to normalize the gender equality that confronts women in public and private secondary schools of Addis Ababa region.

Moreover, Effects of gender policy, attitude and perception of our people and working staff that were investigated and examined in the study, suggest or indicate future possible opportunities for the solution of detected problems or barriers. Therefore the researcher hopes that, the result of the study shall be used as reference and data source for further investigation of the problem. Any researcher who plans to conduct deeper study on the problem can use the result of the study as indicative document and may develop theoretical

concepts of the issue and design mechanism to overcome the problem. The researcher plans to further deals with the topic and conduct wide coverage of investigation in the city of administration, using the study as an initial point.

1.5 Delimitations

Though the researcher believes to conduct the research in all parts of the city, the study was delimited to schools of Arada and Bole sub-cities of Addis Ababa City Administration. The researcher selected this City Administration due to current experience about educational activities in the city (accessibility).

There is no study on women secondary school principal ship participation in the city administration specifically. And the specific study site Bole and Arada were selected because it was impossible to include all due to budget and time constraint so that these where the sample area for the study. The study was delimited to study policy contribution, attitudinal change and challenges so as to indicate the status of women participation and attitudinal change of the society. The study also delimited towards women participation in secondary school principal ship because the previous trend showed no women were exercising in the principal ship position. So that it may help to know the changes and still to investigate the challenges.

1.6 Limitations of the Study

The very critical situation was the way few teachers show their unwillingness. Very few teachers were not cooperative to provide the necessary information to obtain the required data for the study, and frequent journey to the sample schools was what the researcher faced during the study.

Another problem the researcher encountered was, no current and latest data were available specially no data of private schools at all in sub-city offices. To solve the problem, the researcher, closely approached the directors of each school to get current data for the research and this took extra time to get the required information.

The researcher managed all the above constraints through continuous contact and friendly approach with all the informants like principals, vice principals, teachers, officers and experts. The researcher used formal and informal communications to obtain the required data of the study.

1.7. **Operational Definition of Key Terms**

- *Stereotype: -* An image or idea of a particular type of person or thing that has become fixed through being widely held.

- *Socialization=* Is the process of inculcating habits, norms and total makeup of an individual, since birth and in life process by family, society, schools and group consciously or unconsciously.

- *Self-limitation=* is the process of assigning oneself to *a gender appropriate* career due to the impact of socialization.

- **Principal** = the head administrator of a school, especially a grade school or high school

- **Glass Ceiling** = The term Glass ceiling refers to Situation where the Advancement of Qualified Person Within the hierarchy of an Organization is Halted at a Particular Level Because of Some Form of Discrimination, Most Commonly Sexism or Racism.

- **Glass Elevator (Glass Escalator)** = the Rapid Promotion of Men Over Women, Especially, into Management, in Female Dominated Fields.

- **Socioeconomic factor** = is the study of the relationship between economic activity and social life. The field is often considered multidisciplinary, using theories and methods from sociology, economics, history, psychology and many others.

- **Gender policy=** Gender mainstreaming is the public policy concept of assessing the different implications for women and men of any planned policy action, including legislation and program, in all areas and levels.

- **Educational leadership=** it is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards achieving common educational aims.

- **Institutional factor:** Institutional factor is the status and condition of how an institution was organized and structured to perform a given task to achieve a goal. The way the institution organized and structured , how the task in the organization were scheduled and how the jobs were arranged might not favor all the employees of the institute uniformly in terms of gender issue and status of responsibility.

- **Stakeholders=** a person or group with a direct interest, involvement, or investment in something, e.g. the employees, stockholders, and customers of a business concern

- **Socio-cultural Factor:** Socio-cultural factor is the norm and value that was accepted and kept by the society through generation as a binding common asset that the society acts within it accordingly. Social factor can be categorized in harmful and useful features that the society handles as per the tradition and of level societal consciousness.

- **Masculine; -** Having characteristics that are traditionally thought to be typical of or suitable for men or boys.

- **Feminine; -** Having qualities which are traditionally considered to be suitable for a women.

- **Patriarchal: -** Society controlled by men in which their power to their own advantage.

1.8 .Organization of the Study

This paper is organized in five Chapters. Chapter one deals with background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study and organization of the study. Chapter two deals with, the review of related literatures. Chapter three presents the methodology and process of data collection and the instruments used for data collection. Chapter four deals with the presentation, analysis of the data collected and interpretation of the findings of the study. Chapter five presents, summary of the findings, recommendations and conclusion.

CHAPTER TWO

Review of the Related Literature

2.1 Concept of Leadership

Although many definition of leadership exist, (Hughes, et al; 1999) defines leadership as the process of influencing others towards achieving group goals. They describe leadership is both a science and an art. Because leadership is an immature science, researchers are still struggling to find out what the important questions in leadership are; we are far from finding conclusive answers to them. Even those individuals with extensive knowledge of leadership research may be poor leaders; knowing what to do is not the same as knowing what to do is not the same as knowing when, where, and how to do. The art of leadership concerns the skill of understanding leadership situations and influencing others to accomplish group goals.

Hersey, (2001) as the management writers define that leadership is the process of influencing the activities of an individual or group in efforts toward goal achievements in given situation. From this definition of the leadership, it follows that the leadership process is function of the leader, the follower and other situational variables.

Johnson and Johnson, (2003) define leadership as the process through which leaders exert such influences on other group members. Throughout your life you will lead others land be led by others, providing leadership and following someone else's leadership pervade all aspects of life, including work, school, play and citizenship. Whatever the actions taken, leadership involves social influence.

Instructional leadership definition: According to (Hoy and Miskel, 2008, p.433) "instructional leadership is a particular form of leadership that emphasizes the improvement of teaching and learning in school's technical core". "an instructional leader has a sense of purpose and a broad knowledge of the educational process and learning theories she's a risk taker, and has people skills and unlimited energy" (McEwan, 2003,p.17).

2.2 Role of Leadership

Principle centered leadership is the personal empowerment that creates empowerment in the organization. It's focusing in our circle of influence. It's blaming or accusing; it's acting with integrity to create the environment in which we and others can develop character and competence and synergy (Covey, 1994 p.238). Effective leaders need to develop appreciation for multiculturalism to build inclusiveness, collaboration, and common purpose (Kornives, 1998, p.143)

Line managers take full responsibility for recruitment and selections although personal specialists, if they exist, may provide such services as advertising, filtering applications, testing and taking up reference, are responsible for training and developing their own staff on a ' self-managed learning basis, accountable for dealing fairly with their staff and

meeting goal requirements in this areas as equal opportunity, sexual, racial and disability discrimination, and sexual harassment, are fully responsible for controlling absenteeism and time keeping (Armstrong,2004,pp 13-14)

Leaders are important because they serve as anchors, provide guideline in times of change, and are responsible for effectiveness of the organization (Hoy and miskel, 1991, p468). According to Armstrong, leaders have two important roles. These are (1) achieve the task that is why their group exists. Leaders ensure the group's purpose is fulfilled. It is not, the result is frustration, disharmony, and criticism and eventually perhaps, disintegration of the group (2) maintain effective relationships-between themselves and the members of the group, and between the people within the group. These relationships are effective if they contribute to achieve the task (Armstrong, 2004, p32).

As a line manager one of your key task is to ensure that you have the right people to do work. You have to replace those who leave, are promoted or are transferred with people who are just as good, if not better. You have to find people who meet your specification for new roles (Armstrong, 2004, p 199).

In one sense, your roles as a line manager or team leader involves your continuously in the management of learning and development. New starters have to receive induction training to enable them to carry out their work. They will then need to learn new skills or increase and extend existing skills; as develop and are given new tasks, learning and development takes place at the following stages and in the various ways as set: induction training, learning on job, learning off job, (Armstrong, 2004, p-200).

2.3 School Leadership/ Educational Leadership

It is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership.

The term educational leadership came to currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievements and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level.

The term "educational leadership" is also used to describe programs beyond schools. Leaders in community colleges, proprietary colleges, community-based programs, and universities are also educational leaders.(en.wikipedia.org)

2.4 Women in Leadership

People are both the ends and means of development. The women and men are the main actors, and each constitutes half of the population in the world. Therefore the development has to succeed the untapped potential of women has to be utilized in the process (Aynalem, 2003). Women play a crucial role in food security and food production in most developing countries. They are responsible for half of the world's food production. Similarly, women are the health agents of the household and they have a key role in household maintenance, family nutrition and education. However the ability to produce enough food and earn adequate income which would insure food security is hindered by unequal resource allocation that is access to input, credit, extension service, and access to technology (Ibid).

Similarly Zewdie (2003), describes that gender-biased planning and unequal resource allocation have left women little room, if any, to increase their role in production; in this regard, development activities have to be geared towards increasing the capabilities of both men and women thereby to satisfy their basic needs and aspirations as a basis for a healthy society. Because of gender biased planning women have not benefited for the development process. They have limited access to productive resources, higher education and training, and they have little educational opportunities. The majority of women earn their meager incomes from the informal sector. The informal sector doesn't offer adequate job opportunities to all women and those who are already engaged in this sector have little income for survival. In many of the developing countries, women are over-represented among the poor, with in adequate basic abilities and facilities. The number of female-headed households shouldering family responsibilities is increasing rapidly.

In relation to human rights all over the world, women are denied their rights. Gender differentiations are about inequality about relations between women and men. Half of the world's people are subordinate to other half, in so many different ways because of the sex they are born with. Despite international human rights law which guarantees all people equal rights, irrespective of sex, race, caste and so on, women are denied equal right rights with men to land, to property, to education, to implement opportunities, to shelter, to food, to worship and over the lives of their children. Based on less participation of women in leadership many authors wrote different ideas.

Augsburger (1992) states that possess many powers, but they are limited, channeled, suppressed, and denied by men's power. The more valuable, crucial or brilliant the gifts of woman, the more males and male dominated structures are willing to exploit them or the credit for them. The author maintains that, the man who dominate the judicial system in Egypt have been able to prevent women from becoming judges on the assumption that a women, by her very nature, is unfit to shoulder responsibilities related to a court law. This assumption built on the fact that Islam considers the testimony of one man equivalent to that of two women. The argument, therefore, is that testimony only consists in witnessing to something that has not happened, and if a women cannot be trusted to the same degree as men on such matters, how can she consider the equality of man when required to give a decision on a point over which two parties are disagreement. Although women maybe appointed as a minister in Egyptian government with administration over thousands of

male and female employee, she is not allowed to mediate disputes even as a pretty court judge or become a head of village who will mediate quarrels and conflicts. Male power is used to limit, channel, suppress, or deny women's powers (Ibid).

Similarly Ruth (1998) argues that the proportion of women in top administrative jobs in America is quite low, but women may be encouraged to pursue the traditional "female" specialties such as pediatrics, psychiatry, and preventive medicine. More than 95% of senior strangers at major industrial and fortune 500 companies are male. And the proportion of women that work in televisions as prime-time producers, directors and writers ranges from 8-26% on the networks. He wrote that, for most of our history, women have been notably absent from sciences and engineering. The proportion of engineers is who are women has increased considerably in recent decades- from less than one to more than eight percent. Nevertheless, even when they have the same education, time on the job, and occupational attitudes, women are less likely than men to achieve high-status position or to move in to management. And they have been used to justify the fact that women historically have had fewer educational opportunities as lower paying jobs. But the right to equal economic opportunities only begins at the point of gaining employment. However, there is discrimination both in hiring and in promotions, including discrimination in the sense that women are often discouraged from entering certain occupation. In any occupational categories, women are found disproportionately in the lower jobs.

Hughes (1999) asserts that, both male and female managers in fortune 100 company were interviewed and completed surveys about how they influence upward how they influence their own bosses. The result generally supported the idea that female managers' influence attempts showed greater concern for others, while male managers' influence attempts showed greater concern for itself. Female managers were more likely to act with the organization's broad interest in mind. Consider how others felt about the influence attempt involve others in planning, and focus on both the task and interpersonal aspects of the situation. Male managers, on the other hand, were more likely to act out of self-interest, show less consideration for how others might feel about the influence attempt, work alone in developing their strategy, and focus primarily on the task alone even though, the participation of women in higher position is low.

Aynalem (2003) concludes that the aspect of equality which takes the form of women's equal participation in the decision-making process. In a development project it would mean women being represented in the process of needs assessment, problem identification in the community at large. Equality of participation is not easily obtained in a patriarchal society, so that women's increased mobilization will be needed to push for increased presentation. Women's increased representation is potential contribution towards their increased empowerment.

2.5. Socio- Cultural, Gender Role Stereo Type, Socialization and Their Influence.
According to Ah Nee Benham,et.al, in Abebayehu Aemiro (1995), females at the highest level of leadership in education usually run a solo act but with many spectators and critics.

The origin and source of these critics is the result of socio cultural background that we were brought up in, and general process of acquiring culture that refers to socialization. During socialization, we learn the language and the culture we are born to and learn the gender roles to play in life. The same way we learn about the occupational roles that society has stored for us since its existence and development.

According to Clausen (1986) socialization is defined as

> *the term socialization is used by sociologists, social psychologists and educationalists to refer to the process of learning others culture and how to live within it". Thus, Socialization is the process by which an individual becomes integrated into a social group by adopting its values and attitudes.*

This process of socialization makes the society to think that boys and girls are supposed to be different, they treat them differently and give them different opportunities of development and formation of behavior to act within a given social framework.

This process creates the preconceived cultural stereotype about gender. The process repeats itself over and over in an endless way through generation.

Women and men are forced through the process of socialization and sex stereotype to know their cultures reality without knowing that other realities are also possible. They limit themselves to a "gender-appropriate" career and these results in self-limitation of women not to participate in educational leadership or any other leadership position. Socialization and sex stereotype forms the mind set of children since their exposure to immediate environment accepting gender division of labor as the job naturally assigned for them.

As Pigford (1993) states:

> *Even if women are in educational leadership position, women found still more barriers to overcome".* She further expressed that, "*Although women afforded the title director, women leaders were afforded neither* the *status nor the respect given their male colleagues*

The above mentioned statements of barrier in one way or another, is the result of socialization and sex stereotype process that established through the progress of generation. The impact of socialization on women's leadership participation established through internal and external barriers, certainly affect the representation of women in educational leadership. Being socialized to be followers, many women have developed self- limiting belief about their roles and abilities. This made them to restrict their professional choices to roles viewed as "gender appropriate" (Pig ford (1993).

