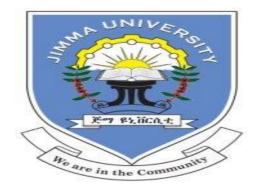# FACTORS AFFECTING WOMEN'S PARTICIPATION IN SECONDARY SCHOOL LEADERSHIP IN MAJANG ZONE OF GAMBELLA REGION

COLLEGE OF EDUCATION AND BEHVIOURAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

BY: AKAL AMSAL AYALEW

SEPTEMBER, 2019

JIMMA, ETHIOPIA

FACTORS AFFECTING WOMEN'S PARTICIPATION IN SECONDARY SCHOOL LEADERSHIP IN MAJANG ZONE OF GAMBELLA REGION

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THE THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

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DECLARATION

I the under signed, declare that this thesis is my original work and has not been presented for a Degree in any other university, that all sources of materials used for this thesis have been duly Acknowledge.

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    Date--

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This is to certify that the thesis prepared by Akal Amsal Ayalew entitled "factors Affecting women's participation in secondary school leadership in Majang zone of Gambella region'' and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Advisor   Tadesse Regassa (PhD)   Signature_____ Date_____

Acknowledgements

TABLE OF CONTENTS

Contents   Page

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

CEDAW - Convention on the Elimination of All Forms of Discrimination against Women

CSA   - Civil Service Agency

EdPM   - Educational Planning and Management

EFA   – Education for All

EOH   - Educational Office Head

FAWE - Forum for African Women Educationalists

FCSA - Federal Civil Service Agency

MA   - Master's of Arts

MDGs – Millennium Development Goal

MoE   -Ministry of Education

MoFED-Ministry of Finance and Economic Development

MZEO- Majang Zone Education Office

PDRE- People's Democratic Revolution of Ethiopia

POA- Program of Action

PTSA- Parent, Teacher and Student Association

USAID-IQPEP- United States Agency for International

Development/Improving Quality of Primary Education Program

WEO- Woreda Educational Office

Abstract

The aim of this study was to explore the problems responsible for underrepresentation of women in leadership in the secondary schools of Majang zone. Descriptive survey study with mixed research approach (i.e. quantitative and qualitative) was employed in order answer the basic questions. To collect the main data, questionnaires were administered for103 male teachers, 17 female teachers, 2 male supervisors, twelve principals and vice-principals by

using simple random techniques for teachers and comprehensive sampling techniques for educational leaders respectively. The data collected via questionnaires were computed through percentage, mean, mainly weighted mean, standard deviation and t-test. Results indicated from the entire questioner states most of items affect women's participation highly. However institutional factors were found moderate impact on women's participation of school leadership. Feminine character of female principals is assumed to lead to school rules and regulation, rather the findings confirm that it creates conducive condition for students learning. The overall recommendation of the study is the government should give great emphasis to work on women leadership, improve women's aspiration, awareness creation and raising program should be conducted through providing training, workshops and experience share, gender fairness in school leadership positions, fighting traditions that hinder the progress of women ,discourage societal discrimination and change family traditional structure.

CHAPTER ONE

INTRODUCTION

Under this Chapter background of the study, statement of the problem, objectives (general and specific), significance of the study, delimitation, limitation, and organization of the study and definition of key terms are present.

1.1 Background of the Study

There is a growing awareness, which realizes that if the peoples of the country are to be the agent of development, and then it is necessary to engage both male and female in conceiving new development models. Developmental organizations like schools highly require the participation of all citizens to bring sustainable development through Education. For educational management effectiveness managerial skills of women and are very important (Meena,1992).Surprisingly, some women are perceived as more democratic and participatory in decision making that facilitates organization's goal achievements. Hemphill,Griffith's and Frederickson cited in(Shake shaft,1989,p.187).Women are more likely to use strategies that includes long range planning and evaluating data in making decisions and thus have been rated as better planners. Hoyle and Morsin k.cited in (Shake shaft,1989:p.188),referring Schein,Genovese(1993,p.10) states the potential differences of men and women "The leadership styles of women laws been linked with enhancing World's peace reducing corruption and improving opportunities for the downtrodden''.

A close look at the literature indicates that women are disproportionately represented in educational administration as department chairs, academic deans, chancellors, and university presidents. This underrepresentation of women in leadership positions can be attributed to gender biases that inform academic cultural assumptions about women's leadership potential (Dominici, & Zeger, 2009, as cited in Martine, 2011).

The proportion of men and women leaders is more balanced in some countries than others. For example, in Australia and parts of the USA, affirmative action has had influence and it may have an impact in South Africa where the constitution aims for equity in respect of race and gender.

Cultural factors can affect the balance of men and women leaders (Colman, 2003).However, this might exist in few countries but in most part of the world, still there is disproportional representation. For instance, the majority of Sub-Saharan Africa women continue to face both internal and external barriers. Internal barriers result from the effects of cultural socialization and societal stereotypes, while external barriers include social constructs that block the majority of women from taking leadership positions (Chisholm, 2001; Marshal, 1997 as cited Keller, 2011). In the African context, traditional beliefs and cultural attitudes regarding the role and status of women in society are still prevalent and many women are part of this system finding it difficult to dislocate from this culture and tradition lest they be ostracized.

It is true that women are disproportionately represented in lower-level corporate jobs and may feel less comfortable in work and training settings because of their token status (Kanter, 1997 as cited in Menaha, 2010). The reason might be because of their qualification as Shakeshaft pledged on her research lower female education leads to fewer women teachers and role models and eventually fewer female administrators (Jacobish, 2012).

The constraints on women are multi-faceted. In addition to the factors, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem. (ESDP III, Dec. 2006). The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Reinarz, 2002, cited in Jennifer, 2011). Moreover Reinarz asserts that; gender labeling is only one of many problems encountered by women in administrative ranks. Other challenges for women include a negative institutional climate, patriarchal leadership, an absence of peer mentoring and networking, a lack of understanding of the unwritten rules of campus culture, and the need to develop a professional communication style (Reinarz, 2002 as cited in Jennifer,2011).

Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater than women do, despite the positive perceptions of principals toward female capabilities. This lack of encouragement exists even though women who get doctorates are more likely than men to desire an academic career, but are not being hired at equal rates (Growe & Montegomery, 2000). The other reasons for under-representation of women are due to different barriers, which are visible and invisible. Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline older students, particularly males; females are too emotional; too weak physically; and males resent working with females (Rosline, as cited in Whitaker and lane, 1990).

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs. For example, statistics show the existence of more illiterate women than men (51% men and 66% women) and women are less represented at all levels of education, especially in higher education (MOE, 2007). In terms of their population, the number of literate women is higher than that of men. Hence, it is a nightmare to expect balanced number of male and female leaders particularly at secondary schools where few female teachers are found.

Regarding employment, data from the Federal Civil Service Agency (FCSA) on federal government employees shows that women occupy only 18.3 per cent of all professional and scientific positions, and 25 per cent of administrative positions, indicating that the upper and middle level positions in the civil service are still overwhelmingly dominated by men. According to the same source, women hold 71 percent of clerical and fiscal jobs and 51 per cent of the custodial and manual jobs (FCSA, 2007, as cited by Emebet, 2013). This is true that even in Majang weigh against other zones of the region, still the community's attitude towards women capability and skill is low. Moreover, the community is expected that are civilized than other zone of the region because of the exposure the contemplation is yet not changed.

According to the census of Central Statistics Agency population of Ethiopia holds73,750,932 and from this the number of male and female is almost 50/50 percent, (male,37,217,130 and female, 36,533,802) (CSA, 2007). Adult education is particularly important for the achievement of MDGs and EFA Goals. CSA report (2011) indicates that 17,761,565 adults were literate. Of these 6,870,985 (34.46%) were females and10, 890,580 (59.56%) were males. Having such type of gap it is doubtful to expect equal representation of female at management and leadership positions with their male counterparts.

Still recent time women remain under-represented in educational leadership in most developing countries, of which Ethiopia in East Africa is one. Moreover, this makes sure that existing data of women at leadership positions of secondary schools in Ethiopia particularly in Majang Zone suffers from a more pronounced under-representation. . Statistics generated by the Majang zone educational office in 2011 E.C (2018/2019) indicates that not the school principal and 1% of Deputy Principal of secondary schools in Majang zone are women.

The Ethiopian government declares and ratifies different conventions like the CEDAW (1981), which could help women to enjoy equal rights in the areas of education, health and employment, the Beijing Platform for Action (PFA, 1995) which deals with twelve critical areas of concern: poverty, education, health, violence, armed conflict, the economy, power and decision making, institutional mechanisms, human rights, the media, the environment and the girl child. Along with the government adopted the Program Of Action (POA, 1994), which constitutes the woman's rights to health, empowerment, gender equality and elimination of all forms of violence against women were among the principles in the program. In addition to the international conventions the government lay down different national proclamations and programs starting from the country (minister) level up to the smaller units, woredas (kebeles) level. However, the alteration in participation is still sluggish.

As Colman, (23 Sep. 2003:17), confirmed on her findings, "Despite equal opportunities legislation and a profession that is numerically dominated by females, women are still at a disadvantage in becoming leaders. Although there is a trend of a slow increase in the proportion of women leaders, there is not a dramatic change."

Each country should strive for gender equality to give women the same rights, responsibilities and opportunity as men. Unless, countries are losing a huge amount of resources that is almost 50% of the human resource, which comprise the female population, like Ethiopia.