Internal barrier is concerning women's feeling about themselves and their roles, while external barriers is related to institutional structures and practices that restrict women's access to leadership position in education and other sector of leadership. These barriers are first developed through socialization at home and at school.

2.6 Socialization at Home

People carry out their daily life without thinking about who they are and how they become what they are. They are the result of what they have been tough, and the experience they have had as a result of their immediate exposure to their family. Here they acquire "gender appropriate role and start acting accordingly. The boys aggressiveness and sense of experiencing power and viewing oneself as power-full (feminisms) starts here, while girls are molded to behave in a polite and sensitive manner so as to go in line with the approved cultural way defined for women. Parent's approval or disapproval has a great impact in developing the future personality of men and women and their leadership aspiration and self-concept about their leadership participation and performance.

Susan Witt (1997) states:

> *In a society which is rife with gender stereotypes and biases, Children regularly learn to adopt gender roles which are not always fair to both sexes. As children move through childhood into adolescence, they are exposed to many factors which influence their attitude and behaviors regarding gender roles. These attitudes and behaviors are generally learned first in the home and are then reinforced by the child's peers, school experience and television viewing. However, the strongest influence on gender role development seems to occur within the family setting, with parents passing on, overly and covertly, to their children, their own belief about gender. This overview of the impact of parental influence on gender*

> *role development leads to the suggestion that an androgynous gender role orientation may be more beneficial to children than strict adherence to traditional gender roles*

As stated, it is at home through parental influence that children develop the deep concept of gender role and start limiting themselves to a given sector of job assignment distinct for them. This initial behavior continues and affects their later life and their leadership participation.

2.7 Socialization at School

As Aretha(1993) states, the high number of women teachers, but less, or no women director and high number of men director in the school, both boys and girls develop a concept that indicates "gender appropriate" role, because, they frequently observe high number of female teachers assuming that teaching as the only job given for women and less number of male teachers and more number of male directors, assuming that leading is men's job not females. Here, Children start developing the concept of self-limitation, creating the image of male dominance in leadership career and women's inaccessibility to leadership position. They consider as if it is gender division of labor. This forces women to accept what they observe as their duty and gender share of career. The kind of games ordered for boys and girls separately in schools establishes the future professional and leadership exercises of both sexes and creates deep rooted impact on the individuals psychological make up about their gender role.

The concept and impact of sex role stereotypes, developed through socialization has been stated by Brovermam et al in Abebayehu Aemiro, 1995) as,

> *Male manifest characteristics associated with "competency" or "agented" clusters being independent, objective, active, competitive, logical, adventurous, ambitions etc". This has been taken as the major identification of male characteristics, while communal or warmth and expressive clusters like being gentle, sensitive to others feelings and tactful are identification of female characteristics.*

Sex-role stereotype concept may have some biological basis as stated by Bukato and Marini, (1992); Marini and Macoby, (1975) in Abebayehu Aemiro (1995), stated as follows: *"sex hormones can influence the physical characteristics of boys and girsl*

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showing how they potentially behave". According to these researchers, there is an element of reality in sex role stereotype in influencing male and female characters based on their biological and physiological traits but not a determining factor to their leadership role and other professions.

Gender bias of men towards women's leadership participation and performance is another aspect that may hinder their access to educational leadership and other leadership positions. According to (Shakeshaft, 1993; Skrla and Young, 2003; Thurman, 2004), female directors not only have to deal with internal and external pressures to lead successfully, but are scrutinized because of their gender. Female school directors leading complex and dynamic tasks, who are also scrutinized because of their gender, face a manifold challenge that is projected, related to gender bias of men and other part of society.

As Aretha (1993) indicates, in the United States, various strategies have been exercised to continue male dominance in schools leadership. One strategy that has proved to be highly effective has been to limit women's access to important networks, like the **Good OL' Boy** Network and others. The main purpose of this limitation is to block women from getting, the necessary information that fosters them to reach leadership status in education and other sectors of leadership positions.

The attitude reflected in gender bias is that "men lead and women follow is dominantly preoccupying the mind of men; leading them to arbitrary gender bias. The issue of gender bias is not only limited to men as an individual or as small group. It is also widely exercised in the society due to socio- cultural experience and impact of socialization in terms of sex role stereotyping and gender appropriate career assignment.

According to some researchers like (Smith, Holey and Swediski) in Aretha B, (1993), women school directors to the contrary have registered effective and better leadership performance than men in various school functions like, building positive school climate, perceiving and solving problems, facilitating positive schools and community relationships, anticipating potential problem situations and making effective decisions, proper management of school finance and handling disciplinary problems. But she says *"despite such findings, women still struggle to overcome the patriarchal view that the ability to be an effective leader rests with the male gender"*

2.8. The Impact of Institutional Structures on Women

In any part of the world, women are either excluded or marginalized from higher level of leadership. Men's position in any leadership is overwhelming and dominating women's role of leadership. The situation in Ethiopia is not different with women undoubtedly underrepresented within various organizations and institutions in the country.

The challenges of institutional and organizational structure that hinder women's participation in educational leadership are expressed as follows: The ways in which institutions are organized do not take into account the different needs of women as to favoring men. This is manifested in both practical and physical arrangements of jobs. Work arrangements often do not consider women's domestic roles, such as childcare, which are often the responsibility of women as a result of gender role and socialization process. It may also reflect male characteristics in terms of management styles, organizational principles and delegation of authority (Education and Gender Equality Series), Program Insights, Oxfam GB (December 2005),

As Shakeshaft, (1999) indicated, women continue to be underrepresented at leadership position. Underrepresentation of women in schools directorship was observed as a result of unwillingness to apply for the career, due to the inconvenience of the structure and total arrangement of job scheduling so as not to favor women, related to their dual responsibility, making it to appeal to both gender. Redesigning and reinventing the directors' role is one that should be considered to avoid institutional constraint of women's educational leadership participation.

The problem of balancing professional (leadership) duty and family obligations more frequently affects women. As (Shakeshoft 1989) argues in "Educational Administration Quarterly 2003, 39, 504", the division of labor in the home whereby women assume primary responsibly for family care, discourages women from applying for vacant positions. In the above mentioned statement, (Kochan, etal, 1999) argue, " *women are twice as likely as men to identify, "overwhelming work load" as a major challenge facing directors*" The above leadership constraints of women can be avoided by the proper institutional organization and proper job arrangement and scheduling as to foster women to balance their household responsibility with their professional or leadership duties.

It is this organizational' structure and job arrangement problem that cause men's overrepresentation and women's underrepresentation in educational leadership position. As a number of scholars like Grady (1992), Montenegro (1993); Ortiz 1982; Ortiz and Marshal (1988); Sadker, and Klein(1991); Schumuk (1980); Shakeshaft, (1989); (1999) indicated, ideologies about appropriate sex role, social stereotypes who look and act like a leader, the socialization of children consistent with such stereotypes and norms, the bureaucratization of schooling that was built on separate spheres for women (teaching) and men (leadership), the conceptualization of schooling and its leadership in ways that arranged and structured in favor of men model scheduling, setting and job arrangement as to reject women, are the major manifestation of women's institutional challenge that hinders them from educational leadership participation.

As research indicates, leadership positions have been defined and institutionalized as men's work (Blount, 1998; Grogan, 1999; Skrala, 1999; Skrala, Reyes, and Sheurich, 2000) and informal networking processes dominated by males have perennially shaped career advancement and access to educational leadership in favour of men, that subtle forms of sex discrimination reproduce men's dominance is the role that women educational leaders hold contrary status.

Hence all the educational organization are structured, tailored and jobs are arranged in the above concept to magnify men's dominance and women's under representation as a result of institutional barrier to hinder women from educational leadership participation.

According to UNDP Human Development Report 1996,

> *To encourage women to leadership position, the structures and total job arrangement of an organization must incorporate women's concerns, perspectives and needs reflecting their primary roles as mothers, wives, and care givers in balancing with their professional duties as leaders.*

Women in educational leadership and other positions of leadership operate in male dominated fields, where approved and appropriate leadership behavior have been based on male models. (Burke and Nelson, (2002); Valentine, (1995) in "Educational Administration Quarterly 2004; 40; 366" The general job arrangement, organizational structure, program setting and task scheduling is designed in favor of men marginalizing women without considering their dual task and responsibility.

2.9. Socio-Economic Factors and its Influence on Women

 Among the various barriers that hinder women from leadership participation, socio-economic factor is the major one. As Virginial Sapiro (1990;) states, women's marital status and whether they have children both affect their employment rates being one major economic constraint blocking women's access and advancement to leadership position. Even if women employed and earn an income, it may not be enough to support the household expense and cover other educational and training expenses to acquire further leadership skills that empower them to access to leadership position, while men widely get the opportunity to further update and upgrade their skills and knowledge of leadership. This economic constraint lags women behind than men to access leadership position.

Women frequently face a serious challenge to advance to leadership position. This economic constraint, affects women to freely compete like their men counterpart for leadership status. Women work fewer hours, and they don't stay at job as long as men do. Whether it is nature or socialization, driving their decisions, women tend to choose lives that allow them to spend more with their families.

As Virginia Sapiro (1990), states *"jobs are segregated not only by field, but also by level. Women are concentrated in jobs at lower levels with less pay"*.

 Lack of education, disease, poor health care, economic challenge and social impact are the main features of socio economic constraints, that deter women's advancement to any form of leadership including education.

 A secure and encouraging environment in which women are socially and economically free to mobilize or promote their best human and material assets to realize improvement in their life conditions is a prerequisite for all development actions.

 As stated in (*World Economic Forum Report 2007),* gender gap creates a challenge to women's right and women's leadership participation hindrance, as it is widely exercised all over the world including Ethiopia.

The World Economic Forum (WEF, 2007) Report measures gender by looking at three key areas.

Women's economic participation in society

Women's level of health and education

Women political empowerment.

These three elements are the major and universal challenges to women's improvement and participation of any form of job and leadership position. These universal challenges in one way or another affect the Ethiopian women as Addis Ababa city administration is also part of the country to share the challenges.

An economist, Zahidi Said, one of the authors of the "World Economic Forum Report 2007"says, *"Everything we do is rewarding parity. It is not rewarding women's supremacy over men, or men's supremacy over women. It is rewarding countries that aim to distribute their resources equally, between women and men"*

It is only with fair and genuine distribution of resource, and great concern to women that the above three challenges are avoided or minimized and enable women to participate in any form of leadership position.

Gender gap must be eliminated by the joint effort of men and women to create common goal and mission that leads them to equality and right.

As Jill Blackmore and Jane Kenway, (1993), stated:

> *reasons for the under representation of women in economy include different interests and career aspirations already in place, lack of female role models, and teaching techniques and method of evaluation that are less suited to women's learning styles. For example, women generally respond better to group problems solving activities rather than the lecture styles of teaching.*

The above statement reminds us to think of our curriculum setting, curriculum development and method of teaching to prepare women for the desired full participation in economic sector with confidence and equality.

Women's deprive of equal ownership of property is the result of established culture that came through process of socialization. *"women's association with nature as that of men's*

with culture meant, women were the biological inferior, requiring protection by the transcendent spirit of males who dominated the material world" Jill Blackmore (1993)

This concept indicates women's incapability to manage the material, and this creates the gaps that favor men to women in owning and controlling the resources, inequality and violation of human right. Thus, causes inaccessibility to any leadership position as a result of socio- economic challenge, manifested in this process of men supremacy. So as to find means for the challenge of women to access to leadership position and effective leadership performance, joint action must be sought to eliminate the following barriers, such as lack of educating government officials, and population at large about women's issue, problems of providing basic support system, for working parents, flexible work schedules, that are clearly observed as women's educational leadership hindrances.

2.10. The Role Conflict and Role Commitment of Women

As Burke and Nelson, (2002) stated that, *"women work everywhere in the world in a male dominated fields, where description of appropriate leadership behavior based on male model"*. This concept attracted many researchers and interested including women's experience who succeeded in becoming educational leaders, fulfilling their dual responsibility balancing their professional and household duties.

Clarkberg, et al (2001), described the "second shift" that faces school director women at the end of the day as they come home to their household roles as parents and wives. In the study of schools directorship, Kochan, et al (2000), found that, the basic issue confronting women was leading their work and their time, coping with the stresses, duties and responsibilities of the leadership task they are engaged in. (Greenglas, Pantony and Burke (1989); Riehl and Byrd, (1997) in "Educational Administration Quarterly 2004; 40; 366: 369" indicated that conflict between the demand of work and family affect both men and women, but women experience greater conflict than do men.

Role commitment is also a major challenge that women face in their educational leadership process. Burke (2002) defined role commitment as how individuals prioritize between their work and significant relationships. As he indicated, we find two groups of employees in any organization that one is work committed or personal life or family committed. As confirmed by, Napholz (1995), that, *"women who chose either their work first or their significant relationships first had a lower level of role conflict than did the women who felt a need to commit to both work and significant relationships equally"*. It is

natural and moral obligation to women to care for the family and rare children, at the same time being a leader. This role might cause role conflict and women face a challenge of balancing them with their dual responsibility.

2.11. Sex Segregation Against Women

Women are predominantly discriminated and marginalized from proper employment and work, starting from recruitment and selection, by systematically destined mechanism, exercising sex segregation, sex stereotyping and stratification.   The work place is sex segregated, that is, men and women are not equally treated by so many organizations.

As the *queuing theory* indicates; Mason, (1984); Strobe ;(1984); Reskin and Roos;(1990),

"in the dominant value of male over females, most labor queues are so overwhelming ordered by sex that they essentially as gender queues, with males at the highest end of the hierarchical ordering and women at the lowest". As a result of sex segregation, women face a glass ceiling or invisible barriers that limit them from up word occupational progress or mobility.

According to Marrison, White, and Van Velsor, in Hugher, Ginnett and   Curphy, (2006)

> *A glass Ceiling is a barrier that keeps women from rising past a certain point, but a barrier that is transparent, and therefore virtually invisible until   the person   crushes   into it. Glass ceiling is an apt label for the phenomenon faced by women who aspire to positions of leadership.*

As opposed to women, we observe *Glass Elevator (*or *Glass Escalator*), that means, the rapid promotion of men over women, especially into management fields. Everyday life of women is bounded by glass ceiling and breaking the glass ceiling is one that leads women to the advancement of leadership position.

The researcher stresses on the concept of glass ceiling, because the challenge is typical example for Ethiopian women. As expressed in (Wikipedia the online free Encyclopedia, 2007),*"This situation is referred to as "Ceiling" as there is a limitation blocking upward advancement, and "Glass" (transparent) because the limitation is not immediately apparent and is normally an unwritten and unofficial policy"* It is in this invisible challenge that women are combating for leadership access. Intentionally or unintentionally, it seems that, this invisible barrier of women's to leadership access is widely prevailing and

exercised in our country. Employers, the head of organizations and the society at large must understand that, sexes are biologically distinct. As sociologists shown, many behaviors and roles we associate with sex are only culturally determined and are the result of process of socialization and become stereotyped in the society. With these orientation and custom, sex segregation in the work place is exercised and affects the leadership access of women in any sector.

As (Aretha B. (1993)) expresses, starting from recruitment, selection and screening for educational leadership status, systematic sex segregations is exercised by the management groups that is dominated by men and organized in male model structure in the form of external barriers to women's educational leadership advancement.

In Aretha B., (1993), Truesdale, indicated that, during advertisement for the position of educational leadership, the criteria of administrative experience is deliberately given more emphasis than teaching experience to discriminate women candidates as one feature of indirect sex segregation. As women have less access to higher educational qualification, high quality credentials are also deliberately required to make the competition bottle neck to women to hinder their access to leadership position.

As pointed out by Marilyn Tallerico and Jackie M.Blount,"*one feature of sex segregation at work place is occupational Ghettoization, by sex.* It is characterized as assigning females to the less paid, less interesting or less desiring job, leading to part time rather than full time works within the same field that women can equally perform with men effectively. For example in education, women are more likely than men to be assigned as assistant instructor or part time worker (Bae, Choy, Gedder, Sable and Snyder, 2000, Oritz and Marshall, 1988), than being employed as full time workers, provided that they possess the intended qualification and academic performance

2.12 Self-Image of Women towards Themselves
In most societies, women lack experience of decision making and leadership interest or aspiration in the public arena; because, girls, as opposed to boys, are socialized to manifest a passive and given no or little opportunity to develop leadership sprit outside or within the family context. In most part of societies, girls are kept to a household task where they are confined and taught to accept the lack of experience to play a leadership role in a public context. Hence, girls tend to lack self –confidence and skills needed to accept leadership position and function

effectively in position of formal leadership. In addition to the impact of socio cultural influences due to socialization, there are also other factors that affect women's confidence to participate in leadership. As indicated in (Shakeshaft,(1999), Women are not fully confident to engage in school director position due to the organizational structure and job arrangement, scheduling and setting of school programs, that are men dominated and tailored in men model as to marginalize and discriminate women. The total job arrangement and setting creates conflict of role on women because of their dual responsibility at school and at home or conflict between family issue and accomplishing leadership task.

As indicated in (Abebayehu ,1995), *"the structuring or modeling of school leadership that inclines to managerial rather than educational leadership or instructional leadership does not suit much of women's exposure and experience to educational leadership"*.

As Aretha (1993:8) indicated, aspiring female school administrators must *be* adapted at clearing hardship and overcoming barriers. As she stresses, these barriers can be internal such as women's feeling about themselves and their roles, thinking or hesitating about the effectiveness of their leadership performance, or other external barriers, that scrutinizing about their leadership performance as a result of socio-cultural orientation and behavior of the public at large. As indicated above, women may fear the risk of accepting the school directorship in terms of their self-concept that the risk may be extremely high. She also expressed that, as a result of hesitating or fearing to pay such a cost, many women choose to remain and limit themselves to gender assigned or *"gender appropriate"* roles, that hindered them from advancing to educational leadership position. This expression shows that women, being as a by-product of socialization, developed lack of confidence in the ability to participate in school directorship, while men start teaching with the aspiration of potentially advancing to directorship. Even if women aspire to positions of leadership, they keep this aspiration as secret, fearing that they will be perceived as "Pushy" if they take the initiative to apply for position.

Another reason for women's lack of confidence and developing self-limitation to traditional role is, absence of role models, that motivates women to participate in educational leadership career, Due to non or few number of female educational leaders, women may

think that only few women who are specially gifted, and exceptionally skilled can be successful in the leadership performance.

 Aretha B. Pigford, (1993 :) stresses, that,

> *If women perceive that   only a select   few will be permitted to enter the administrative ranks, before the door of opportunity is closed, many will choose not to aspire, an actions which Shakeshaft calls an effective "mental health remedy. To continue to pursue a goal to which one has no real access can be psychologically damaging*

Fear of rejection is also one barrier that hinders women from educational leadership position. In addition to male rejection, women who deviated from the culturally gender assigned task and broke the glass ceiling may also fear other women who are socialized to accept men not women as authorized for leadership position. In general thinking and observed behavior through research activities, most women themselves have accepted the leadership role as typical career of men, in confining themselves to self- limited career and lacking confidence of advancing to leadership ladder.

Cost of success is also one feature that hinders women from educational leadership participation. Concerning this issue, the following concepts have been forwarded by Aretha B., (1993).

> *While some women may be paralyzed by a fear of failure, others fear the high cost of success. Successful women must confront problems ranging from increased visibility (and therefore increased opportunities for scrutiny), to hostility from females, to work   over load,   and family,   to increased responsibility, which could include being the designated spokesperson for women for all issues*

Women think of impact that their success at leadership position causes in their private life. To be successful, women must give priority for their leadership role and give less time to household matters.

The cost women incur and the challenge they confront due to their success at leadership position are the result of established socialization that was deep rooted through its socially

and widely experienced process. At this coincidence we have to think of re-socialization activity to avoid or minimize the risk of blocking women's educational leadership advancement.

The constraints mentioned above, observed due to success of women at leadership are the chronic phenomena that was observed in our life experience in any field of women's leadership in any backward and advanced countries as well.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the design and methodology of the study, data source and data collecting, sample and sampling techniques and their detail elaboration. The target population, subjects, pilot test, and final data collection and methods of data analysis.

3.1 The Research Method

The research design used was descriptive survey method. It was employed in order to see the comparative analysis of women's principal ship participation in government and private secondary schools of Addis Ababa city administration so as to see the effect of gender policy, attitudinal change and challenges on extent of women's participation in school principal ship.

The researcher used descriptive survey method because, the nature of the research topic and the data collected leads to use the method and can be clearly interpreted and understood by external body, how the estimated findings could be identified.

The study used both qualitative and quantitative research approaches. It was preferred because it enables to make investigations with prediction, narrations of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative sample of the target population(Kothari, 2005), parakash(2005) described that a survey research is important to collect a detailed descriptions of existing phenomenon with the intern of employing the data to justify current conditions and practice or to make intelligent plans for improving social, economic or educational conditions and process.

3.2. Source of Data

The data were collected from government and private secondary schools of Bole and Arada sub-cities of Addis Ababa, Bole and Arada sub-city educational bureau, women's affair office, male and female teachers in secondary schools and principals and vice principals of each sample secondary schools. Teachers, principals and women's affairs were used as a primary source of data. The main reason behind selecting these respondents was, they have direct relation with the issue under the study.

3.3 The Study Site and Population

To collect information about women's education leadership participation, documents related to the research topic such as number of women secondary school principals, teachers and men principals were collected from sub-cities and schools

3.3.1 The Study Site

The study Site was at Bole and Arada sub-city educational bureau in Addis Ababa city administration. In Bole and Arada sub-cities together there are 20 government and 19 private and totally 39 secondary schools.

3.3.2 The Study Population

The study population consists 8 educational bureau department heads, 20 government, 19 private secondary school principals, 40 government and 38 private vice principals, 68 government and 17 private school female teachers, 264 government secondary school male teachers and 118 private secondary school male teachers as well as 16 women's affairs department heads in both sub-cities.

In addition to this the researcher included all female teachers which is 100% and took 70% of male teachers to fill the questionnaires which consists of 85 female teachers and 264 male teachers were selected using systematic random sampling.

Bole and Arada sub-city education office experts and women's affairs experts of the offices were also the data sources, by providing the necessary documents and conducting discussion on the topic of the study.

Discussion was also held with sub-city women's affair experts to obtain general overview of women's leadership participation in the sub-city.

Both male and female teachers, principals and vice principal, were data sources through providing questionnaires and conducting face to face discussion and interview.

3.4. Sample Size and Sampling Techniques

The researcher gave more attention in selecting the research area using multi stage sampling. First giving attention to Addis Ababa city administration which has 10 sub-cities; the researcher clustered in to three clusters based on the geographical location of the sub-cities.

Finally the researcher selected the research areas (sub-cities) by simple random sampling method specifically lottery method and then from cluster A, Bole sub-city has been selected

as the first research area and also from cluster C, Arada sub-city has been selected as the second research area. Therefore Bole and Arada sub-cities are the research sites selected for the study.

Then after having the research areas, Bole sub-city has 9 government and 10 private secondary schools out of those schools 30% of the sample schools have been taken and this comes 3 secondary schools from government and 3 secondary schools from private have been randomly selected.

Likewise, for Arada sub-city from 11 government and 9 private secondary schools 30% of the sample schools have been taken and this comes 3 secondary schools from government and 3 secondary schools from private has been randomly selected. Then the selected sample schools for the study are as follows.
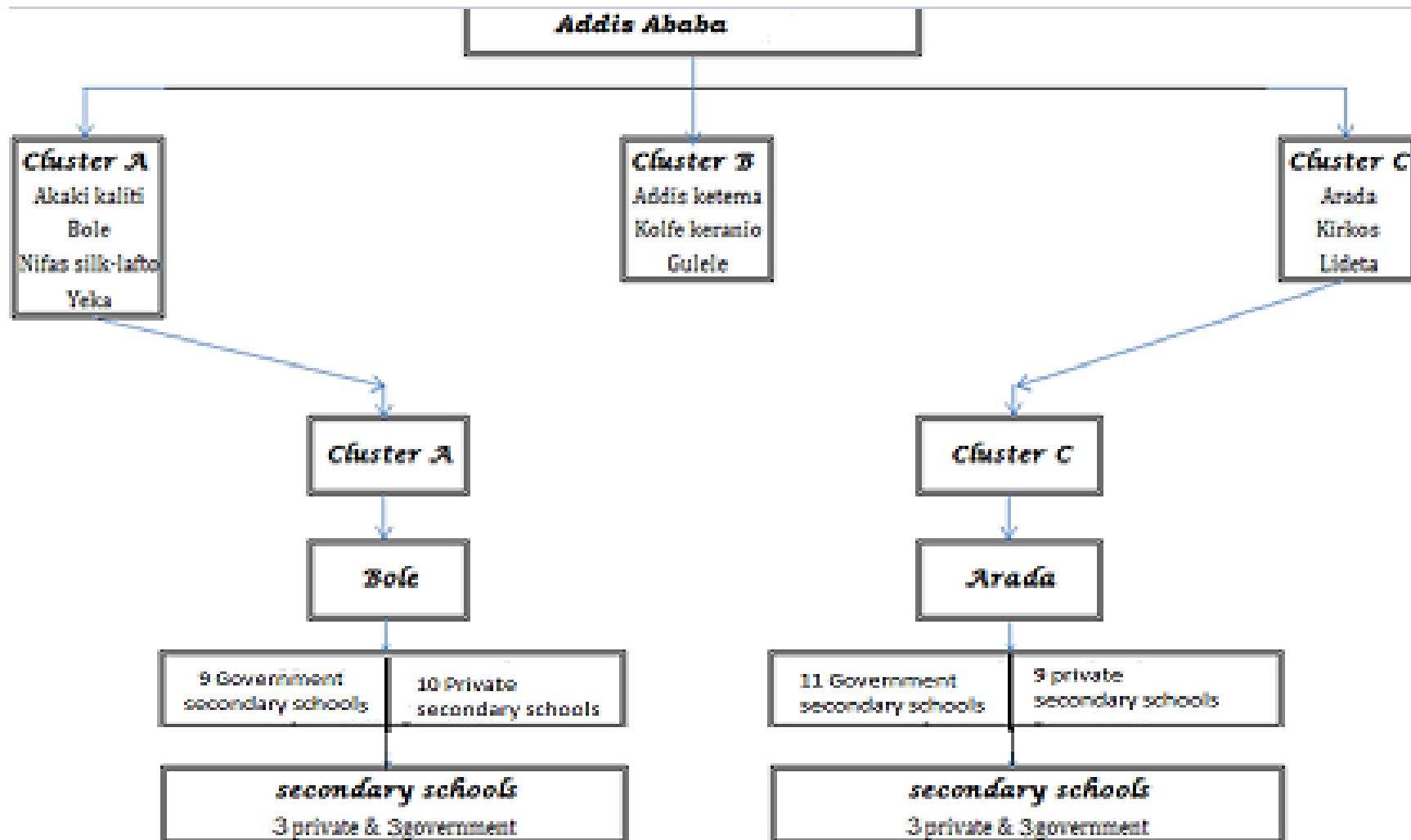
Figure 1:- Sampling Techniques