Women-specific activity, which is closely linked to gender mainstreaming, is the creation of opportunities for female employees to upgrade themselves and take up decision- making positions by enrolling in formal education programs using funds from the Ministries as well as other donors (Emebet, 2013).

Different studies and literatures substantiate that, now day's great numbers of female students are joining the higher education and being graduated. In the same case after marriage some women continues their education even having (bearing) children to upgrade themselves by defeating the challenges they faced. However, most of the educated or graduated females are not seen to take the higher positions of leadership as their equivalent male ones even if having the opportunity to be a leader. Shakeshaft strengthens this idea "Women still do not fill administrative in proportion to their numbers in teaching or in proportion to those who are now trained and certified to become administrators" ShakeShaft et al.(2007:104).

As Marianne Coleman stated that; "It seems to me that this important leadership role, that of secondary school principal is shot through with the distinctions that are made in society between men and women and that these distinctions make invisible barriers and difficulties for women who are occupying roles or seeking to occupy roles as leaders. The concept of patriarchy and the dualism, that underpins our thinking about men and women, labels and influences our perceptions of the worth of both (Colman, 2003).

Studies done on the way female students manage schools are quite mixed. Encouragingly, according to Growe and Montgomery, 2000 (cited in Josephine, 2008), in studies on school administration, schools with female administrators are better managed (e.g. the quality of pupil learning and professional performance of teachers is higher), and on average they perform better than those managed by men. On a negative note, even when having skill and the qualification to get the leading position, women are reported not to motivated to use the chance.

In the context of Ethiopia, affirmative action works mainly at the entrance exam of from first cycle secondary school to preparatory and from preparatory to university entrance, to balance the number of male and female students. This helps to some extent to encourage women upgrade themselves in education. However, after they graduate the access to occupy the leadership positions is left to male graduates (Emebet, 2006). The breakdown of the federal government employees by occupational groups also indicated gender disparity and it is quite discouraging. From federal government employees found in the clerical and fiscal type of jobs 71.3 % were female, while the percentage of females was slightly more than half (51%) in custodial and manual type of jobs. Women make up25% and 18% of the administrative, professional, and scientific job categories, respectively, indicating that men (Federal Civil Service Commission (FCSC), 2005) overwhelmingly dominate upper and middle level positions. This concentration of women in the informal sector and low-level positions has implication on their earnings. In this regard, the survey by FCSC, 2005 (UNFPA,2005) showed four out of ten women civil servants earn Birr 300 a month compared to two out of ten for men.

Compared to men, women in Ethiopia are clearly in a disadvantageous position in all respects; they benefit less from social services and hold inferior positions in all economic, political, social, and cultural affairs. For example, recent statistics show the existence of more illiterate women than men (51 per cent men and 66 per cent women) and women are less represented at all levels of education, especially in higher education (MoE, 2007, Cited in Emebet, 2006). The same to other countries, the Ethiopian context also shows that the under-representation of women in educational leadership at different levels especially at secondary schools is highly seen. Moreover, this result comes due to different similar factors like other countries.

The situation in the education sector is not encouraging either. As indicated in some studies (e.g., Abebayehu Aemiro, 1995) the number of female principals in schools is declining from time to time. As shown in Table 1.1 below, recent data, compiled after 9 years, in which the number of secondary schools increased in more than double (7secondary schools), the participation of women as principals has not improved at all. Among the 7 secondary schools found in Majang zone, we haven't main principals and 1 vice principals. That number is very low by any standard.

Table 1. Number of female principals represented at secondary school in Majang zone

No.	Name of schools	Number Sec. schools	Main Principal	Vice Principal	Total Female principals
1	TinishuMetti	1	0	1	1
2	Dunchai	1	0	0	0
3	Gelesha	1	0	0	0
4	Jein	1	0	0	0
5	Kumi	1	0	0	0
6	Mengeshi	1	0	0	0
7	Kabo	1	0	0	0
Total		7	0	1	1

Source: Majang Zone Educational Office 2011 E.C.

As indicated on the above Table 1.1 there is schools without any female principal; even the schools with female principals their position is mainly at vice principal ship.

1.2. Statements of the Problem

Encouraging women's entrance to leadership positions has great importance in the education system. Not only does it help to enhance gender equality in the education sector but it creates female leaders who can be role models to thousands of school girls. In spite of that, the situation in the ground, as indicated earlier, is not that encouraging. Research conducted on status of women at educational leadership states that the reasons for under-representation of women are: the socialization and stereotyping, internal barriers such as one's lack of confidence, lack of competitiveness, and fear of failure. Women's lack of confidence was more to do with unfamiliarity with the territory than a lack of faith in their abilities. The other concern is the culture and traditions affecting the ways in which women can operate with the society (Cubillo& Brown, 2003). Some works also indicate that lower female education leads to fewer women teachers and role models and eventually fewer female administrators (Jackobish, 2012).

Under representation of women is not only of Ethiopian concern. It is also international problem. The constraints on women are multi-faceted. In addition to the factors mentioned above, there are also deep-seated cultural factors and associated male attitudinal issues, leading to/reinforcing female lack of confidence and self-esteem (ESDP, III, Dec. 2006). Gender-linked inequalities within an organization are products of historically constituted practices within society at-large.

They do not arise out of nowhere. They have to be renovated through practice in order to improve gender relations within organizations. Women's under-representation in leadership positions may also be attributed to women's own decision not to apply for promotion in education for a variety of reasons: lack of necessary aspirations, lack of awareness of the promotion system and a lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness (Acker, 1989; Coffey and Delamont, 2000; Limerick and Anderson, 1999). According to Colman the Mother's support was found to help successful women principals overcome these kinds of barriers in England (Coleman 2002, Cited by Oplatka, 2006).

Like other areas of the country, in Majang zone Administration, the underrepresentation of women at educational sectors especially at secondary schools is quite worrisome. Men dominate almost all positions of the main principal; in 2011 E.C, no female principals are represented from the whole places where 7 government secondary schools are available. According to this data, female principals occupy 0% and men occupy the 100%. When we observe the deputy principals position, the participation of women is 1% are women. Besides, even the teaching component is dominated by male teachers which holds only 26 female teachers which is (14.2%) and male 157 (85.8%) in Majang zone secondary schools in 2011E.C (Majang Zone Educational Office). In spite of this, there was no recent study that attempted to investigate the reasons/ factors responsible for this wining gap between women and men in leadership positions as school principals. Moreover, finally to come up with different measures that would help improve their participation in educational leadership in secondary schools of Majang zone. More specifically, the study was guided by the following basic questions;

- ✓ What are the factors that prevent women, to participate in educational leadership positions in Majang Zone secondary schools?
- ✓ What major organizational and personal factors affect women's participation in secondary school leadership in Majang Zone?
- ✓ To what extent do Majang Zone Educational office set to empower women principals to sustain on their positions (school principal/deputy principal) and to attract other female school leaders?
- ✓ To what extent do women teachers aspired to hold position in educational leadership in Majang Zone?

1.3. Objectives of the Study

1.3.1 General Objective

General objective of the study is to identify the main factors that prevent women to accept school leadership at different educational administration levels, particularly in secondary schools of Majang zone. Even if the number of educated or graduated women is increasing the number of female leaders is not increasing as needed and according the educated number of women.

1.3.2. Specific Objectives

More specifically, the study seeks to:-

- ✓ Investigate the factors that affect women to accept school leadership positions in Majang Zone secondary schools, and put scheme of avoiding the barriers.
- ✓ To identify the major organizational and personal factors affect women's participation in secondary school leadership in Majang Zone?
- ✓ Identify the extent to which Majang zone educational office set to empower women principals to sustain on their position.
- ✓ Examine the extent to which women teachers aspired to hold position in educational leadership in Majang Zone?

1.4. Significance of the Study

The importance of this study is to assess the way in which the barriers of women could address so that more women hold leadership position. It has both theoretical and practical dimension. Theoretically, different stakeholders will use the result of the study for creating awareness for understanding of the major factors that affect women participation in secondary school leadership role. To this effect, it serve as a spring board to the way adolescent girls follow their predecessors to critically see the fact of adolescent girls with the identification of the major factors that affect their participation in secondary school leadership as their career choices. This means that young adolescent girls who desire to enhance their secondary school leadership following their few role models who have succeeded in breaking the old "Boys and Networks" will strengthen their future participation in secondary school leadership.

Besides the result of research will be used as secondary source for a researcher who will conduct similar research topic that is related to this study.

Practically, the zone will be benefited from the research in such a way that adolescent girls and secondary school female teachers' will develop good perception towards competing equally with their male counterparts in their engagement to secondary school leadership. This does not mean that female teachers of any educational institution will not be benefited from the research. Yes, indeed, the factor that hampers women's participation in different level of administrative position was under the similar phenomenon.

Women, especially who are at the teaching staff, unit leaders, club coordinators and at the position of department heads will have an intention to oversee the major factors that affect their role in secondary school leadership and see the direction of their career development in school leadership. Moreover, although the ultimate significance of the study is primarily for women who want to involve in secondary school leadership position in the zone, male teachers will also be benefited from the research in such a way that women participation in school leadership position will precipitate with gender leadership balance with different gender leadership qualities. Hence, the researcher believed that, the study would have the following importance:

- ✓ To the Majang Zone Office of Education to create awareness so that women could lead as much as men do by reshaping the social attitudes towards the leadership skill of women.
- ✓ It may help to increase the participation of women's children and youth in educational leadership.
- ✓ The Office of education and MoE to revise the nominating way of school principals so that women could have better opportunity; should be wider and have to work on women to sustain on their position.
- ✓ The study will provide the mechanisms of reducing de-motivating factors existing in the work environment of women participation, so that they could participate in secondary school leadership.
- ✓ Suggest better ways of implementing of affirmative action to maximize women's participation in school leadership.
- ✓ The study may help the researchers as stepping stone for those who want to undergo a research on similar ideas.