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                    │    Arada sub-city   │
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│ Government secondary schools  │  │  Private secondary schools    │
│       1. W/ro kelemwork       │  │      1. Radical Acadamy       │
│        2. Agazian No 3        │  │    2. Future hopes Acadamy     │
│        3. Meskerem No 2       │  │           3. Jiva             │
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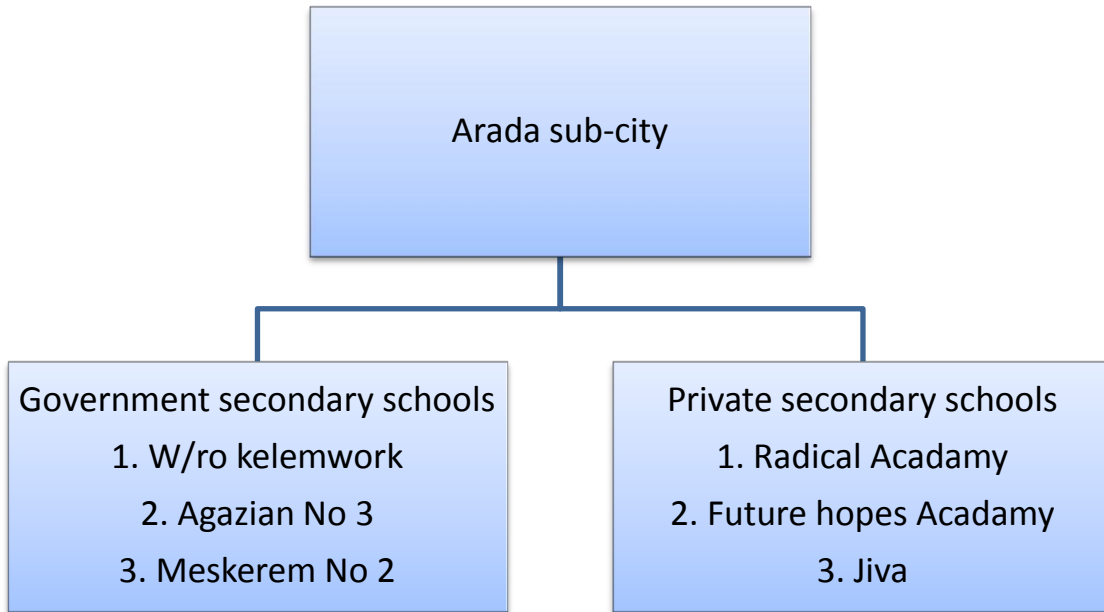
Figure 2:- Secondary Schools in Arada Sub-City

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                    │    Bole sub-city    │
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│ Government secondary schools  │  │  Private secondary schools    │
│         1. Beshale            │  │     1. Addis  international    │
│         2. Ayeramba           │  │        2. Ethio Parents        │
│       3. Bole Hibreteseb      │  │   3. Fountain of Knowledge     │
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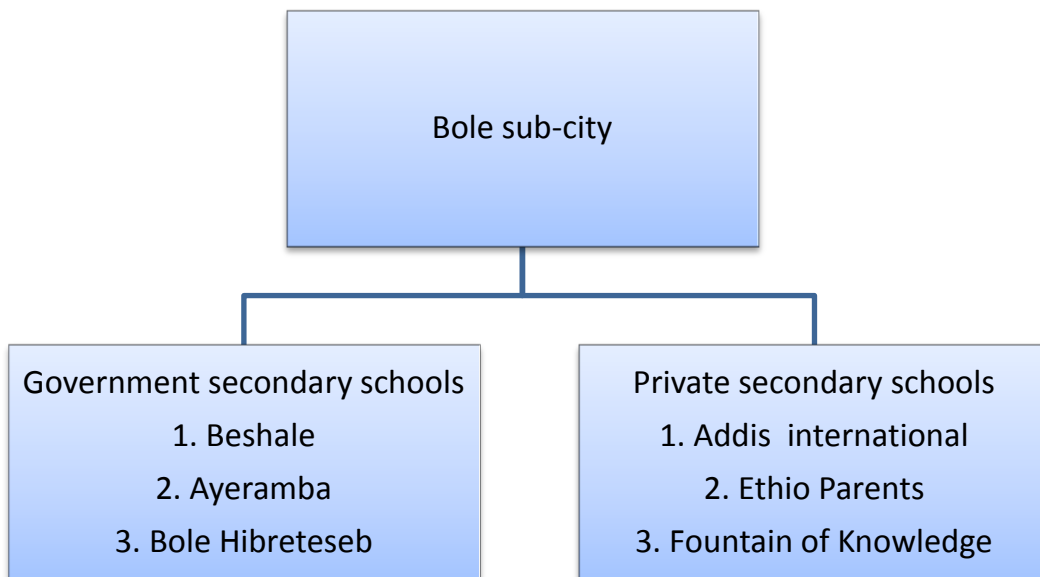
Figure 3:- Secondary Schools in Bole Sub-City

Summary of sampling size and sampling techniques

Sr.No	Respondents	Bole sub-city			Arada sub-city			Sampling technique	justification
		Population size	Sample size	Percent (%)	Population size	Sample size	Percent (%)		
1	Sub-city educational bureau department heads	4	4	100	4	4	100	Census	Coordinating and supervision
2	Women's affair office department heads and experts	8	8	100	8	8	100	Census	Leaders and supervision
3	Government secondary school principals	9	3	30	11	3	30	Proportionality	Leaders and supervision
4	Private secondary school principals	10	3	30	9	3	30	Proportionality	Leaders and supervision
5	Government secondary school vice principals	18	6	30	22	6	30	Proportionality	Leaders and supervision
6	Private secondary school vice principals	20	6	30	18	6	30	Proportionality	Leaders and supervision
7	Government secondary schools female teachers	33	33	100	35	35	100	Census	Availability
8	Private secondary school female teachers	11	11	100	6	6	100	Census	Availability
9	Government secondary school male teachers	119	83	70	145	102	70	proportionality	Equal chance
10	Private secondary school male teachers	61	43	70	57	36	70	proportionality	Equal chance representative

3. 5. Data Gathering Tools
The intended information for the study was obtained by using questionnaires, a structured and semi-structured interview and focus group discussions.

3.5.1 Questionnaire
The researcher used questionnaires (for female and male teachers of the sample secondary schools) separately to collect information. This was because questionnaire is amenable to statistical data analysis with minimal manipulation of raw data, help to access a large sample, place minimal demands on personnel, can avoid biases of responses due to personal experiences unlike interview and observation and can be totally anonymous (Plumb and Spiridakou) in (Alebachew, 2007). The questionnaires consisted of specific questions that refer to the effect of gender policy, attitude and women's educational leadership participation in Addis Ababa.

The questionnaire was developed to assess the extent of women participation in educational principal ship in Addis Ababa city Administration and to investigate the private and government sector what affects from participation.

Questionnaires were developed to be completed by male and female teachers. The aim of the questionnaire was to obtain information and opinion about women's educational principal ship participation and problems that hinder their effective participation and how others perceive women's leadership performance in their respective schools. The questionnaires were developed in close ended item form. A five point Likert scale where respondents will indicate their degree of agreement against each item was used.

The items in the questionnaires were constructed to assess, the perception, attitude and acceptance of women's educational leadership participation and performance by teachers. .

The items also were formulated in the way to assess, the assertiveness and feeling of women towards themselves towards their educational leadership participation.

The socio-cultural, economic, institutional factors and other barriers that may hinder women's educational leadership participation have been assessed and detected through the items.

3.5.2 Interview

To get additional information interview was conducted with principals and vice principals. The process of the interview was supported by tape recorders. This helped to minimize the risk of passing (loosing) important information.

3.5.3 Focus Group Discussion

Focus group discussions were conducted with educational bureau officials, experts, women affair office department heads and experts. The points of discussion are similar with other tools, in that they focus on the participation of women in educational leadership and the factors affecting women representation in Educational leadership and the possible solutions for these problems.

3.6 Procedures of Data Collection

First visit to each sample secondary schools in the sub-city and sub-city education office was conducted by the researcher. Then selection of sample schools in the selected sub-cities followed with the help of sub-city education office experts. These selections of sample of secondary schools were randomly done. And because of shortage of fund I collected the data myself.

3.7 Validity and Reliability Checks

Pre-test was conducted prior to the final administration of the questioners to 20% of the respondents in Gibson Youth Academy. The pilot test was helpful to secure the validity and reliability of the instruments with the objective of checking whether or not the item included in the instrument can enable the researcher to gather the relevant information. Besides, the purpose of pilot testing is to make necessary amendment so as to correct confusing and ambiguous questions and researcher closely done with him.

3.8 Data Analysis

The collected information was organized through the interrelated tasks of editing, classifying and tabulating. The information was checked first and reorganized to the manageable size and proportion, so that sensible and meaningful data was obtained. Then the information was classified and categorized, and finally summarized in a tabular form and analyzed so as to get its convenient feature. Descriptive statistics was used to analyze the obtained data with SPSS computer program (Statistical Program for Social Science.)

Pilot Test

In order to test appropriateness of items and the reliability of the questions, the researcher decided to obtain test-retest reliability and administered the questionnaire two times to teachers

Item–Analysis and Test-Retest Reliability of Items for Teachers

The questionnaire for teacher participants was tried out for test-retest reliability. The questionnaire was administered first time to 35 teachers who were teaching from grade 9 to 12 in Gibson Youth Academy. The researcher used this school because the number of teachers who were teaching in other similar schools was few. The questionnaire comprising of 34 questions were distributed to the 35 teachers. The contents of the questionnaire were: 5 questions on background information, 29 questions for rating the extent to which respondents observed women's principal ship participation.(*strongly agree, agree, undecided, disagree* and *strongly disagree)*were the rating scales given to decide or express their attitude on women's principal ship participation policy issue. Only one question was found to be rejected because almost all respondents missed to respond (left open) that question. As a result the final analysis was made on 28 questions for teachers using the SPSS computer program. Accordingly, the questioners, interview and focus group discussions were evaluated and the result of reliability test was statistically computed by the SPSS computer program. The Cronbach's alpha model was used for analysis.

Table 1: Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized item	No.of items
0.871	0.872	28

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation, analysis and interpretation of the data obtained from teachers through questionnaires. The interview conducted with principals and vice principals. Moreover, information gathered through focus group discussion were qualitatively described in order to give answer for the basic research questions set in this study.

From 349 respondents (85 female and 264 male teachers) of the respondents fully answered the entire questionnaire. In addition, interview was conducted with 12 principals, 24 vice principals, 8 bureau department heads and 16 women's affair and department heads. The relevant information they provide enabled the researcher to set a ground from which she could sub stained the analysis of the response.

The analysis and interpretation had two sections. The respondents characteristics presented in the first section of this chapter. The second section deals with the issue related to extent of women principal ship participation. The third section deals with the attitudinal change and forth section discussion the challenges those hinder women secondary school principal ship participation in both government and private secondary schools.

4.2 Data Presentation and Analysis

4.2.1 Characteristics of Respondents

Even though the information on the respondent's set, educational background, experience and related features are not directly believed to relate to the research questions raised, such data is collected with an aim of providing an overall profile of the research participants. The gathered data is summarized in table 2.

Table 2: Characteristic of Respondents

No	Item		Respondents			
			Government		Private	
			No	%	No	%
1	Sex of respondents	Male	184	73.0	79	81.3
		Female	68	27.0	17	18.8
		Total	252	100.0	96	100.0
2	Work experience	1-5 years	141	56.0	36	37.5
		5-10 years	57	22.6	34	35.4
		11-15 years	21	8.3	7	7.3
		16-20 years	5	2.0	1	1.0
		20-25 years	11	4.4	3	3.1
		26-30 years	9	3.6	10	10.4
		>30 years	8	3.2	5	5.2
		Total	252	100.0	96	100.0
3	Educational qualification	Diploma	12	4.8	2	2.1
		Bachelor degree	228	90.5	75	78.0
		Masters degree	12	4.8	19	19.8
		Total	252	100.0	96	100.0
4	Marital status	Single	146	57.9	58	60.4
		Married	103	40.9	34	35.4
		Divorced	3	1.2	4	4.2
		Total	252	100.0	96	100.0

As shown in table 2above, 184 (73%) males and 68 (27%) females were government secondary school teachers and 79 (81.3%) males and 17 (18.8%) females were private secondary school teachers. The great majority of the secondary school teachers, principals and vice principals were males. And it could be possible to say not only the principal ship but also the teaching in secondary school is male dominated.

In terms of experience, in government secondary schools the majority of the teachers 141 (56%) of them has worked from 1-5 years and in private secondary school majority of the teachers 36 (37.5) worked 1-5 years. When we see the rest of the

teachers in government secondary schools who worked 5-10 years were 57(22.6%) , teachers who served 11-15 years were 21(8.3%) and who worked 16-20 were 5(2%) also the teachers who served >20 years were 28 (11.2%). In private secondary schools 34 (35.4%) worked 5-10 years, 7 (7.3) worked 11-15 years while 1(1%) worked 15-20 years and the rest 18 (18.7%) worked >20 years. Generally the above analysis helps to show the work experience distribution of respondents.

Regarding qualification, in government secondary schools, 12(4.8%) had a diploma, the vast majority of teachers 228 (90.8) were bachelor degree holders and that is very encouraging. As may be expected 12 (4.8) were masters degree holders. And in private secondary schools 2 (2.1%) had diploma. And the vast majority here also 75 (78%) were bachelor degree holders and that is very encouraging too. Finally 19 (19.8%) of the teachers were masters degree holders. Therefore this analysis indicates the distribution of qualification of respondents so the overall information of respondents can be acquired.