1.5. Delimitation of the Study

As stated earlier this study focuses on examining the major factors that hinder women to come up to secondary school leadership in secondary schools of Majang Zone. This is, because the researcher has better access to information and better knowledge of the study area, which helps the researcher to get relevant information about the problem. The second reason is that the researcher understands the native language that helps to get pertinent information and the third reason, the researcher could get better support due to his work experience and familiarity to the environment.

The scope of the study was therefore delimited to 2 Woreda in Majang Zone such as Godere and Menegeshi. To make the study more manageable and feasible the study focuses on 7 government secondary schools; 2 Woreda education offices and zone education office. On top of this, the study was delimited to include respondents having degree and above qualification due to the criteria that it demands degree in secondary schools in the absence of master and Master and above to be in position at the second cycle secondary school levels to make it manageable.

1.6. Limitations of the Study

The major problem encountering in this study relates to the process of data collection. There was tremendous reluctance among participants i.e. teachers to fill in the questionnaires and to be interviewed. Similar problems among the principals and participants chosen to be interviewed, It was also noted that some of the teacher respondents showed some carelessness in filling the questionnaires. The other limitation of this study was during result analysis comparing the respondents were a little bit difficult. That was because there was wide gap between the two groups of participants: teachers and principals/ vice principals the number of participants has a big gap. And to compare the raw result as it appears becomes difficult, that's why the result of weighted mean is near to the result of mean value of teachers and the researcher was forced to compare through weighted mean.

1.7. Organization of the Study

The paper is organized in five chapters. The first chapter introduces the theses deals with presenting the purpose of the study, basic research questions, significance of the study, and delimitation of the study, limitation of the study and definition of key terms. Chapter two reviews the available literature. The methodological approach and design of the study is discussed in chapter three. Chapter four presents the results and interpretation of the study. The fifth chapter includes findings, conclusions and recommendations.

1.8. Definition of key Terms

Discrimination: the concept of silencing down and isolation of people regardless of sex, color, language, religion, culture.

Feminine: is relating to women/girl. A gender that refers chiefly but not exclusively female or to objects classified as female.

Masculine: is relating to men/boys, refers to chiefly males or to things classified as male.

Mentor: an effective tool that will allow others who are in school leadership and who aspire to obtain position to help one another.

Glass ceiling a political term used to describe "the unseen, yet unreachable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements" Barnard, (2007). (http://www. Makethechange.com.au :)

Socialization: process of learning roles and expected behavior in relation to one's family and society and developing satisfactory relationship other people.

Participation: the act of sharing in the activities of a group, the condition share in common with others (followers or partners...e.t.c).

Position: a position involving performance of major duties, managing or supervising duties or other employees.

Stereotype: convectional and over simplified conceptions, opinions or images which assumes that some group of people will act some in the some often formed because of cultural expectations.

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2008).

Secondary school Secondary education is of four years duration, consisting of two years general secondary education, (first cycle grade 9 & 10) and the preparatory grade 11 & 12 which prepare them adequately for higher education.

Zone refers to the level of government administration that is below region and above woreda or sub-divisions of a region that consists of some numbers of woreda.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2. INTRODUCTION

This chapter survey relevant literature works from the major subject fields underlying the study to justify its various conceptual foundations. It presents the relevant literature pertaining to the problems that hampers women's participation in secondary school leadership. An Overview of Leadership, Definition of Leadership, Leadership Vs Management, Leadership in Education, Women and leadership, qualities of women's leadership, Women's leadership style, the career experience of women in educational administration, Barriers to women's career advancement in educational leadership, too many tasks and responsibilities, socialization and sex role stereotyping, Too few role models, Mentors, and Networks, Majority of male teachers at secondary school Lack of qualification, glass wall ceiling, devaluation of women with in societies, Denial of advanced leadership training for women, problems associated with policy implementation, Instructional and social factors individual barriers, challenges of women in educational leadership, strategies to advance women's career, techniques useful for women participation in school leadership are reviewed in this chapter.

2.1. An Overview of Leadership

Leadership*:* is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2010, p.8). Questions about leadership have long been a subject of speculation but scientific research on leadership did not begin until the twentieth century (Yukl, 2010). Leadership has gone through many theories and study approaches to reach its today's status. These theories include trait (skills) theory, the behavioral approaches, contingency (situational) theory and the lately introduced transformational and transactional leadership theories (Ibid).

The trait approach was one of the earliest systematic attempts to study leadership. It emphasizes attributes of leaders such as personality, motives, and skills (Yukl, 2010). This theory essentially says that leaders are born with certain traits or characteristics that make them leaders (Bertocci, 2009). In other words, a person is born either with or without the necessary traits for leadership. According to Bertocci (2009) the behavioral approaches stressed that leadership can be studied and learned. That means it can be thought in terms of

the manner in which the leaders actually behave as observed by subordinates. According to researchers studying behavioral approach (Michigan University Studies-Rensis Likert, 1947 and Ohio state University researchers after WWII cited in Bertocci, 2009) it is composed of essentially two general kinds of behaviors-task behaviors and relationship behaviors. Task behaviors facilitate goal accomplishment while relationship behaviors help subordinates feel comfortable with themselves, with each other, situation in which they find themselves. The main purpose of this approach is to explain how leaders combine the two kinds of behaviors to influence subordinates in their efforts to reach a goal (Farahbakhsh, 2006).

Situational (contingency) theory emphasizes the importance of contextual factors that influence leadership process. The major situational variables include the characteristics of followers, the nature of the work performed, the type of organization and the nature of the external environment (Yukl, 2010). In other words, it emphasizes the interactions among leaders, subordinates and forces within the organization.

Transformational theory- maintains that leadership is a process by which leaders and followers raise each other to higher levels of morality and motivation. Leaders inspire their followers to transcend their own self-interests for the good of the organization. Transactional leadership theory assumes the subordinates motivated by money and simple rewards that dictate their behavior (Ibid). In general, from these, we recognize that no single theory holds a definitive view of leadership.

2.1.1. Definition of Leadership

Leadership is a complex concept. There have been numerous writings and studies conducted on the topic. However, no universally accepted definition of the word has yet been reached. The reason for the divergence of opinion on what leadership is or what leadership is not due fundamentally to the fact that many people see leadership from different perspectives. It has also various connotations depending on the context in which it is used (Melaku et al., 2002; Northouse, 1997). The nature of leadership values according to the demands of a particular situation as leaders themselves are diverse individuals (UN, 2007). Bennis (1989) also equated leadership with beauty: it is hard to define but you know it when you see it.

According to Yukl (2010) leadership is a word taken from a common vocabulary and incorporated into the technical vocabulary of a scientific discipline without being precisely redefined.

For Stogdill (1974) "there are almost as many different definitions of leadership as there are persons who have attempted to define the concept" (p.259). While some define a leader in political terms, others define the term in stoichiometric and psychometric terms. It has also been defined in terms of behaviors, influence over other people, interaction patterns, role relationships, individual traits, perception of others regarding legitimacy of influence, and occupation of an administration position (Yukl, 1981; 2010).

It is important to assess some of the definitions of leadership given by different educators. Morphet, Johns, and Reller (1982) explain leadership as the influencing of the actions, behaviors, beliefs, and goals of one actor in a social system by another actor with the willing cooperation of the actor being influenced. This definition indicates that leadership is an attempt to influence people for whatever reasons.
Armstrong (2004) defines leadership as influence, power, and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resource that are the most important organizational asset leading achievement of desired purpose.

Leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. In light of this, Yukl (2006) also define leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p.9). Noting the importance of processes, power, goal achievement and group, Northouse (1997) settles on a definition that suggests leadership "as a process where by an individual influences a group of individuals to achieve a common goal" (p.3). Hughes et al., (1999) cited in Grint (2005) conclude that "leadership above everything else, is not position but process" (p.16).

Most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted over other people to guide, structure and facilitate activities and relationships in a group or organization.

2.1.2. Leadership Vs Management

Another way of understanding leadership is contrasting it with the concept of management. In other words, there is a continuing controversy about the difference between leadership and management. Managers are often described as people who value stability, order, and efficiency, and they are impersonal, risk adverse and focused on short-term results. In contrast, leaders are presented as people who value flexibility, innovation and adaptation, they care about people as well as economic outcomes, and they have a longer-term perspective with regard to objectives and strategies. Additionally, managers are often believed to be concerned about how things get done, and they try to get people to perform better. Leaders, on the other hand, are thought to be concerned with what things mean to people, and they try to get people to agree about the most important things to be done (Yukl, 2010). From that, it can be argued that a person can be a leader without being a manger. (e.g., an informal leader), and a person can be a manager without leading. David Kozak (cited in Bertocci, 2009) writes that "mangers deal with systems, processes, budgets, equipment, and things while leaders deal with visions and people" (p.9). Kozak also compared leaders and managers. According to him, leaders are goal oriented, inspires, thoughtful, result oriented, effective, long term planners, process oriented, and lookout ward whereas managers are task-oriented, directs, industrious, action oriented, efficient, short term planner, product oriented and looks inwards. Juli (2011) also explained their difference in such a way that "leaders define direction and act while managers take orders and react" (P.15).