4.2.2. Women's Participation in Government and Private Secondary School Principal Ship

Table 3: Extent of Women's Participation

Item		Degree of agreement	Respondents							
			Government				Private			
			No	%	M	S.D	No	%	M	S.D
1	Women are encouraged to be a leader in government/private secondary schools than in private/government secondary schools.	Strongly disagree(1)	26	10.3	3.04	1.0	22	22.9	2.86	1.3
		Disagree (2)	42	16.7			17	17.7		
		Undecided (3)	97	38.5			22	22.9		
		Agree (4)	69	27.4			22	22.9		
		Strongly agree(5)	18	7.1			13	13.5		
2	Government/Private secondary schools give more priority for women in principal ship position than private/government	Strongly disagree(1)	13	5.2	3.17	0.9	17	17.7	2.69	1.2
		Disagree (2)	42	16.7			28	29.2		
		Undecided (3)	103	40.9			25	26.0		
		Agree (4)	76	30.2			20	20.8		
		Strongly agree(5)	18	7.1			6	6.3		

#	Statement	Response	N	%	X	S.D	N	%	X	S.D
	secondary schools.									
3	Women in secondary school consider the family roles and teaching as more important than principal ship.	Strongly disagree(1)	22	8.7	3.14	1.1	8	8.3	3.21	1.1
		Disagree (2)	46	18.3			18	18.8		
		Undecided (3)	90	35.7			24	25.0		
		Agree (4)	62	24.6			38	39.6		
		Strongly agree(5)	32	12.7			8	8.3		
4	Women in your school lack confidence in their capabilities, qualifications, experiences	Strongly disagree(1)	75	29.76	2.6	1.2	40	42	2.16	1.2
		Disagree (2)	39	15.48			21	21.875		
		Undecided (3)	83	32.9			18	18.75		
		Agree (4)	35	14			14	14.59		
		Strongly agree(5)	20	7.9			3	3.125		
5	Women are encouraged to leadership posts by training	Strongly disagree(1)	19	7.5	3.29	1.2	17	17.7	3.08	1.3
		Disagree (2)	43	17.1			19	19.8		
		Undecided (3)	77	30.6			14	14.6		
		Agree (4)	71	28.2			31	32.3		
		Strongly agree(5)	42	16.7			15	15.6		
6	Government/Private secondary schools have a conducive environment for women principal ship than private/government secondary schools.	Strongly disagree(1)	26	10.3	3.05	1.1	20	20.8	2.78	1.3
		Disagree (2)	58	23.0			20	20.8		
		Undecided (3)	65	25.8			25	26.0		
		Agree (4)	84	33.3			23	24.0		
		Strongly agree(5)	19	7.5			8	8.3		
7	Women are more successful in secondary school principal ship than men.	Strongly disagree(1)	34	13.5	2.06	0.9	20	20.8	1.99	0.72
		Disagree (2)	85	33.7			21	21.9		
		Undecided (3)	56	22.2			33	34.4		
		Agree (4)	44	17.5			15	15.6		
		Strongly agree(5)	33	13.1			7	7.3		
8	Women leaders in government/private secondary schools have limited interaction with the teachers and Woreda officers.	Strongly disagree(1)	38	15.1	2.69	1.2	18	18.8	2.79	1.2
		Disagree (2)	93	36.9			17	17.7		
		Undecided (3)	52	20.6			36	37.5		
		Agree (4)	47	18.7			17	17.7		
		Strongly agree(5)	22	8.7			8	8.3		

X=mean

S.D= standard deviation

As shown in table 3- item 1 of government secondary schools teachers 26 (10.3%) responded strongly disagree, 42(16.7%) responded disagree, 97(38.5%) responded undecided, 69(27.4%) responded agree and 18(7.1%) responded strongly agree. In the same way teachers of private secondary school 22 (22.9) responded strongly disagree, 17(17.7%) responded disagree, 22(22.9%) responded undecided, 22(22.9%) responded agree and 13(13.5%) responded strongly agree. This means here in table 2 Extent of women participation has a mean value of approximately x=3 in both schools which is indicative of no clear demarcation. When we come to refer each item the response to item no 1.(women are encouraged to be a leader in private than government or in government than private secondary schools) with a mean value (x=2.86) in government and x=3.04 in private secondary schools which is not that far from the government so both the results show that there is a problem to decide whether there is encouragement or not to women's participation in private and government secondary schools.

Table 3- item 2 of government secondary schools teachers 13 (5.2%) responded strongly disagree, 42(16.7%) responded disagree, 103(40.0%) responded undecided, 76(30.2%) responded agree and 18(7.1%) responded strongly agree. In the same way teachers of private secondary school 17 (17.7%) responded strongly disagree, 28(29.2%) responded disagree, 25(26%) responded undecided, 20(20.8%) responded agree and 6(6.3%) responded strongly agree these shows item no 2, (government/private secondary schools give more priority for women in leadership position than in private/government) has a mean of x=2.69 in government and x=3.17 in private even if there seems some degree of disagreement in government secondary schools it still shows that there is a problem to agree or disagree to indicate the level of priority given for women in both cases.

Referring to table 3- item 3 of government secondary schools teachers 22(8.7%) responded strongly disagree, 46(18.3%) responded disagree, 90(35.7%) responded undecided, 62(24.6%) responded agree and 32(12.7%) responded strongly agree. In the same way teachers of private secondary school 8 (8.3%) responded strongly disagree, 18(18.8%) responded disagree, 24(25.0%) responded undecided, 38(39.8%) responded agree and 8(8.3%) responded strongly agree. Referring to item no.3 (women in secondary school consider the family roles and teaching as more important

than principal ship.) has a mean value of X=3.21 in government and x=3.14 in private secondary schools. The respondents couldn't decide on where women consider the family roles and teaching regularly more important than serving as a principal.

Table 3- item 4 of government secondary schools teachers 75(29.76%) responded strongly disagree, 39(15.48%) responded disagree, 83(32.9%) responded undecided, 35(14%) responded agree and 20(7.93%) responded strongly agree. In the same way teachers of private secondary school 40 (42) responded strongly disagree, 21(21.87%) responded disagree, 18(18.75%) responded undecided, 14(14.59%) responded agree and 3(3.12%) responded strongly agree. When this is analyzed item no 4 (women in private/government secondary school lack confidence capability, qualification and experience) responded with a mean value of x=2.6 in government and x=2.15 in private secondary schools. In general 45% in government and 63% in private respondents disagree with idea in item number 4, that means:-

Women are capable and have no capability problem, no lack of confidence due to qualification and experience.

Table 3- item 5 of government secondary schools teachers 19 (75%) responded strongly disagree, 43(17.1%) responded disagree, 77(30.6%) responded undecided, 71(28.2%) responded agree and 42(16.7%) responded strongly agree. In the same way teachers of private secondary school 17(17.7%) responded strongly disagree, 19(19.8%) responded disagree, 14(14.6%) responded undecided, 31(32.3%) responded agree and 15(15.6%) responded strongly agree. In the same table the response to item no 5 (women are encouraged to leadership posts by training) with a mean of x=3.08 in government and x=3.29 in private secondary schools. The response in item number 5 showed that 44.4% in government and 47% in private agree that women are encouraged to leadership posts by training.

Table 3- item 6 of government secondary schools teachers 26 (10.3%) responded strongly disagree, 58(23%) responded disagree, 65(25.8%) responded undecided, 84(33.3%) responded agree and 19(7.5%) responded strongly agree. In the same way teachers of private secondary school 20(20.8%) responded strongly disagree, 20(20.8%) responded disagree, 25(26%) responded undecided, 23(24%) responded

agree and 8(8.3%) responded strongly agree. The response to item no 6. (private/government secondary schools have conducive environment for women principal ship than government/private secondary schools) with a mean value of x=2.78 in government and have a mean of x=3.05 in private secondary school. The response in item 6 indicated that 40% of the respondents in government school agree that there is a conducive environment for women principal ship but the private school respondents disagree by 41% that there is no conducive environment for women principal ship.

Table 3- item 7 of government secondary schools teachers 34 (13.5%) responded strongly disagree, 85(33.7%) responded disagree, 56(22.2%) responded undecided, 44(17.5%) responded agree and 33(13.1%) responded strongly agree. In the same way teachers of private secondary school 20(20.8%) responded strongly disagree, 21(21.9%) responded disagree, 33(34.4%) responded undecided, 15(15.6%) responded agree and 7(7.3%) responded strongly agree. With response no 7. (women are successful in secondary school principal ship) have a mean value of x=2.06 in government secondary schools and x=1.99 in private secondary schools that indicate, the respondents disagree with this idea by 52% in government and 42% that women are successful in private secondary schools that women are different in their principal ship participation

As indicated in table 3- item 8 of government secondary schools teachers 38 (15.1%) responded strongly disagree, 93(36.9%) responded disagree, 52(20.6%) responded undecided, 47(18.7%) responded agree and 22(8.7%) responded strongly agree. In the same way teachers of private secondary school 18(18.8%) responded strongly disagree, 17(17.7%) responded disagree, 36(37.5%) responded undecided, 17(17.7%) responded agree and 8(8.3%) responded strongly agree. the response to no 8. (women principals in government/private secondary schools have limited interaction teachers and woreda officers) has a mean value of x=2.79 in government and x=2.69 in private secondary schools showing that 52% of government and 36% of private respondents disagree with the idea that implies women leaders have good interaction with teachers and woreda officers.

The responses all together about the extent of women's participation in government and private secondary school shows almost similar ideas b/n and people are still in

doubt to agree or disagree clearly due to participation of women case and we can conclude there is no adequate information and clear implementation that may be boldly seen experience. The standard deviation of all items are almost 1 and above showing scattered response in this issue.

Moreover, the basic data from the schools shows that there is still low participation of women in principal ship and even in teaching position in both private and government secondary schools of Addis Ababa city administration.

4.2.3 Attitude on Gender Policy towards improving women participation in principalship

Table 4: Attitude on Gender Policy

No	Item	Degree of agreement	Respondents							
			Government				Private			
			No	%	X	S.D	No	%	X	S.D
1	Policies, guidelines, rules, regulations, proclamations, and other working documents are very helpful to empower women in secondary schools.	Strongly disagree(1)	29	11.5	3.69	1.2	4	4.2	4.05	1.0
		Disagree (2)	14	5.6			6	6.3		
		Undecided (3)	42	16.7			11	11.5		
		Agree (4)	88	34.9			35	36.5		
		Strongly agree(5)	79	31.3			40	41.7		
2	Affirmative measures are taken in government/private secondary schools to encourage women representation in principal ship.	Strongly disagree(1)	23	9.1	3.35	1.2	18	18.8	2.65	1.1
		Disagree (2)	45	17.9			27	28.1		
		Undecided (3)	48	19.0			28	29.2		
		Agree (4)	94	37.3			17	17.7		
		Strongly agree(5)	42	16.7			6	6.3		
3	People's attitudes are changed towards women secondary school principal ship.	Strongly disagree(1)	11	4.4	3.47	0.9	6	6.3	3.38	1.1
		Disagree (2)	21	8.3			17	17.7		
		Undecided (3)	82	32.5			23	24.0		
		Agree (4)	114	45.2			35	36.5		
		Strongly agree(5)	24	9.5			15	15.6		
	Women principals get limited support from peers, members or followers.	Strongly disagree(1)	42	16.7	2.66	1.1	14	14.6	2.76	1.1
		Disagree (2)	76	30.2			29	30.2		
		Undecided (3)	71	28.2			26	27.1		

No	Statement	Response	Freq	%	X	S.D	Freq	%	X	S.D
4		Agree (4)	51	20.2			20	20.8		
		Strongly agree(5)	12	4.8			7	7.3		
5	The ideal school leaders must be masculine, self-reliant, ambitious, and strong leader.	Strongly disagree(1)	38	15.1	3.23	1.3	12	12.5	3.42	0.9
		Disagree (2)	28	11.1			15	15.6		
		Undecided (3)	73	29.0			15	15.6		
		Agree (4)	63	25.0			29	30.2		
		Strongly agree(5)	50	19.8			25	26.0		
6	Women can make strong decision and be committed to their careers.	Strongly disagree(1)	8	3.2	3.69	1.1	1	1.0	4.21	1.0
		Disagree (2)	45	17.9			8	8.3		
		Undecided (3)	39	15.5			7	7.3		
		Agree (4)	86	34.1			34	35.4		
		Strongly agree(5)	74	29.4			46	47.9		
7	The societies are encouraging female representation in secondary school principal ship position.	Strongly disagree(1)	26	10.3	2.93	1.0	7	7.3	3.2	1.0
		Disagree (2)	63	25.0			19	19.8		
		Undecided (3)	83	32.9			26	27.1		
		Agree (4)	62	24.6			35	36.5		
		Strongly agree(5)	18	7.1			9	9.4		
8	Government/Private schools accept representation of women in schools management as fare no better.	Strongly disagree(1)	13	5.2	3.11	0.9	17	17.7	2.68	1.1
		Disagree (2)	36	14.3			21	21.9		
		Undecided (3)	130	51.6			36	37.5		
		Agree (4)	56	22.2			20	20.8		
		Strongly agree(5)	17	6.7			2	2.1		
9	Men accept women as they are their equal counterpart.	Strongly disagree(1)	19	7.5	3.43	1.2	4	4.2	3.55	1.1
		Disagree (2)	57	22.6			19	19.8		
		Undecided (3)	33	13.1			16	16.7		
		Agree (4)	82	32.5			34	35.4		
		Strongly agree(5)	61	24.2			23	24.0		
10	People in government/private school accept women's participation than men.	Strongly disagree(1)	28	11.1	2.74	1.0	5	5.2	2.95	1.0
		Disagree (2)	87	34.5			32	33.3		
		Undecided (3)	76	30.2			29	30.2		
		Agree (4)	45	17.9			23	24.0		
		Strongly agree(5)	16	6.3			7	7.3		

X=mean

S.D= standard deviation

Table 4- item 1 of government secondary schools teachers 29(11.5%) responded strongly disagree, 14(5.6%) responded disagree, 42(16.7%) responded undecided, 88(34.9%) responded agree and 79(31.3%) responded strongly agree. In the same way teachers of private secondary school 4(4.2%) responded strongly disagree, 6(6.3%) responded disagree, 11(11.5%) responded undecided, 35(36.5%) responded agree and 40(41.7%) responded strongly agree. In table 3 the response to item no 1. (policies, guidelines, proclamation, and other working documents are very helpful to empower women in secondary schools) with mean value of x=3.69 in government secondary schools and x=4.05 in private secondary schools so it shows policies and other working documents are very helpful to empower women in secondary schools to become a principal. Moreover from the interview held in Bole sub-city. They pointed out the recruitment guideline gives priority for women and also there is special point to encourage women to make them apply to complete and come to the position.

Table 4- item 2 of government secondary schools teachers 23(9.1%) responded strongly disagree, 45(17.9%) responded disagree, 48(19%) responded undecided, 94(37.3%) responded agree and 42(16.7%) responded strongly agree. In the same way teachers of private secondary school 18(18.8%) responded strongly disagree, 27(28.1%) responded disagree, 28(29.2%) responded undecided, 17(17.7%) responded agree and 6(6.3%) responded strongly agree. The response to item no 2.(affirmative measures are taken in government/private secondary schools encourage women representation in principal ship) with mean x-3.35 and x=2.65 which shows that there is a better affirmative action taken for women in government than private but the overall response shows a difficulty to decide on this issue. Their response also coincides with the interview responses that the special point for women recruitment.