According to Brown and Moberg, 1980 (cited in Ayalew, 1991) management is basically "…marshaling both human and material resources towards common organizational goals" (p.1). It reflects different functions in an organization. A manager in a formal organization is responsible for functions such as planning, organizing, controlling, budgeting, staffing, problem solving, and other fundamental tasks necessary to run the business. As opposed to that, a leader typically does not function well in the management functions and instead provides a vision of what needs to be done and how it is going to be accomplished.

Stephen Convey (cited in UN,2007) also noted that "leadership focuses more on people than things; on the long term rather than the short term; on values and principles than activities; on mission, purpose and direction rather than on methods, techniques and speed" (p.133).

2.1.3. Leadership in Education

Educational leadership refers to leadership influence through the generation and dissemination of educational knowledge and instructional information, development of teaching programs, and supervision of teaching performance (Shum and Cheng, 1997). It is relevant in all educational institutions right from preliminary schools to universities.

Education is an industry that involves various stakeholders (students, teachers, administrative personnel, parents, political authorities as well as the general community) on educational decisions. Education is believed to play a pivotal role in any economy in relation to overall socio-economic development of any country. Owing to this, educational institutions demand better quality leadership. In this regard, the peculiar natures of the educational institutions (crucially, complexity, visibility and the like) elevate the real call for strong, innovative and transformational leaders who have the talent and courage towards creativity. In view of this, both attention to the importance of educational leadership.

In Education, leadership is a key element as it enables to inspire change and innovation through mobilization of relatively massive resources in educational organization. It is of particular importance in education because of its far-reaching impacts on the accomplishment of educational programs, goals and objectives.

An efficient educational leader has to stay updated with the changes in the field of education. Generally, educational leadership involves leading departments, decision making committees, educational facilities, monitoring performance of teaching staff, assigning them work.

2.2. Women and leadership

Under-representation of women in positions of senior management within Educational Institutions continue to be a matter of concern, particularly as the teaching force is largely dominated, by women (Cubillo & Brown, 2003 as cited by Osumbah,2010). Much literatures concerning women's educational leadership starts their investigation women are under-represented at educational leadership, educational leadership positions are overwhelmingly dominated by men so on.

All in all educational administration is dominated by men but in the context of Ethiopia even the teaching force is highly dominated by men as we go up the ladder.

2.2.1 Qualities of Women's Leadership

Good school administration is more attuned to feminine than masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration (Growe & Motgomery,2000).

Literature stated that women who are already at ladder of leadership use their power properly to improve an organization. Conner, 1992; strengthens this "the other quality of women leaders is the method in which women use the power they have is different. Women use power to empower others. They base this on the notion that power is not finite but rather expands as it is shared (Conner, 1992). In addition to Conner; Gilligan's research provides (1986) as cited by Patricia, insight into the behavioral leadership skills practiced by women. She found that women use relational type leadership skills more often than their male counterparts and that woman are great human resource managers and builders (Patricia, 2010). Priola's research further identified four major discourses that refer to aspects generally associated with femininity when identifying female traits within educational institutions. These are: the ability to manage multi-tasks (including administration); people and communication skills; the ability to focus on support and care for the staff; and the implementation of a team-based approach rather than an authoritarian style approach (Manaha , 2010).

Female leadership tends towards a style defined as "interactive leadership"(Rosener, 1990) that involves: encouraging participation; sharing power and information, enhancing peoples self-worth; changing self-interests for an overall good; relating power to interpersonal skills; and believing in better performance when feeling good (Cristina and Anthony, 2004), Nel, (1983-1984; P.79); stated that by citing, (Hemphill, Griffiths, and Frederikson, 1962), "the difference between men and women in their performance is that women involved teachers, superiors and outsiders in their work while men tended to make final decisions and take action without involving others."

A number of global and regional conventions that focus on gender equality and women's empowerment have been endorsed by the general assembly of the United Nations (UN) and the Organization of African Union (AU), and other regional organizations.

Gender issues here give background to the more specific issue of female leadership in the education system of Ethiopia.

Furthermore to make it practical gender mainstreaming is used as a tool. Gender mainstreaming is the process used integrates gender issues throughout all policies, strategies and programs, in order to effect real change. Gender mainstreaming considers the relationships between women and men, in particular their access to and control over resources, decision-making, benefits and rewards in society. It is a globally accepted strategy for promoting gender equality (FDRE, MoE 2013). It is the better way to achieve equality between women and men at representation of educational leadership.

2.2.2. Women's Leadership Styles

Leadership refers to people's ability, using minimum coercion, to influence and motivate others to perform at a high level of commitment (Bass, 1985, 1999 as Cited by Hanna, K.et.al (2010). School leaders have to involve teachers in developing a vision of what the future should be like, including goals to reach the vision (Zimmerman, 2006, p.244). Moreover, this is justified by (Greenberg and Baron, 2000; Senge et al., 1994) Cited by; Hanna, K. et.al. (2010) shared and a clear vision is a key element in the forging of a learning organization.

The presence of feminine or masculine characteristics in leadership styles is related to the construct of gender (Larson, and Freeman, (1997). Thus, they have related masculinity with task-oriented leadership style and femininity with relationship-oriented leadership styles. And qualities of female leadership is characterized as emotional, sensitive, expressive, cooperative, intuitive, warm, tactful, receptive to ideas, talkative, gentle, empathetic, and submissive.

The appropriate form of leadership for education is transformational leadership which is more nurturing, relationships oriented style of leadership and it is one of the qualities of women leadership. In addition to this woman's credentials for their quality of leadership is empowering, collaborative style and also emphasizing team approach (Pounder and Coleman, 2002 cited in Manah et. al., 2011).

Female principals commonly tend to adopt a democratic, participative style, to pay much attention to vision-building for the school, to spend much time in change initiation and implementation, and to be attuned to curriculum and teaching issues (Acker, 1989; Eagly et al., 1992; Fennell, 1999; Marshall, 1995; Oplatka, 2003; Shakeshaft, 1989; Cited by Oplatka, 2006).

2.3. The Career Experiences of Women in Educational Administration

The family, and especially the father, has a key role in the career advancement and leadership of women in developing countries. Cubillo and Brown (2003) showed that parental support was paramount to all their respondents from nine different countries. All of the women in their study identified their fathers as a seminal influence in their early education and subsequent careers. Along the same lines, Kenyan teachers saw their own career success not exclusively as an individual achievement but as something achieved with the support of family and community on behalf of the wider community (Olser, 1997). The other difficulty that face female principals are sometimes even their sex counterparts didn't accept being under women managers. Due all this reasons they are forced to use to incorporate both "masculine" and "feminine" leadership orientation. Similar to their counterparts in developed countries, they attach great significance to their femininity and express an ethic of care, connectedness, and a sort of participative style. But, due to strong cultural scripts that glorify "masculine" ways of leading, they also adopt authoritative leadership styles and formal relations with staff and students. In addition, their career experiences (e.g. the important role of father's support, lack of support from staff), which are strongly related to the male-dominated values in their countries, seem to be particular to this group of women principals.

2.4. Barriers to Women's Career Advancement in Educational Leadership

Women are under-represented in educational leadership and different scholars" on different researches tried to indicate the problem and give different recommendations. Besides all this, countries including Ethiopia have signed different conventions and declare different policies concerning women (female) non-discrimination. Among these the Convention of the Elimination of All forms of Discrimination Against Women (CEDAW), is mainly very important because it grants for the elimination of all forms of discrimination against women in the political, social, economic and cultural fields, through a range of legal and policy interventions. Actually there is a little bit improvement comparing with the past decades in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous marches that Ethiopia has made in the past few years in promoting and advancing women in the workplace women are still under-represented in educational leaderships. In addition to the international declaration and conventions the Ethiopian government sets educational and training policy; Transitional Government of Ethiopia,1994,(TGE,1994) stated that education will be geared towards

reorienting society's attitude and value pertaining to the role and contribution of women in development. One of the major documents addressing women's rights is the Constitution of the Federal Democratic Republic of Ethiopia. The Constitution in its Article 354 states that women have equal rights to those of men in all spheres, including education, employment, and access to resources and management of the same. These include rights and protections equal to those of males.

Different scholars categorize barriers of women and Wallace similarly states as: socialization, structure of career, timing, lack of opportunity, and conflicts and tensions (Wallace, 2002)**.** Jakobsh, (2012) states that among the barriers that hinder women are male dominance as the main obstacle to women rising to top positions in corporations and politics. Furthermore, traditional gender roles, still widespread in society, are barriers to women climbing corporate ladders.

In addition to the above stated barriers women are impeded with internal barriers; women's underrepresentation in leadership positions may be attributed also to women's own decision not to apply for promotion in education for a variety of reasons, such as lack of necessary aspirations, lack of awareness of the promotion system and lack of confidence that they will succeed, gender-based socialization, fear of failure, and lack of competitiveness (Acker, 1989; Coffey and Delamont, 2000; Limerick and Anderson,1999; as cited by Oplatka, 2006).

2.4.1. Too Many Tasks and Responsibilities

Family and home responsibilities, (place-bound circumstances) moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments (ShakeShaft.et.al;1989). Commbs strengthens this idea as Married women are responsible for more than half of the domestic tasks in their households. Home has become a refuge for men and pressure and hard work for women. Obtaining affordable childcare may hamper the progress of younger women to management Commbs, (2004). The skill and ability of women is not judged depending their practical activity or knowledge or qualification while because their family responsibility.