Table 4- item 3 of government secondary schools teachers 11(4.4%) responded strongly disagree, 21(8.3%) responded disagree, 82(32.5%) responded undecided, 114(45.2%) responded agree and 24(9.5%) responded strongly agree. In the same way teachers of private secondary school 6(6.3%) responded strongly disagree, 17(17.7%) responded disagree, 23(24%) responded undecided, 35(36.5%) responded agree and 15(15.6%) responded strongly agree. Through the response item no.3 (people's attitude has changed towards women secondary school principal ship) with

mean value of x=3.47 in government and with mean of x=3.38 in private secondary school. Which shows there is change in people's attitude towards women secondary school principal ship in both government and private schools. The responses are closer to agree.

Table 4- item 4 of government secondary schools teachers 42(16.7%) responded strongly disagree, 76(30.2%) responded disagree, 71(28.2%) responded undecided, 51(20.2%) responded agree and 12(4.8%) responded strongly agree. In the same way teachers of private secondary school 14(14.6%) responded strongly disagree, 29(30.2%) responded disagree, 26(27.1%) responded undecided, 20(20.8%) responded agree and 7(7.3%) responded strongly agree. With response to item no 4. (Women principals get limited support from peers, members or followers) with mean of x=2.66 in government and x=2.76 in private secondary schools. Both the numbers show that the support from peers and followers is limited and not the needed amount of support is available.

Table 4- item 5 of government secondary schools teachers 38(15.1%) responded strongly disagree, 28(11.1%) responded disagree, 73(29%) responded undecided, 63(25%) responded agree and 50(19.8%) responded strongly agree. In the same way teachers of private secondary school 12(12.5%) responded strongly disagree, 15(15.6%) responded disagree, 15(15.6%) responded undecided, 29(30.2%) responded agree and 25(26%) responded strongly agree. The response to item no.5 (the ideal school leaders must be masculine, self-reliant, ambitious, and strong leader) with a mean value of x=3.23 in government and x=3.42 in private secondary school. Even though the mean for both show b/n undecided and agree the percentage frequency for agree is indicating secondary schools have stronger stand regarding the idea leaders must be masculine, self-reliant, ambitious and strong leader.

Table 4- item 6 of government secondary schools teachers 8(3.2%) responded strongly disagree, 45(17.9%) responded disagree, 39(15.5%) responded undecided, 86(34.1%) responded agree and 74(29.4%) responded strongly agree. In the same way teachers of private secondary school 1(1%) responded strongly disagree, 8(8.3%) responded disagree, 7(7.3%) responded undecided, 34(35.4%) responded agree and 46(47.9%) responded strongly agree. With response to item no 6. (women can make strong decision and committed to their careers) with a mean of x=3.69 in government

and x=4.21 in private which means in both cases the respondents agree that women can make strong decisions but the degree is higher in private schools that it clearly indicate people agree that women can make strong decision and be committed to their careers

Table 4- item 7 of government secondary schools teachers 26(110.3%) responded strongly disagree, 63(25%) responded disagree, 83(32.9%) responded undecided, 62(24.6%) responded agree and 18(7.1%) responded strongly agree. In the same way teachers of private secondary school 7(7.3%) responded strongly disagree, 19(19.8%) responded disagree, 26(27.1%) responded undecided, 35(36.5%) responded agree and 9(9.4%) responded strongly agree. The response to item no.7 (the societies are encouraging female representation in secondary school principal ship position) with a mean of x=2.93 in government secondary schools and x=3.2 in private secondary schools. The mean value in both government and private secondary school shows undecided response closely and the standard deviation is also 1.0 indicating the responses are scattered. So that the situation may not allow teachers to decide easily to show their agreement or disagreement to show the level of the societies encouragement for female representation in secondary school principal ship position. In government but the frequency percentage in private school for agree is 46% and this shows better agreement than the government.

Table 4- item 8 of government secondary schools teachers 13(5.2%) responded strongly disagree, 36(14.3%) responded disagree, 130(51.6%) responded undecided, 56(22.2%) responded agree and 17(6.7%) responded strongly agree. In the same way teachers of private secondary school 17(17.7%) responded strongly disagree, 21(21.9%) responded disagree, 36(37.5%) responded undecided, 20(20.8%) responded agree and 2(2.1%) responded strongly agree. Response item no.8 (private/government accept representation of women far no better than government/private) with mean value of x=3.11 for government and x=2.68 in private. From the above analysis 130(51.6%) of the respondents in the government and 36(37%) in the private responded undecided which indicates the respondents did not have enough information that could make them decide between agree and disagree.

Table 4- item 9 of government secondary schools teachers 19(7.5%) responded strongly disagree, 57(22.6%) responded disagree, 33(13.1%) responded undecided, 82(32.5%) responded agree and 61(24.2%) responded strongly agree. In the same way teachers of private secondary school 4(4.2%) responded strongly disagree, 19(19.8%) responded disagree, 16(16.7%) responded undecided, 34(35.4%) responded agree and 23(24%) responded strongly agree. The response to item no.9 (men accept women as they are equal counterpart) with a mean of x=3.43 in government and with a mean of x=3.55 for private which is indicating men accept women as equal counterpart.

Table 4- item 10 of government secondary schools teachers 28(11.1%) responded strongly disagree, 87(34.5%) responded disagree, 76(30.2%) responded undecided, 45(17.9%) responded agree and 16(6.3%) responded strongly agree. In the same way teachers of private secondary school 5(5.2%) responded strongly disagree, 32(33.3%) responded disagree, 29(30.2%) responded undecided, 23(24%) responded agree and 7(7.3%) responded strongly agree. The response of teachers to item no.10 (people in private/government school accept women's participation than men in government/private) with mean value of x=2.74 in government and x= 2.95 in private, this is indicating that people in both schools couldn't decide as they accept women's participation than men, but the frequency percentage shows more disagreement than agreement. To take this response to develop positive attitude more clearly women and men participation should be taken equally.

4.2.4 Challenges that hinder Women Participation in Principal Ship

Table 5 : Challenges of Women Participation

No	Item	Degree of agreement	Respondents							
			Government				Private			
			No	%	X	S.D	No	%	X	S.D
	Guidelines, proclamation, and other working	Strongly disagree(1)	51	20.2			13	13.5		
		Disagree (2)	53	21.0	2.71	1.1	17	17.7	3.04	1.2
		Undecided (3)	71	28.2			32	33.3		

#	Statement	Response	Freq	%	Mean	SD	Freq	%	Mean	SD
1	documents for leaders are inaccessible In your secondary school.	Agree (4)	71	28.2			21	21.9		
		Strongly agree(5)	6	2.4			13	13.5		
2	Misperception of teachers and other stakeholders to accept women's principal ship.	Strongly disagree(1)	51	20.2	2.65	1.1	13	13.5	3.15	1.2
		Disagree (2)	63	25.0			17	17.7		
		Undecided (3)	68	27.0			32	33.3		
		Agree (4)	62	24.6			21	21.9		
		Strongly agree(5)	8	3.2			13	13.5		
3	Women's conflict of role between their professional duty and family issues hinder them from secondary school principal ship.	Strongly disagree(1)	33	13.1	2.75	1.0	11	11.5	2.86	1.1
		Disagree (2)	71	28.2			33	34.4		
		Undecided (3)	80	31.7			15	15.6		
		Agree (4)	63	25.0			32	33.3		
		Strongly agree(5)	5	2.0			5	5.2		
4	Women lack self-confidence or have poor self-image.	Strongly disagree(1)	121	48.0	1.94	1.2	44	45.8	2.03	1.1
		Disagree (2)	72	28.6			25	26.0		
		Undecided (3)	25	9.9			9	9.4		
		Agree (4)	20	7.9			16	16.7		
		Strongly agree(5)	14	5.6			2	2.1		
5	Women teachers lack aspiration or motivation to be represented in your secondary school principal ship.	Strongly disagree(1)	79	31.3	2.42	1.2	23	24.0	2.51	1.1
		Disagree (2)	59	23.4			27	28.1		
		Undecided (3)	53	21.0			24	25.0		
		Agree (4)	50	19.8			18	18.8		
		Strongly agree(5)	11	4.4			4	4.2		
6	Social responsibilities impede women from fully realizing their secondary school principal ship.	Strongly disagree(1)	41	16.3	2.69	1.1	6	6.3	3.11	1.0
		Disagree (2)	77	30.6			21	21.9		
		Undecided (3)	59	23.4			30	31.3		
		Agree (4)	70	27.8			34	35.4		
		Strongly agree(5)	5	2.0			5	5.2		
	Segregation In women's career development has been observed in many	Strongly disagree(1)	37	14.7	2.63	1.0	14	14.6	2.75	1.1
		Disagree (2)	86	34.1			30	31.3		
		Undecided (3)	73	29.0			24	25.0		

No	Statement	Response	Gov. N	Gov. %	Gov. X	Gov. S.D	Pri. N	Pri. %	Pri. X	Pri. S.D
7	ways and that may bring fear to women's aspiration.	Agree (4)	45	17.9			22	22.9		
		Strongly agree(5)	11	4.4			6	6.3		
8	Women have a problem of equally deciding with their husband on some amount of their salary to further improve their education.	Strongly disagree(1)	71	28.2			23	24.0		
		Disagree (2)	75	29.8	2.39	1.2	20	20.8	2.58	1.1
		Undecided (3)	56	22.2			29	30.2		
		Agree (4)	37	14.7			22	22.9		
		Strongly agree(5)	13	5.2			2	2.1		
9	Women lack counseling, encouragement, and support from partners.	Strongly disagree(1)	55	21.8			25	26.0		
		Disagree (2)	77	30.6	2.54	1.1	16	16.7	2.74	1.3
		Undecided (3)	67	26.6			18	18.8		
		Agree (4)	36	14.3			33	34.4		
		Strongly agree(5)	17	6.7			4	4.2		
10	The patriarchal society we are living in discourages women school leadership participation.	Strongly disagree(1)	62	24.6			18	18.8		
		Disagree (2)	57	22.6	2.64	1.2	26	27.1	2.74	1.2
		Undecided (3)	58	23.0			22	22.9		
		Agree (4)	59	23.4			23	24.0		
		Strongly agree(5)	16	6.3			7	7.3		

X=mean

S.D= standard deviation

Table 5- item 1 of government secondary schools teachers 51(20.2%) responded strongly disagree, 53(21%) responded disagree, 71(28.2%) responded undecided, 71(28.2%) responded agree and 6(2.4%) responded strongly agree. In the same way teachers of private secondary school 13(13.5%) responded strongly disagree, 17(17.7%) responded disagree, 32(33.3%) responded undecided, 21(21.9%) responded agree and 13(13.5%) responded strongly agree. The response of teachers to item no. In table- the response to item no.1 (guidelines, proclamation, and other

working documents for leaders are inaccessible in government or private secondary schools) with mean value of x=2.7 in government and x=3.04 in private that shows the response falls on undecided.

Table 5 item 2   of government secondary schools teachers 51(20.2%) responded strongly disagree, 63(25%) responded disagree, 68(27%) responded undecided, 62(24.6%) responded agree and 8(3.2%) responded strongly agree. In the same way teachers of private secondary school 13(13.5%) responded strongly disagree, 17(17.7%) responded disagree, 32(33.3%) responded undecided, 21(21.9%) responded agree and 13(13.5%) responded strongly agree. The response of teachers to item no. The response to item no 2.(misperception of teachers and other stakeholders to accept women's principal ship) with mean of x=2.65in government and x=3.5 in private secondary schools. This shows that there is a little problem of acceptance in government secondary schools although it is not a critical problem and the private schools couldn't decide. Meaning they couldn't recognize the problem clearly.

Table 5- item 3 of government secondary schools teachers 33(13.1%) responded strongly disagree, 71(28.2%) responded disagree, 80(31.7%) responded undecided, 63(25%) responded agree and 5(2%) responded strongly agree. In the same way teachers of private secondary school 11(11.5%) responded strongly disagree, 33(34.4%) responded disagree, 15(15.6%) responded undecided, 32(33.3%) responded agree and 5(5.2%) responded strongly agree. The response of teachers to item no. The response to item no 3. (Women's conflict of role between their professional duty and family issues hinder them from secondary school principal ship.) With mean of x=2.75 in government and x=2.86 in private secondary schools. This shows that there is a problem of deciding meaning they couldn't decide if women have a conflict of role between their professional duty and family issues in both government and private schools.

Table 5- item 4 of government secondary schools teachers 121(48%) responded strongly disagree, 72(28.6%) responded disagree, 25(9.9%) responded undecided, 20(7.9%) responded agree and 14(5.6%) responded strongly agree. In the same way teachers of private secondary school 44(45.8%) responded strongly disagree, 25(26%) responded disagree, 9(9.4%) responded undecided, 16(16.7%) responded agree and 2(2.1%) responded strongly agree. The response of teachers to item no. The

response to item no 4.(Women lack self-confidence or have poor self-image.) has a mean of x=1.94 in government secondary school and x=2.03 in private secondary schools which shows that most of the respondents disagreed the idea that women lack self-confidence or have poor self-image.

Table 5- item 5 of government secondary schools teachers 79(31.3%) responded strongly disagree, 59(23.4%) responded disagree, 53(21%) responded undecided, 50(19.8%) responded agree and 11(4.4%) responded strongly agree. In the same way teachers of private secondary school 23(24%) responded strongly disagree, 27(28.1%) responded disagree, 24(25%) responded undecided, 18(18.8%) responded agree and 4(4.2%) responded strongly agree. The response of teachers to item no. The response to item no.5 (Women teachers lack aspiration or motivation to be represented in government or private secondary school principal ship.) has a mean of x=2.42 for government and x=2.51 in private secondary school. This figure shows it is between disagree and undecided if there is lack of aspiration to be represented in secondary school principal ship.

Table 5- item 6 of government secondary schools teachers 41(16.3%) responded strongly disagree, 77(30.6%) responded disagree, 59(23.4%) responded undecided, 70(27.8%) responded agree and 5(2%) responded strongly agree. In the same way teachers of private secondary school 6(6.3%) responded strongly disagree, 21(21.9%) responded disagree, 30(31.3%) responded undecided, 34(35.4%) responded agree and 5(5.2%) responded strongly agree. The response of teachers to item no. The response to item no.6 (Social responsibilities impede women from fully realizing their secondary school principal ship.) with a mean of x=2.69 in government and x=3.01 in private secondary schools. Which indicates the respondents were unable to decide.