Shakeshaft, asserts on her study that "Women's responsibilities for family life – whether current or anticipated – slow women's progress because of both external expectations and internal accommodations (as cited by Jacobish, 2012)."

Newly assigned married female educational leaders, especially women who are at the age of reproductive are obliged to carry all the burdens of the house hold in addition to their leading responsibility. And, Jennifer pointed out that, novice female leaders assume leadership positions in addition to their roles as mother, wife, and/or student. Each role has its own set of demands that must be met. The pressure of these demands can sometimes cause stress and force female leaders to feel out of balance (Jennifer, 2011). Due to the above reasons they see women in management as women without children or grown children because their dual duties as mother and manager will interfere with her work as manager (Shakeshaft 1989:112; cited by Commbs, 2004).

It is likely that one of the major factors affecting the differences between male and female's career experiences are family responsibilities (Coleman, 2002). American women principals in Lad's (2000) study reported that their marital status influenced their ability to carry out the responsibilities of the position of high school principals. Among English principals in Limerick and Anderson's (1999) study, only a childless female principal did not report having problems to achieve a balance between the conflicting demands intensified by reforms that took place in that country (Oplatka,2006).

Even if performing equally with their male counterparts women are blamed by their natural capability of having a child which is impracticable by male. Sperandio, (2010) cautioned that, gender neutral promotion practice appears to favor men. Women taking time out during a career for childrearing will rank much lower than male counterparts on the seniority scale and thus get offered a leadership position much later in her career. Women had traditionally no support, encouragement or counseling from family, peers, subordinates, or representatives of educational institutions to pursue or maintain careers in administration (ShakeShaft, 1989:347; cited by Commbs, 2004).

2.4.2. Socialization and Sex-Role Stereotyping

Socialization begins within the family and goes through the community whether it has positive or negative impact on both sexes (male and female). Perception of society towards female signifies that male and female are poles apart according their sex. Jennifer states by citing

(Reinarz, 2002), A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative.

A token woman, the new female principal has to contend with increased performance pressure, visibility, being a test case for other women, isolation, lack of female role models, exclusion from male groups and distortion women's behavior by others in order to fit female principals in to pre-existing sex-stereotypes.   They often becomes the focus of hostility from male teachers (a form of competency testing), and has to work harder to get male teachers to „hear‟ her (Hall, 1996; Hudson & Rea, 1998; Marshall, 1985; Rosner, 1995; Cited by Brennan, 2001).

This understanding that men and women are socialized to understand and practice management and leadership in certain ways, are perceived by society to have innate traits associated with them, and that socialization and perception are specific to socio-cultural settings, has been explored in a number of nationally-situated studies (Sperandio, 2006).

Moreover, sub-Saharan cultures have historically excluded women from leadership positions and confined the work of women to the home environment. Researchers have suggested that excluding women's input by holding back their involvement in education, leadership, and financial and social progress has a negative impact on development and society at large (Bauer & Brinton, 2006; Chisholm, 2001; Kevane, 2004; Lucas, 2001; Mutindi, 2001 cited by Keller,   2011).

 For increasing women's belief and confidence in their abilities, women were found to need moral support and sense of trust from their families (Osler, 1997); as well as extensive mass of educational programs coupled with conscious efforts to change traditional values(Handleman, 2000; Cited by Oplatka, 2006).

2.4.3. Too Few Role Models, Mentors and Networks

Few Role Models

The lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cited as a reason why women have not moved into administrative positions in larger numbers (Shakesharft, 1985:128 cited by Commbs, 2004). Availability of few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means

that the activities in the school inevitably reflect the experiences of the boys and men who dominate. In view of the fact that there is paucity of women educational leaders it is another challenge for a woman who aspire educational leadership in Ethiopia particularly in Majang zone.

Lack of Mentor

Mentoring is an arrangement whereby an individual who has experience and knowledge in a particular field can actively guide and offer support to facilitate the learning or development of another person (Jakobs, 2012). As Barker, (1996, P: 49) noted, "Often female administrative aspirants do not recognize that they possess the ability to succeed in a position of leadership. The mentor plays a key role in reinforcing the mentee's belief in herself and her abilities." In a study conducted in 2004 by Catalyst, a research and development organization that focuses primarily on women's issues, 56% of female and 52% of male executives reported that having an influential mentor or sponsor was an important or very important success strategy (Patricia, 2010). Commbs cautioned that lack of mentors is thus the problem for women aspiring to move upwards and this could be minimized by getting more women in educational leadership positions. At the middle and higher levels of leadership positions there is dearth of women leaders who could mentor newly appointed managers. So it is ought to mentor women which is not an ideal situation, and the lack of women mentors is a problem to women in management positions.

Lack of Network

Networking is the art of building relationships. Networking is essential to the success of novice female leaders, not only for political implications but also for alleviating feelings of isolation (Martin, 2011).

For effective leadership, the only intellectual abilities of a leader are not essential. Rather, effective leadership requires a leader's good networking with the people concerned in different areas; this may be relationships with teachers, members of governing body, PTSA and other staff. In governing an institution, we need the cooperation of people working at different stages. But, if there is acceptance in sex discrimination the women principals could not be successful. After all they are forced for resignation. Developing and maintaining connections within the network is as important as acquiring the skills to do the job (Patricia, 2010).

Shakeshaft (1989) as cited by Patricia, 2010), wrote that there is no underestimating the importance of mentors and sponsors in the socialization and success of aspiring educational administrators. Closely related to the barrier of mentoring is the need to have access to a network, which provides support, information, visibility and credibility (Greyvenstein, 1989:109 as cited by Commbs, (2004).

2.5. Presence of Majority of Male Teachers at Secondary School

When the majority of teachers in developing countries are male, it is not surprising that there are so few women in leadership positions in school. A study by Cubillo and Brown asserts that the proportion of women employed in teaching declines as the age of the students rises (Cubillo & Brown, 2003). To illustrate this situation, statistical data from various developing countries indicate that of the more than 10,996 teachers in Uganda, 82.6 percent are male (Brown and Ralph, 1996), and most teachers in Kenya are male (15 percent are women) (Olser, 1997), and in the 14 poorer countries, with the exception of Cape Verde, there were more male teachers than female per school (Postlethwaite, 1998; cited by Oplatka., 2006). This is also true in Ethiopia the number of male teachers surpasses female teachers as we go up grade level increases particularly at secondary schools. It is clear that teachers had a significant role in effective leadership. It is impossible for the principal to make the school successful without the help of other teachers. Decision making is important for effective leadership and there are different ways to come to a decision, mainly on the senior teachers for important decisions.

2.6. Lack of Qualification

According to Coleman (1996:322) it is not the lack of qualifications, but specializing in the „wrong" subject that causes a barrier when applying for promotion post. As we compare men and women, the numbers of individuals who are able to qualify themselves are men. This could be another barrier for women who are seeking the highest ladder of leadership position. The CEDAW, 1993; affirms that women's least participation in engaging themselves in self-development program which could improve their promotional opportunities is domestic responsibility of their role as housewives and mother is a problem in Ethiopia.

2.7. Glass Wall Ceilings

Dana and Bourisaw; from their finding articulates strong women as follows; "However strong women can make both men and women feel uncomfortable. Their style challenges feminine norms, in particular, women's leadership. This strength, if not exercised properly, can create discomfort and distance with school board members, school district staff, and the community." The words "aggressive" and "bitchy" have been used to describe "strong" women (Dana and Bourisaw, 2006, p. 123 cited by Polka and Litchka 2008). The glass ceiling is not simply a barrier for individual women, but it also applies to women as a group, who are kept from advancing simply because they are women.

2.8. Devaluation of Women with the Societies

As a woman is assigned at leadership position every mistake even the minuscule error is seen exaggerated. It is overt that a working person unknowingly makes an error any time anywhere. But in female employee the mistake is seen more overstated.   De Witt (1991:553) reports that when women hold positions in management, all eyes are on them and comments are made about the smallest error. They are under constant public scrutiny due to the perception that women are less able to cope with crises, and are not capable of leading (Commbs, 2004). The perception of the school community is distorted that leadership is attached with maleness whatever his ability and skill is. A male leader may be viewed as goal oriented, a woman as overly ambitious; a man is described as zealous, a woman as highly emotional; a man is seen as a clever negotiator, a woman as manipulative (Reinarz, 2002, cited in Martine, 2011).

Society's attitude toward appropriate male and female roles is another obstacle that identifies women as not enough task-oriented, too dependent on feedback and evaluations of others, and lacking independence (Growe & Montgomery, 2000).

The devaluation of female begins from family the way they treat their children and continues at school. In many instances, teachers are not aware that the language they use in the classroom and school compound to express female's strength reinforces negative gender attitudes. They may use terms and expressions – and tones of voice – like in Amharic "ወንድ ናትኮ!", that give the impression that girls are not as intelligent or as strong as boys (FAWE, 2005).

2.9. Denial of Advanced Leadership Training for Women

Providing leadership training can be a way to support aspiring women leaders in sub-Sahara Africa by instilling confidence and an inspiring strategies for the removal of barriers they face (Chisholm, 2000; Salvatera et al, 2009). The leadership training encouraged the women religious to follow best practices, and increased both their awareness of socio-cultural barriers and their relevant skills which they then utilized to unearth obstacles hindering progress in their ministries.

An increase in knowledge and skills raised the level of consciousness of the participant and stimulated her intellect to become more creative in nurturing social and economic change. In view of the fact that almost half of the population is female it is mandatory to give priority for women in order be trained and competent with men. Schumuck (1986);as cited by Cubillo and Brown, 2003; warns of the dangers of subscribing to this "deficit" model where women are seen to be needing to be trained or educated up to the level of men, rather than be valued for what they might bring to the field of management. Much of the training provided with this purpose is conducted under the guise of providing equal opportunities for the "disadvantaged and deficient" women.

2.10. Problems Associated with Policy Implementation

The gender issues have not been well integrated and addressed in strategies, rules and regulations, programs, plans and activities to the expected level. Gender mainstreaming is weak owning to capacity gaps of staff involved in planning, monitoring and evaluation. This is partly reflected in weak gender mainstreaming practices, inadequate expertise on gender, and lack of adequate, functional and efficient gender office structures. Although affirmative action is implemented for entry to higher education, it is not backed by systematic and flexible retention mechanisms to ensure comparable number of graduates.

According to the CEDAW, 1993; the constitution of Peoples Democratic Republic of Ethiopia (PDRE) in 1988 reflects Government's policy regarding women in development gives general assurance asserting that "The state shall provide women with special support, particularly in education, training and employment, so that they may participate in political, economic, social and cultural affairs on equal basis with men (P: 10)."

The convention signed states as such however the problem is still not clear whether it is on the implementation or within the policy itself.

2.11. Drawbacks of Affirmative Action Implementation

Even if affirmative action is meant to address the gender inequalities persisting in the society, some staff and management members consider the affirmative action for entry as rather a cause for low academic achievement of the beneficiaries.

Affirmative action taken by the Federal Civil Service Commission (FCSC) has resulted in the promotion of women in leadership and decision-making positions. Moreover, a number of women in the civil service in all personnel committees have increased. Affirmative action is implemented in the civil service to benefit women in recruitment as well as to encourage women to participate in the Commission. Change in the regulation of the Commission has created new benefits for female workers that ensure their well-being, particularly their psychological health.

The national constitution has been developed to protect the fundamental rights of women and their interest of access and control over resource, about equality among women and men in marriage. It recognizes the history of inequality and discrimination suffered by women in Ethiopia. Ethiopian women are entitled to remedial and affirmative measures to enable them to compete and participate on the basis of equality with men in political, economic and social life. Women have the right to protection by the state from harmful customs and practices that press them or cause bodily or mental harm. They have equal right to employment, promotion, undertaken to improve the employment status of women through the revision of the civil service codes and existing labour law.

2.12. Institutional and Social Factors that Hinders Women

2.12.1. Institutional Factors

Brunner (1997) posits that all barriers experienced by women in administration are a result either directly or indirectly of an androcentric society (Patricia, 2010). Institutional structures, including qualifications and required work experience, promotion procedures and job descriptions may help or hinder women's progress to leadership (Sperandio, 2010).

A study conducted by USAID-IQPEP (2012) also indicated that lack of political commitment is the major problem for inadequate number of educational leaders. Besides, less attention is being given to women's specific needs and concerns imbedded in the multiples of household and office based responsibilities.

2.12.2. Socio-Cultural Factors

Usually the social notion of motherhood and domestic life, lack of psychological readiness and the outlook of the society affect females" leadership choices, and ultimately lead to avoidance of leadership positions. Women leaders and aspiring ones are confronted with negative attitude by the school community and the surrounding in their leadership exercises. Usually male colleagues demonstrate their discontent by refusing instructions and avoiding collegial support to female bosses (FAWE: 2007). According to Growe and Montgomery (2000), women are more or less persecuted for seeking an executive position. This is largely due to society's attitude toward appropriate male and female roles. Women face barriers in leadership positions compared to men, women receive little or no encouragement to seek leadership positions.

2.13. Individual Barriers

2.13.1 Low Self-Confidence and Self-Esteem

According to Karl Perera the reason why self-confidence and self-esteem are connected is because if you have no self-belief and you doubt yourself and your capabilities you will not challenge yourself and you will stick with things which are safe. (http://www.more-selfesteem.com/test.htm). And this was authenticated by the study conducted in Turkey showed that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their qualifications and experience (Turan and Ebiclioglu, 2002; Cited by Oplatka, 2006). This fear of being a leader is still even the educated female has the notion of masculine. Moreover Morris (1993:347); strengthens this "The perception of management as masculine prevents women from applying for promotion positions, because they believe they do not have the qualities to be managers as cited by Commbs, (2004:2).

Attitude can be negative or positive hence, the importance of curriculum designers to portray images that create in girls and boys, positive attitudes towards taking different responsibilities, including leadership and management in schools.

2.13.1. Lack of Interest on the Work

Women also lack commitment and they do not empower themselves. Morris, (1993:344) Cited by Commbs (2004) defines commitment as "competence or as doing the job well" and not as continuity of a career. As women move to each level of empowerment towards control, they have increasing confidence and decision-making power over their lives. When we talk about equality of women, we have to see if women are empowered and have full control of their lives.

As they develop their confidence and know their capacity to perform duties like of their counterparts there is no reason to increase their interest on the work.

2.14. Challenges of Women's Educational Leadership

Women educators from both developed and developing countries share some common obstacles to advancement and similar leadership styles and career experiences, they differ a great deal in many respects. The cultural and social structure in which they live and work, coupled with many parents" propensity not to send their daughters to secondary education, makes it almost impossible for women to access professional or managerial positions. Even if after passing so many challenges and assigned as school principal they face problems from their work colleagues. Trinidad and Tobago (Morris,1999), in Turkey (Celikten,2005) female principals reported having difficulty facing from their staff, particularly the most serious difficulty they faced in their jobs was the reluctance of women teachers to work for women principals (Cited by Oplatka , 2006).

In most developing countries women's high level of responsibilities for housekeeping in the patriarchal society, as well as their low representation in teaching positions and one may gain insights into the particular barriers career advancement confront women educators from developing countries.

2.14.1 Acceptance of Women's Authority

As Commbs, stated on her research by citing Chisholm (2001:388-393); The Education Department of Auteng tried in 1994 to achieve greater gender equity by appointing women in senior posts, but within 6 years all these women had left the Department. Through interviews with these women she tried to find out what the problems were that these women experienced. They all agreed that acceptance of their authority was a problem. Why do other people not accept the authority of women? Is it due to biased perceptions caused by factors such as traditional belief? Other writers (Greyvenstein, 1989:364; De Witt 1991:515-529) tried to justify that these biased perceptions as extrinsic factors for women to advance into and achieve in managerial positions." De Witt (in v d Westhuizen 2002:520) also emphasized that a women manager will use a different management style when dealing with authority and delegation. It seems that women do experience problems with authority but not because of their sex alone, but because there are so many bias perceptions, prejudices and stereotyping of women in management positions (cited by Commbs, 2004).

Moreover men and women are generally not prepared to work under a woman because they feel that the moment a woman becomes a manager she has lost all her femininity (Chisholm,2001:388 and 390 cited by Commbs, 2004).

Women managers are always at fault if they are strong they are regarded as aggressive, tough not feminine, if they are jovial they are permissive, if they cry they are emotional, if they make a mistake, remarks like" That you can expect from a women "are heard all over which irritating and discriminating means (Manau 1995: 35 Parot 1985:300 Cited in Commbs, 2004**).** In relation with Manau and Parot; Blackmore & Brown (2003) cited by Commbs convey similar idea that women who get into leadership are … trouble. In particular, strong women are difficult and dangerous because they trouble dominant masculinities and modes of management by being different. Male counterparts do not want to be under women managers because they assume that they are going to be challenged.

2.15. Strategies to Advance Women's Career

There is great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including Ethiopia, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. However this could be true if ignorance of women educators who are almost half of the population is removed. In order to exploit the human resources different strategies, programs and policies are required to save countries loss of assets. Although, the only setting, policies and strategies is not adequate rather devoting effort to address gender equality and em-powering women which remains challenging is most significant.

This is because of the deep-rooted nature of the challenge, which depends not only on the actions of government, but also on changing attitudes and cultural values of the society. These types of changes take a significant amount of time to evolve and bring society's consciousness to one level of understanding (MoFED, 2010).

2.16. Techniques Useful for Women Participation to School Leadership

To obtain leadership positions in the 21st century, women can use some career-enhancing techniques. Tecniques include availing themselves to mentors, utilizing sponsors, role models, and networking, which allows women a means forgetting advice, moral support and contacts for information and providing constructive ways of dealing frustration, sharing felling about theirwork,andprovidingencouragement(Crampton&Mishra,1999;Wesson,1998).Morrisonet.al.(1992)suggested the following four "core component of success''.

- **Be able**:-Women should make sure that they know what the position entails. They should develop good speaking and writing skills plus any skill that will help compute against everyone else at a particular level. Never stop learning, whether it is formally, in classroom or informally, on the job. Put in extra and effort on every job.

- **Be seen as able:-**No one should ever allow his/her abilities to be discouraged or ignored. Display competencies in jobs that are visible and valued, especially for jobs that form stepping-stones to the top.

- **Know what you want:-**Be willing to balance, priotize sacrifice, and relax.

  The first skill is taking the time to plan for a successful career path, which requires hard work, dedication, and long hours on the job. The second skill is to recognize the fact that competition does exist and women must learn to exhibit the appropriate skills and behaviors needed to compete. The third skill is to keep going and to develop confidence. In order to be recognized for the work well done, performing an exceptional job, doing a job important to the organization, becoming visible so other know who it was succeeded are essential. The fourth skill is courage and determination to battle the male-dominated establishment. The fifth skill is demonstrating a commitment to work in order to stay a head of the competition, and to learn to delegate effectively. A good delegator is able to (a)analyze the job (b)decide what needs to be delegated (c) plan the delegation (d) select the person or persons to delegate € delegate,(f) follow up the delegated activity. The six skill that should be developed is to meet deadlines. Having the ability to complete tasks in a timely manner will improve others 'perception of one's performance during the evaluation process. The seven and final skill is to develop and exercise the managerial role. The leader's aim is to gain respect, not love. In order to gain a leadership role; a woman must act the role and utilize the power she has in that position (Crampton&Mishra, 1999; Morrison et.al., 1992).