Table 5- item 7 of government secondary schools teachers 37(14.7%) responded strongly disagree, 86(34.1%) responded disagree, 73(29%) responded undecided, 45(17.9%) responded agree and 11(4.4%) responded strongly agree. In the same way teachers of private secondary school 14(14.6%) responded strongly disagree, 30(31.3%) responded disagree, 24(25%) responded undecided, 22(22.9%) responded agree and 6(6.3%) responded strongly agree. The response of teachers to item no. The response to item no.7 (Segregation In women's career development has been observed in many ways and that may bring fear to women's aspiration.) with a mean

of x= 2.63 in government and x=2.75 in private secondary school. This shows that even though there is a tendency to disagree they are still in dilemma.

Table 5- item 8 of government secondary schools teachers 71(28.2%) responded strongly disagree, 75(29.8%) responded disagree, 56(22.2%) responded undecided, 37(14.7%) responded agree and 13(5.2%) responded strongly agree. In the same way teachers of private secondary school 23(24%) responded strongly disagree, 20(20.8%) responded disagree, 29(30.2%) responded undecided, 22(22.9%) responded agree and 2(2.1%) responded strongly agree. The response of teachers to item no. The response to item no.8 (Women have a problem of equally deciding with their husband on some amount of their salary to further improve their education.) with a mean of x=2.39 in government secondary and x=2.58 in private secondary schools. Which indicates the respondents disagree in both cases.

Table 5- item 9 of government secondary schools teachers 55(21.8%) responded strongly disagree, 77(30.6%) responded disagree, 67(26.6%) responded undecided, 36(14.3%) responded agree and 17(6.7%) responded strongly agree. In the same way teachers of private secondary school 25(26%) responded strongly disagree, 16(16.7%) responded disagree, 18(18.8%) responded undecided, 33(34.4%) responded agree and 4(4.2%) responded strongly agree. The response of teachers to item no. The response to item no.9 (Women lack counseling, encouragement, and support from partners.) with a mean of x=2.5 in government and x=2.74 in private secondary schools. This figure is indicative of the idea is between disagree and undecided. Meaning people are still in dilemma to decide.

Table 5- item 10 of government secondary schools teachers 62(24.6%) responded strongly disagree, 57(22.6%) responded disagree, 58(23%) responded undecided, 59(23.4%) responded agree and 16(6.3%) responded strongly agree. In the same way teachers of private secondary school 18(18.8%) responded strongly disagree, 26(27.1%) responded disagree, 22(22.9%) responded undecided, 23(24%) responded agree and 7(7.3%) responded strongly agree. The response of teachers to item no. The response to item no.10 (The patriarchal society we are living in discourages women school leadership participation.) with a mean of x=2.64 in government and x=2.74 in private secondary school. This shows the respondents are unable to decide.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This section of the study presents the summary, conclusion and recommendation of the study.

5.1 Summary and Major Findings

This study aimed at investigating women's participation in secondary school principal ship in Addis Ababa city administration in both private and government secondary schools. The findings on this issue are believed to provide information about where women are currently improving attitude change, participating in principal ship (leader ship position) as compared from challenges that still remain unchanged in affecting them. So that the research aimed at responding the following questions

1. To what extent women participate in educational leadership in both private and government secondary schools of Addis Ababa city of administration?

2. What is the attitude of stakeholders towards the effectiveness of gender policy in improving women's participation in principal ship both in government and private secondary schools?

3. What are the challenges that may hinder the participation of women in principal ship both in private and government secondary schools?

To achieve the aim of the investigation, three different instruments of data collection, namely questionnaire, interview and focus group discussion were employed. The questionnaire was close ended, with five-point lickert scale to show their level of agreement on the extent of women participation, attitude towards the effectiveness of gender policy in improving women participation and challenges that hinder their participation in both private and secondary schools.

5.1.1 Extent of Women Participation in Educational Leadership particularly in principal ship positions in Both Private and Government Secondary Schools of Addis Ababa City Administration

Currently the participation of women in principal ship has been assessed by the researcher and the findings showed the following.

In private secondary schools 5(90%) of male and 1(10%) of female principals, 10(84%) male and 2(16%) female vice principals are currently working in the sample secondary schools. Additionally 112(85%) male teachers and 17(15%) female teachers are also working in the sample secondary schools.

In the case of government secondary schools, 6(100%) male principals and 0(0%) female principals and 9(67%) male and 3(33%) female vice principals are currently working in the sample schools. Additionally, 264(74%) male and 68(26%) female teachers are currently working in the sample secondary schools.

In general, the findings indicated that, both private and government secondary school principal ship is male dominated and slight beginning was found in vice principal position. Even in the case of male and female teachers, the number of female teachers is very low. But the number of female teachers in government secondary schools is relatively higher.

Based on the response of respondents there is no visible encouragement, lack of conductive environment and training was clearly indicated so that the successfulness of women principal ship was not completely accepted both in private and government secondary schools. So this affected the participation of women in secondary school principal ship.

From the results of findings in table 4, it was also showed that people's attitude was changed towards women principal ship in both private and government secondary schools of Addis Ababa City Administration. Because there is no significant difference and the degree of agreement is almost similar.

In making strong decisions and committed to their carriers from table 4, women principals in government secondary schools seems better than private secondary schools of Addis Ababa City Administration. It is consistent with (Shakeshaft, 1987) showed that as women achieve leadership roles they provide different leadership styles that may be more productive in today's educational environment.

Finally the result from the SPSS analysis indicated that women participation in leadership has been affected in various ways such as lack of continuous training to upgrade their leadership skills and lack of conductive environment for women to be a leader both in private and government secondary schools.

It is also indicated that encouragement and limited interaction are hindrance factors of women's principal ship in both sub cities of Addis Ababa city administration. The primary objective of this study was to see the effect of attitude of gender policy and socio-cultural factors on the extent of women participation in principal ship both in private and government secondary schools.

5.1.2 Attitude of Stakeholders towards Gender Policy in Improving Women's Participation in Principal Ship both in Government and Private Secondary Schools

Regarding the attitude of stakeholders towards gender policy in improving women's participation in table 4, item 1 showed that the contribution of policies, proclamations and guidelines were very help full to empower women in secondary school principal ship and in addition the interview held in Bole sub-city pointed the recruitment guideline gives priority for women and also there is special point to encourage women to make them apply to compete to the position. Due to affirmative action there is better attitudinal change in government school than private secondary schools.

Based on the results of table 4, item 2 54% of the respondents agree with the idea that affirmative measures in government schools contributed to women participation in principal ship while in private secondary schools the respondents disagree by 46% and this showed that affirmative measures are better in government schools than in private secondary schools.

Regarding the peoples attitude, the results showed positive response that there is change in people's attitude towards women secondary school principal ship in both government and private secondary schools.

With regard to decision making, both the government and private respondents agree with the idea that women are also strong in decision making. This shows that if women get the leadership position they can achieve it perfectly.

5.1.3 Challenges that may Hinder the Participation of Women in Principal Ship Both in Private and Government Secondary schools

Regarding the challenges those hinder women's participation in secondary school principal ship there are points indicated that still need more attention. Those are the misperception of teachers and other stake holders to accept women secondary school

principal ship, women's poor self-image and women conflict of role between professional duty and family issues.

5.2 CONCLUSIONS

As it was mentioned earlier, the major focus of this study was to see the effect of attitudes on gender policy and challenges on the extent of women's participation in secondary school principal ship by comparing government secondary schools with private secondary schools.

5.2.1 The under representation of women in secondary school principal ship position is the result of invisible(less) encouragement due to training, creating conducive environment that have been given overlook. So that when the study area looked over the number of women principals in both sub-cities of government school was 0% which is Neal and only one private school women principal which was 10% available in Bole sub-cities regarding vice principal position there was an implication that women are coming to the level position to participate; from the two sub-cities there were about three women vice principals in government secondary schools. As the study showed in the data not only the number of women secondary school principals but also the number of women secondary school teachers is very few as compared to male teachers in both private and government secondary school. As compared to the private the government secondary schools were on the way to participate within the potential and skills required. 26% were participating on the actual study area. Though this is the beginning, many specific factors should be considered to add more effort in enabling women to participate in secondary school principal ship in government and private schools.

5.2.2 The finding of the study revealed that there is a gap in creating awareness in implementation of policies, rules and regulations, in people's attitude towards women secondary school principal ship, in getting limited support from peers and members and in usage of appropriate affirmative measures such as giving opportunities for training and higher education to encourage participation of women in secondary school principal ship. The result of the findings indicated that attitudes on gender policy (policy, guidelines, rule, affirmative actions, peoples attitude towards women participation, ideal school leaders must be masculine and the like) did affect the extent of women's participation in government schools than private secondary schools. In the contrary lack of acceptance of Women for principal ship position more or less affect the extent

of women's participation in principal ship in both private and government secondary schools. Therefore, from the result of the study it is possible to conclude that attitudes on gender policy (policy documents, affirmative action taken…) are comparatively in a good way to improve the extent of women's participation in government secondary schools than private secondary schools in Addis Ababa city of administration. But still there is a long way to go to achieve women's participation in principal ship.

5.2.3   On the other hand the challenges like (misperception of teachers and other stake holders to accept women's participation in principal ship, women's poor self-image, women's conflict of role between their professional duty and family issues, social responsibilities) comparatively affect more the private secondary schools than government secondary schools.   But significant difference was not observed.

5.3 RECOMMENDATIONS

On the basis of the conclusion the following recommendations were made

1. The level of participation of women in principal ship in secondary schools of Addis city administration is very low. As the national constitution of policies of concerning women's rights assert, women should be given the opportunity to participate in leader ship. The Addis Ababa City Administration education bureau should amend the implementation of affirmative action's to give women the opportunity they deserve.

2. To ensure women participation in principal ship, the necessary conditions that equipped them to that end should be provided for instance, women teaching in secondary schools should be given the opportunity to learn and upgrade themselves and build their confidence in every direction so that they fit into principal ship position.

3. Training is a key means to enable people to do jobs. Secondary school women teachers in Addis Ababa city administration should be given training on principal ship, interaction with people and other relevant skills to develop their awareness towards the position.

4. So that even though the government schools have better situation in vice principal position still it needs more attention .women affirmative action should be exercised to encourage women in both private and government so that they can compete and use the opportunity.

5. Currently secondary school principals are selected based on the academic merits. Therefore it is very important to enable women to attain proper education.

6. In many secondary schools, the number of female teachers, female principals and vice principals are very low when compared to male teachers, male principals and vice principals. Therefore the city administration should identify and create conducive environment, such as improving school administration, educational facilities and taking strong student discipline measures.

Finally this study focused on the effectiveness of gender policy in improving the extent of women participation in principal ship, attitudinal change of stakeholders (teachers, principals, vice principals, sub-city educational bureau department heads) and challenges that hinder their participation in both private and government secondary schools of Addis Ababa City Administration. It is the area of research to see the same study towards the competency of female principals.

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Appendices
Appendix I

I.   Questionnaire for government secondary schools

Jimma University

Institution of education and professional development studies

Department of educational planning and management (EDPM)

Questionnaire to be filled by the teachers

<u>**Dear teachers**</u>: The purpose of this questionnaire is to collect data for the study entitled "Comparative analysis of women's participation in educational leadership in public and private secondary schools of Addis Ababa city administration." Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that the responses you may give will be used only for educational purposes and information is kept confidential.

Please note the following points before you start filling:

1. Do not write your name on the questionnaire.
2. Read all the questions before attempting to answer.
3. There is no need to consult others to fill the questionnaire.
4. Provide appropriate responses by using "√" mark to choose one of the selected likert scales.
5. Give your answer for all questions.

Thank you for your participation.

.

Part one: General information and personal data.

Indicate your response by using a "√" mark in the box.

1. School _____
2. Sex:- Male ☐
   Female ☐
3. Work experience:-

   1-5 years ☐   6-10 years ☐   11-15 years ☐
   16-20 years ☐   21-25 years ☐   26-30 years ☐
   31 and above.

4. Education qualification:- Certificate ☐   Diploma ☐
   BA/BSC ☐   MA/ASC ☐   PHD ☐
5. Marital status:- Single ☐   Married ☐   Divorced ☐

Part two: Question to generate basic data.

Indicate your response for the following likert scale item. Put a tick (√) mark to write in the box. Corresponding to an action. 1= strongly disagree (SD), 2= Disagree (D), 3= Undecided (U),   4= Agree (A), 5= strongly agree

2.1. Extent of women's participation in the government secondary school principal ship.

No	Items	Scales				
		1	2	3	4	5
1.	Women are encouraged to be a leader in government secondary schools than in private schools.					
2.	Government secondary schools give more priority for women in leadership position than in private secondary schools.					
3.	Women in secondary school consider the family roles and teaching as more important than principal ship.					
4.	Women in governmental schools lack confidence in their:-					
	4.1. Capabilities					
	4.2. Qualifications					
	4.3. Experiences					
5.	Women are encouraged to leadership posts by training					
6.	Government secondary schools have a conducive environment for women principal ship than private secondary schools.					
7.	Women are more successful in secondary school principal ship than men.					
8.	Women leaders (principals) in government secondary schools have limited interaction with teachers and Woreda officers.					

2.2. Attitudes on gender policy in improving women's participation in principal ship of government secondary schools.

No	Items	Scales				
		1	2	3	4	5
1.	Policies, guidelines, rules, regulations, proclamations, and other working documents are very helpful to empower women in secondary schools.					
2.	Affirmative measures are taken in government secondary schools to encourage women representation in principal ship.					
3.	People's attitude is changed towards women secondary school principal ship.					
4.	Women government secondary school principals get limited support from peers, members or followers.					
5.	The ideal school leaders must be masculine, self-reliant, ambitious, and strong leaders.					
6.	Women can make strong decision and be committed to their careers.					
7.	The societies are encouraging female representation in secondary school leadership position.					
8.	Government secondary schools accept representation of women in school management as fare no better.					
9.	Men accept women as they are their equal counter part.					
10.	People in government schools accept women's principal ship than men.					

2.3. socio-cultural factors that affect women participation in secondary school principal ship

No	Items	Scales				
		1	2	3	4	5
1.	Guidelines, proclamations, and other working documents for leaders are inaccessible in government secondary schools.					
2.	Misperception of teachers and other stake holders to accept women's principal ship.					
3.	Women's conflict of role between their professional duty and family issues hinder them from secondary school principal ship.					
4.	Women teachers lack self-confidence or have poor self-image.					
5.	Women teachers lack aspiration or motivation to be represented in government secondary school principal ship.					
6.	Social responsibilities impede women from fully realizing their secondary school principal ship.					
7.	Segregation In women's career development has been observed in many ways and that may bring fear to women's aspiration.					
8.	Women have a problem of equally deciding with their husband on some amount of their salary to further improve their education.					
9.	Women lack counseling, encouragement and support from partners?					
10.	The patriarchal society we are living in discourages women school leadership participation.					

Appendix II

II.   Sample questionnaire for private secondary schools

Jimma University

Institution of education and professional development studies

Department of educational planning and management (EDPM)

Questionnaire to be filled by the teachers

<u>**Dear teachers**</u>: The purpose of this questionnaire is to collect data for the study entitled "Comparative analysis of women's participation in educational leadership in public and private secondary schools of Addis Ababa city administration." Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that the responses you may give will be used only for educational purposes and information is kept confidential.

Please note the following points before you start filling:

6. Do not write your name on the questionnaire.
7. Read all the questions before attempting to answer.
8. There is no need to consult others to fill the questionnaire.
9. Provide appropriate responses by using "√" mark to choose one of the selected likert scales.
10. Give your answer for all questions.

Thank you for your participation.

Part one: General information and personal data.

Indicate your response by using a "√" mark in the box.

6. School _____
7. Sex:- Male ☐
    Female ☐
8. Work experience:-

    1-5 years ☐   6-10 years ☐   11-15 years ☐
    16-20 years ☐ 21-25 years ☐   26-30 years ☐
    31 and above.

9. Education qualification:- Certificate ☐   Diploma ☐
    BA/BSC ☐   MA/ASC ☐   PHD ☐
10. Marital status:- Single ☐   Married ☐   Divorced ☐

Part two: Question to generate basic data.

Indicate your response for the following likert scale item. Put a tick (√) mark to write in the box. Corresponding to an action. 1= strongly disagree (SD), 2= Disagree (D), 3= Undecided (U),   4= Agree (A), 5= strongly agree Corresponding to an action.

2.1. Extent of women's participation in the private secondary school principal ship.

No	Items	scales				
		1	2	3	4	5
1.	Women are encouraged to be a leader in private secondary schools than in government secondary schools.					
2.	Private secondary schools give more priority for women in principal ship position than government secondary schools.					
3.	Women in secondary school consider the family roles and teaching as more important than principal ship.					
4.	Women in private school lack confidence in their:-					
	4.1. Capabilities					
	4.2. Qualifications					
	4.3. Experiences					
5.	Women are encouraged to leadership posts by training					
6.	Private secondary schools have a conducive environment for women principal ship than government secondary schools.					
7.	Women are more successful in secondary school principal ship than men.					
8.	Women leaders in private secondary schools have limited interaction with the teachers and Woreda officers.					

2.2. Attitudes on gender policy in improving women's participation in principal ship of private secondary schools.

No	Items	scales				
		1	2	3	4	5
1.	Policies, guidelines, rules, regulations, proclamations, and other working documents are very helpful to empower women in secondary schools.					
2.	Affirmative measures are taken in private secondary schools to encourage women representation in principal ship.					
3.	People's attitudes are changed towards women secondary school principal ship.					
4.	Women principals get limited support from peers, members or followers.					
5.	The ideal school leaders must be masculine, self-reliant, ambitious, and strong leader.					
6.	Women can make strong decision and be committed to their careers.					
7.	The societies are encouraging female representation in secondary school principal ship position.					
8.	Private schools accept representation of women in schools management as fare no better.					
9.	Men accept women as they are their equal counterpart.					
10.	People in private school accept women's participation than men.					

2.3. socio-cultural factors that affect women participation in secondary school principal ship

No	Items	scales				
		1	2	3	4	5
1.	Guidelines, proclamation, and other working documents for leaders are inaccessible In private secondary schools.					
2.	Misperception of teachers and other stakeholders to accept women's principal ship.					
3.	Women's conflict of role between their professional duty and family issues hinder them from secondary school principal ship.					
4.	Women lack self-confidence or have poor self-image.					
5.	Women teachers lack aspiration or motivation to be represented in private secondary school principal ship.					
6.	Social responsibilities impede women from fully realizing their secondary school principal ship.					
7.	Segregation In women's career development has been observed in many ways and that may bring fear to women's aspiration.					
8.	Women have a problem of equally deciding with their husband on some amount of their salary to further improve their education.					
9.	Women lack counseling, encouragement, and support from partners.					
10.	The patriarchal society we are living in discourages women school leadership participation.					

Appendix III

III.   Sample interview

Jimma University

Institute of education and professional development studies

Department of educational planning and management (EDPM)

Guides to interview conducted on school principals and city officers.

The purpose of the interview is to study how much women participate in principal ship in both private and government secondary schools of Bole and Arada sub cities, the attitude change in the society and also the challenges that hinder their participation.

Thank you for your participation.

1. How do you evaluate parents and stakeholders attitude towards women participation in secondary school principal ship?
2. Is there any significant difference in leading private or government secondary schools with regard to leadership? If there is why do you think?
3. How do you think the promotion and selecting criteria for men and women leaders both in private and government secondary schools?
4. What do you think about the barriers and challenges observed in the participation of women in secondary school leadership both in private and government?
5. How do you evaluate the existing gender policy and the actual women's participation in leadership?
6. How do you compare the existing women's leadership participation in private and government secondary schools?
7. How much are women inspired to be represented in secondary school principal ship?

Appendix IV

SPSS Result with Different Table Format

4.2.2. Extent of Women's Participation in Government & Private Secondary School Principal Ship

Key:5 strongly agree, 4.agree,3 undecided 2 disagree 1 strongly disagree

S.N	ITEM	Respondents Government — Degree of agreement 5 No	%	4 NO	%	3 NO	%	2 No	%	1 No	%	X	SD	Respondents Private — Degree of agreement 5 No	%	4 NO	%	3 NO	%	2 No	%	1 No	%	X	SD
1	Women are encouraged to be a leader in private secondary schools than in government secondary schools.	18	7.1	69	27.4	97	38.5	42	16.7	26	10.3	3.04	1.0	13	13.5	22	22.9	22	22.9	17	17.7	22	22.9	2.86	1.3
2	Private secondary schools give more priority for women in principal ship position than government secondary schools.	18	7.1	76	30.2	103	40.9	42	16.7	13	5.2	3.17	0.9	6	6.3	20	20.8	25	26.0	28	29.2	17	17.7	2.69	1.2

3	Women in secondary school consider the family roles and teaching as more important than principal ship.	32	12.7	62	24.6	90	35.7	46	18.3	22	8.7	3.14	1.1	8	8.3	38	39.6	24	25.0	18	18.8	8	8.3	3.21	1.1
4	Women in your school lack confidence in their capabilities, qualifications, experiences	20	7.9	35	14	83	32.9	39	15.48	75	29.76	2.6	1.2	3	3.125	14	14.59	18	18.75	21	21.875	40	42	2.16	1.2
5	Women are encouraged to leadership posts by training	42	16.7	71	28.2	77	30.6	43	17.1	19	7.5	3.29	1.2	15	15.6	31	32.3	14	14.6	19	19.8	17	17.7	3.08	1.3
6	Private secondary schools have a conducive environment for women principal ship than government secondary schools.	19	7.5	84	33.3	65	25.8	58	23.0	26	10.3	3.05	1.1	8	8.3	23	24.0	25	26.0	20	20.8	20	20.8	2.78	1.3
7	Women are more successful in secondary school principal ship than men.	33	13.1	44	17.5	56	22.2	85	33.7	34	13.5	2,06	0.9	7	7.3	15	15.6	33	34.4	21	21.9	20	20.8	1.99	0.72
8	Women leaders in private secondary schools have limited interaction with the teachers and Woreda officers.	22	8.7	47	18.7	52	20.6	93	36.9	38	15.1	2.69	1.2	8	8.3	17	17.7	36	37.5	17	17.7	18	18.8	2.79	1.2

4.2.3 Attitude of Gender Policy

Key: 5 strongly agree, 4.agree, 3 undecided 2 disagree 1 strongly disagree

S.N	ITEM	Respondents Government — Degree of agreement										X	SD	Respondents Private — Degree of agreement										X	SD
		5 No	5 %	4 NO	4 %	3 NO	3 %	2 No	2 %	1 No	1 %			5 No	5 %	4 NO	4 %	3 NO	3 %	2 No	2 %	1 No	1 %		
1	Policies, guidelines, rules, regulations, proclamations, and other working documents are very helpful to empower women in secondary schools.	79	31.3	88	34.9	42	16.7	14	5.6	29	11.5	3.69	1.2	40	41.7	35	36.5	11	11.5	6	6.3	4	4.2	4.05	1.0
2	Affirmative measures are taken in private secondary schools to encourage women representation in principal ship.	42	16.7	94	37.3	48	19.0	45	17.9	23	9.1	3.35	1.2	6	6.3	17	17.7	28	29.2	27	28.1	18	18.8	2.65	1.1
3	People's attitudes are changed towards women secondary school principal ship.	24	9.5	114	45.2	82	32.5	21	8.3	11	4.4	3.47	0.9	15	15.6	35	36.5	23	24.0	17	17.7	6	6.3	3.38	1.1
4	Women principals get limited support from peers, members or followers.	12	4.8	51	20.2	71	28.2	76	30.2	42	16.7	2.66	1.1	7	7.3	20	20.8	26	27.1	29	30.2	14	14.6	2.76	1.1

No	Statement											X	SD											X	SD
5	The ideal school leaders must be masculine, self-reliant, ambitious, and strong leader.	50	19.8	63	25.0	73	29.0	28	11.1	38	15.1	3.23	1.3	25	26.0	29	30.2	15	15.6	15	15.6	12	12.5	3.42	0.9
6	Women can make strong decision and be committed to their careers.	76	29.4	86	34.1	39	15.5	45	17.9	8	3.2	3.69	1.1	46	47.9	34	35.4	7	7.3	8	8.3	1	1.0	4.2	1.0
7	The societies are encouraging female representation in secondary school principal ship position.	18	7.1	62	24.6	83	32.9	63	25.0	26	10.3	2.93	1.0	9	9.4	35	36.5	26	27.1	19	19.8	7	7.3	3.2	1.0
8	Private schools accept representation of women in schools management as fare no better.	17	6.7	56	22.2	130	51.6	36	14.3	13	5.2	3.11	0.9	2	2.1	20	20.8	36	37.5	21	21.9	17	17.7	2.68	1.1
9	Men accept women as they are their equal counterpart.	61	24.2	82	32.5	33	13.1	57	22.6	19	7.5	3.43	1.2	23	24.0	34	35.4	16	16.7	19	19.8	4	4.2	3.55	1.1
10	People in private school accept women's participation than men.	16	6.3	45	17.9	76	30.2	87	34.5	28	11.1	2.74	1.0	7	7.3	23	24.0	29	30.2	32	33.3	5	5.2	2.95	1.0

X = Mean

SD = Standard divation

4.2.4 Challenges of Women Participation in School Principal Ship

Key: 5 strongly agree, 4.agree, 3 undecided 2 disagree 1 strongly disagree

S.N	ITEM	Government Degree of agreement 5 No	%	4 NO	%	3 NO	%	2 No	%	1 No	%	X	SD	Private Degree of agreement 5 No	%	4 NO	%	3 NO	%	2 No	%	1 No	%	X	SD
1	Guidelines, proclamation, and other working documents for leaders are inaccessible In your secondary school.	6	2.4	71	28.2	71	28.2	53	21.0	51	20.2	2.71	1.1	13	13.5	21	21.9	32	33.3	17	17.7	13	13.5	3.04	1.2
2	Misperception of teachers and other stakeholders to accept women's principal ship.	8	3.2	62	24,6	68	27.0	63	25.0	51	20.2	2.65	1.1	13	13.5	21	21.9	32	33.3	17	17.7	13	13.5	3.15	1.2
3	Women's conflict of role between their professional duty and family issues hinder them from	5	2.0	63	25.0	80	31.7	71	28.2	33	13.`1	2.75	1.0	5	5.2	32	33.3	15	15.6	33	34.4	11	11.5	2.86	1.1

#	Statement																								
	secondary school principal ship.																								
4	Women lack self-confidence or have poor self-image.	14	5.6	20	7.9	25	9.9	72	28.6	121	48.0	1.94	1.2	2	2.1	16	16.7	9	9.4	25	26.0	44	35.8	2.03	1.1
5	Women teachers lack aspiration or motivation to be represented in your secondary school principal ship.	11	4.4	40	`9.8	53	21.0	59	23.4	79	31.3	2.42	1.2	4	4.2	18	18.8	24	25.0	27	28.1	23	24.0	2.51	1.1
6	Social responsibilities impede women from fully realizing their secondary school principal ship.	5	2.0	70	27.8	59	23.4	77	30.6	41	16.3	2.69	1.1	5	5.2	34	35.4	30	31.3	21	21.9	6	6.3	3.11	1.0
7	Segregation In women's career development has been observed in many ways and that may bring fear to women's aspiration.	11	4.4	45	17.9	73	29.0	86	34.1	37	14.7	2.63	1.0	6	6.3	22	22.9	24	25.0	30	31.3	14	14.6	2.75	1.1
8	Women have a problem of equally deciding with their husband on some amount of their salary to further improve their education.	13	5.2	37	14.7	56	22.2	75	29.8	71	28.2	2.39	1.2	2	2.1	22	22.9	29	30.2	20	20.8	23	24.0	2.58	1.1

9	Women lack counseling, encouragement, and support from partners.	17	6.7	36	14.3	67	26.6	77	30.6	55	21.8	2.54	1.1	4	4.2	33	34.4	18	18.8	16	16.7	25	26.0	2.74	1.3
10	The patriarchal society we are living in discourages women school leadership participation.	16	6.3	59	23.4	58	23.0	57	22.6	62	24.6	2.64	1.2	7	7.3	23	24.0	22	22.9	26	27.1	18	18.8	2.74	1.2