Psychologist, Tingley (1993) addressed in her book the issue of communication barriers concerning men and women. Tingley uses the term "gender flex "to refer to temporarily using communication behaviors typical for the other gender to increase potential for influence that means one considers a situation from someone else's point of view. Tingley suggested using the following six-step process for adapting for gender differences (see Table 4) (Cauldron, 1995; Communication, 1994).

- **Adopt a positive attitude toward differences:-**Realize that men and women do communicate differently and use this knowledge when communicating with men.

- **Acknowledge differences:-**When this is done, women will be in the right frame of mind to communicate with the opposite sex.

- **Access differences without judging:-**Determine if these differences are content, style, or structure, before presuming someone is being inarticulate.
  Example

- **Content:-**Men and women prefer to talk about different things. Men favor sports, money, and business. Women prefer to talk about people, feeling, and relationships. There are, however, exceptions.

- **Steps for Adapting to Gender Differences in Educational Leadership**
  Step1:-Adopt a positive attitude towards differences.
  Step2:-Acknowledge the differences.
  Step3:-Choose the techniques for action or response.
  Step4:-Renew positive attitude towards differences.
  Step5:-generalize from the specific.
  Step6:-Assess the differences.

  B. Style:-Men want to a problem; they view conversation as a competition. Women seek understanding; they want to support a conversation and use it to connect with other individual.

  C. Structure:-Men tend to get to the point without using descriptive details. Women often are detailed, apologic, and vague renew positive attitude towards differences. Women need to reinforce the willingness to communicate differently.

  Choose techniques for Action or response. After listening carefully and assessing differences, make adaptation to improve communication.

  Generalize from the Specific. If one gets a positive response after adopting, assess the tequnique and chosen.

A leader with an emerging, inclusive style of leadership could provide an institution with new values grounded incorporation, community, and relationships within the community (Chliwnik,1997).Women leaders possess an inclusive style that is to improve the institutions. The educational system continues to be structured as a traditional home, men manage the schools, and women nurture the learners (Whitaker and Lane, 1990).If this is a perception that women continue to encounter, then the lack of equal representation in leadership is inevitable. Even today female leaders are still being tested in a way that men aren't. Men do not have answer basic questions about their abilities or deal with much closer scrutiny as women. (Women gaining ground in academia, 1994).

Finally, there continues to be inequities in the work place concerning women in leadership positions. Research has provided much needed information concerning the gender gap, but how can it bridged? Will the 21st century really bring about a change? Will time erase the gender gap in leadership that is like a brick wall for so many women, probably not? Time will help, but more is needed. Yes we need to recognize that women leadership styles are different from men, but we all must embrace that difference and make room for it in the educational leadership areas. Women leaders and future leaders must not be intimidated by what society may consider as the norm, male leadership behaviors. Women can no longer remain on the side lines hoping for recognition for a job well done. Women must be adamant in spreading the word, sharing the research, and expecting to be treated equitably. The message that must be echoed is there are not just women leaders, but simply leaders-leaders who are willing to do effectively whatever the position entails.

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CHAPTER THREE

THE RESEARCH METHODOLOGY

3.1. Methods of the Study

The purpose of the study was to assess the major factors that affect women's participation in secondary school leadership in Majang Zone of Gambella region. The descriptive survey with mixed research design was employed in this study. This design was selected because it is helpful to show situations as they currently exist(Gay,2000).It is also assumed that this design is economical since it enables to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion. The quantitative data was required to understand the current status of female leadership in the education system of Majang zone administration. This method is also more appropriate to make investigations with prediction, narration of events, comparisons and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005 as cited by Pangrahi, 2013).

The study also involved investigation of people'' feelings and understandings about the issues of encouraging females to, and sustaining them in leadership positions in secondary schools.

3.2. Study Area and Population

The research study was conducted in Majang zone of GPRS, which is situated, south west of Ethiopia. Majang Zone is one of the three administrative zones of GPRS and has two Woreda namely, Godere and Menegeshi. It is located between 07 ^{0} 10'N- 7 ^{0} 40'N and 34^{0}40'E-35^0 20'E. In terms of relative location, Majang Zone is bordered in the south and west with Agnua Zone, in the East with Sheka Zone and in the north to Bench Maji Zone. Majang Zone has a total of 7 secondary schools and the researcher takes 7 secondary schools as a sample using different sampling techniques and the total population in the study area was 183 teachers, 7 principals, 5 vice principals, 2supervisors ,2 WEO head and 1 ZEO head. The numbers of teachers in selected secondary school were 120 in secondary schools. Therefore, the total population under the study was 137(i.e. 120 teachers, 7 principal, 5 vice principal, 2 supervisors and 2WEO heads and 1ZED head).

Study Area Location Map

3.3. Sources of Data

In order to secure sufficient and relevant information, the researcher was used to two sources of data: primary and secondary sources.

3.3.1. Primary Sources of Data

The primary sources of data were gathered from educational leaders (WEO and ZEO head), school leaders (principals, vice principals, supervisors) and teachers of Majang zone.

3.3.2. Secondary Sources of Data

The secondary sources of data were used to strengthen the primary sources. This includes policy documents and annual statistical abstract from the Zone and Woreda education offices. Such policy documents used during data collection to examine whether government policies in relation to affirmative action were implemented or not.

3.4. Sample and Sampling Techniques

Obviously, it is impossible to include every member of the population in the study due to a number of constraints (time, money and other resources) and effort. Participants i n the e study was selected using *Multi stage sampling techniques*. Because this sampling technique were used

sequentially across more than two hierarchical levels, such as zonal level, Woreda level, schools and individuals. Beside this varieties of sampling techniques also used. Since the researcher has observed series of problems or gaps regarding the participation of women in school leadership as mentioned at the background of the study, Majang Zone is selected *purposively* among the 3 administrative Zones of GPRS.That is because the researcher had reasonable experience in the zone in relation to the issue of the present study i.e., women's participation in School leadership in the Woreda of the Zone. That was because I have worked as a teacher and principal in one of the high schools and the problems were more visible in the zone.

In Majang zone there are two Woreda namely Godere and Menegeshi. So both were included using census sampling technique. Seven 7(100%) secondary schools of Majang Zone were included through census sampling techniques (i.e. Tinishu metti, Gelesha and Dunchai and Kabo secondary school from Godere woreda and Jein, Kumi and Godere Mission secondary school from Menegeshi Wereda) where women serve as a principal or vice principal because to bring information about general problem and prospects of women in school leadership.

All school leaders (7 principals, 5 vice principals and 2 supervisors) from the selected sample school were selected using comprehensive sampling techniques. 2 WEO heads (*from Godere and Menegeshi*) and 1 ZED head of Majang zone were selected by using *census sampling technique.* The assumption behind that if the whole population is sufficiently small, and the researcher can include the entire population in the study. In addition, this helps the researcher to gain adequate and necessary information due to their participation in management and leadership.120(65.6%) female and male teachers were selected from 7 sample schools. From these samples 120 teachers from 7 secondary schools selected by using simple random sampling techniques, the samples are *proportional*. Generally, a total of 137 respondents were selected and took part in this study. To determine the sample size of teachers from the total target populations (183) of 7 sample schools, the researcher selected 120(65.6%) teachers as representative for this study.

To determine the sample size of teachers for each secondary school, the researcher used simple random sampling from the stratified formula of William (1977).

nh=$\frac{Nhn}{N}$ where, nh=sample size of school

                    Nh= population of school
                   n=total sample size
                   N=total population of sampled school

$$\frac{157x120}{183} = 103 \text{ Male teachers}$$

$$n = \frac{26x120}{183} = 17 \text{ Female teachers}$$

Based on the above stratified formula, sample size of teachers in all secondary school would be computed.

The sum of the sample size of the above 7sample school is 103 male+17 female teachers=120

(For a summary of participants see Table 3.1 below).

Table 2: Total and Sample Population of the Study

No	Name of Schools	Total Population				Proportional Sample population	
		Educational Leaders	Teachers			Educational Leaders	Teachers
			M	F	To		
1	Tinishu metti secondary and preparatory school	4	59	8	67	4(25%)	51(76.1%)
2	Gelesha secondary school	1	12	5	17	1(100%)	7(41.2%)
3	Dunchai secondary school	1	11	1	12	1(100%)	10(83.3%)
4	Kabo secondary school	1	10	1	11	1(100%)	9(81.82%)
5	Jein secondary and preparatory school	3	20	4	24	3(33.3%)	16(66.67%)
6	Kumi secondary school	2	25	3	28	2(100%)	22(78.57%)
7	Godere Mission secondary school	2	20	4	24	2(100%)	16(66.67%)
Total		14	157	26	183	14(100%)	131(71.58%)

3.5. Instruments of Data Collection and Procedures Employed

3.5.1. Instrument of Data Collection

To collect the required data the following tools were used: questionnaire, interview and relevant documents. Given below is a description of the tools used to collect the data and the procedures followed.

3.5.1.1. Questionnaire

A questionnaire is a device consisting of series of questions dealing with some psychological, social, educational, etc; topics sent or given to an individual or a group of individuals, with the objective of obtaining data with regard to some problems under investigation (Koul, 1984).

The questionnaire in this study was aimed at acquiring necessary information about female leaders" particularly secondary school principals. The content of the questionnaire item were framed to this end (for details see appendix-IA).

The questionnaire was identical for all the participants (for teachers, principals/vice principals and supervisors) with 36 items. They contained six parts designed to address the variables of the study that relate the specific objectives of the study. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the socio-cultural factors that affect women's participation in secondary school leadership. The respondents were asked to indicate the extent of their engagement to a particular behavior or practice from a five point scale ranging "strongly agree (5) to strongly disagree (1)". The third part deals with the feminine character of female principals whether it affects student's learning negatively or not and it consists four items were developed by the researcher the choices were set in the same fashion like the above.

The fourth part included items related to attitude of women towards themselves and it consisted four items dealing on their self-confidence, fifth part deals with women's home and family responsibility to assess the extent to how much it affect women's participation in secondary school leadership and it consists four items.

The sixth part of the questionnaire consisted 12 items dealing the institutional factors that affect women's participation.

The last and 7th part of the questionnaire focused on lack of good strategy which could hamper their participation and holds six items.

The items in each dimension were prepared in five point interval scale. Some of them were adopted from Bijiga's thesis (a research made in west Wollega zone (2012) and few from Panigrahi, again a research done in Harari (2013) in similar title others were developed by the researcher based on the literature.

The group of participants that responded to the questionnaire was: 120 teachers, 2 supervisors and 12 principals/vice principals taken from four selected secondary schools. The total sample size was thus supposed to be134. Teacher participants were taken by random sampling whereas for the supervisors and principals and zonal heads were chosen using comprehensive sampling techniques.

3.5.2.2. Interview

In addition to the questionnaires two types of semi-structured interviews were prepared for female teachers and for Zone Education Office (ZEO) officials, Woreda Education Office (WEO) heads. The items included in the interviews related to the contents of questionnaire. The interview prepared for female teachers attempted dwell on issues like their interest of being principal, their attitude towards female principal's skill and competency and strategies or policies to be checked or revised by the MoE.

On the other hand, interview with ZEO officials dealt with on skill and knowledge of the implementers, why the number of female principals is quite declining ways or addressing the problem. Participants of the interview were 8 female teachers, 1ZEO deputy heads and 2 WEO heads. The interview was prepared and conducted in Amharic to make communication easier. With the consent of the participants, all the interviews were audio taped.

3.5.2. Procedures of Data Collection

Before dispatching the questionnaire, having a letter of authorization from Jimma University and ZEO for ethical clearance, the researcher directly went to Tinishu Metti secondary and preparatory school for pilot test. Two assistant data collectors were selected to gather data from the sample Woreda. The assistant selected because familiarity of the research areas to facilitate the data collection process. Furthermore, the researcher provides orientation for all respondents concerning the objective of the study and how the items should be answered. The

questioners dispatched to sample teachers and educational leaders.

In addation, semi-structure interview also conducted for female teachers, WEO and ZEO heads by the researcher himself. The researcher had made initial contact with the interview to explain the purpose of the study. While the interview carried, the researcher forced to take hand notes and tape recorders.

3.6. Method of Data Analysis

In accordance with the data collecting tools both quantitative and qualitative data were employed. Thus, the analysis of data being collected was done in line with the data type. That means data obtained through the close-ended questionnaire were analyzed quantitatively while those obtained through open-ended questionnaire and interviews and document analysis were analyzed qualitatively.

3.6.1. Quantitative Data Analysis

The quantitative information collected from the schools (teachers and principals) and zone education office supervisors was analyzed through the Statistical Package for Social Scientists (SPSS; 20) program. The result was computed through percentage, t-test, standard deviation, mean, and mainly weighted mean, to find average values against each item scores.

As indicated earlier, the purpose; quantitative data collected to find out the attitudes and perceptions of respondents about the socio-cultural factors that affect women to participate in secondary school principal ship, femininity character of women leaders on their leadership style, attitude of women towards themselves, family and home responsibility, institutional factors and lack of good strategy to sustain and attract women leaders at their position.

3.6.2. Qualitative Data Analysis

Qualitative methods of data analysis were also employed to summarize and interpret the qualitative data and that include largely the transcripts of the interviews (conducted with   and partly the responses to the open-ended items of the questionnaire (selected female teachers, woreda education office heads and zone education office deputy heads). The transcriptions were weighed against the data captured through questionnaire.

3.7. The Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew E., 1998,). To ensure the validity of instruments, initially the instrument were prepared by the researchers and developed under close guidance of the advisors and other teacher from MTU which has close relations with the subject under the study, were involved in providing their inputs for validity of the instruments. The questionnaires were checked and corrected by high school English language teachers. Moreover, the questionnaires were pilot tested and this done to carry out pre-test the instruments, and to avoid ambiguity and unclear statements. The draft questionnaires were tested at Tinishu Metti secondary and preparatory school teachers and principals. Based on respondent's response additional, omission and modification of question were undertaken. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

Additionally the reliability of the instrument was measured by using Cronbach's alpha method with help of statistical package for social science (SPSS) version 20. A reliability test is performed to check the consistency and accuracy of the measurement scales. Based on the pilot, the reliability coefficient (alpha) the average reliability result was found to be (0.79) and hence, reliable and hence was reliable. That is the instrument was found to be reliable as statistical literature recommended a test result of 0.70-0.90 is reliable (Tabaco, 2011). The results of Cronbach's coefficient alpha is satisfactory (between 0.73 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach's (as cited by Tech-Hong & Waheed, 2011), the reliability coefficients result >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 poor. The internal consistency reliability results between 0.70–0.90 are generally found to be internally consistent.

3.8. Ethical Consideration

The research did everything to make this work professional and ethical. To this end, the researcher has tried to clearly inform to the respondents about the intention of the study i.e., purely for academic purpose. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that subjects, confidentiality will be protected. Moreover, the study was based on their permission. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and interpretation. Furthermore, all the materials used for this research have been appropriately acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the main focus is the analysis and interpretation of the data collected from sample schools, woreda head officials, supervisors and zone education deputy heads through questionnaire, interview and document analysis. The questionnaire was distributed to 120 teachers, 12 principals and vice principals and 2 supervisors. The woreda officials and zone education office deputy heads did not take part in filling the questionnaire because they participated in interview. Given below are the findings and interpretation of the data.

4.1. Respondent's Characteristics

Based on the sampling procedure described in chapter three, seven places, and from these seven Schools were included in the study. The total sample size of teachers was 120 as intended. But this was not easy to get the respondents according the sampling but the researcher had to dispatch excess number of questionnaires to each selected school to get the required number. As a result, 120 teacher respondents participated. It was intended that all the principals and vice principals number was planned to participate seven principals and five vice principals total of 12 by comprehensive sampling technique and due to different reasons all seven principals and five vice principals able to participate. The other part of respondents was supervisors and was represented by 2. Similarly, the number of interviews was not as planned. Even though it was intended to include a total of two education office heads and one deputy heads (one from each woreda) only 3 of them were willing to be interviewed. The other one were not willing to be interviewed even though they initially agreed to take part. Thus, the results reported are based on data collected from the aforementioned participants as well as some relevant documents.

Table 4.1: Respondents' Characteristics by Sex, Age Educational Qualification, Work experience and Current Position

No.	Items		Teachers		Educational Leaders		Total	
			N	%	N	%	N	%
1	Sex	M	103	85.8	13	92.9	116	86.6
		F	17	14.2	1	7.1	18	13.4
	Total		120	100	14	100	134	100
2	Age							
	<=20		0	0	0	0	0	0
	21-30		47	39.2	1	7.14	48	35.8
	31-40		42	35	5	35.72	47	35.1
	41-50		19	15.8	7	50	26	19.4
	>50		12	10	1	7.14	13	9.7
	Total		120	100	14	100	134	100
3	Educational Qualification							
	BED/BSC		111	92.5	6	42.9	117	87.3
	MA/MSC		9	7.5	8	57.1	17	12.7
	Others		0	0	0	0	0	0
	Total		120	100	14	100	134	100
4	Work experience							
	<3		13	10.8	0	0	13	9.7
	3-5		26	21.7	0	0	26	19.4
	6-10		34	28.3	1	7.1	35	26.1
	11-15		19	15.8	4	28.6	23	17.2
	16-20		17	14.2	7	50	24	17.9
	>20		11	9.2	2	14.3	13	9.7
	Total		120	100	14	100	134	100

As shown on the Table 4.1 among the total number of respondents 85.8% of them were male, and the remaining 14.2% were female. This implies that the teaching staff is dominated by male teachers. All the principals and vice principals were male. (Even though it was sought deliberately include female principals/vice principal, there was none. Nor was there any woman who held the position of education heads or as deputy heads at the zone level.) From this data 7 respondents were principals, 5 respondents vice principals, 2 respondents were male supervisors and not female supervisor. Number of male teachers who participated was

103(85.8%). The finding indicates that gender proportion of educators still have a gap that does not match with the target of ZoE which is expected to consist 50% of female leaders at different level of position.

Let alone the leading position the teaching staff is suffering from least number of teacher. Regarding age among the teacher respondents 47(39.2%) were at the age category of 21-30 years, 42(35%) the age category 31-40, 19(15.8%) of them at the category of 41-50, and the remaining 12(10%) were over 50. The data indicates most staff was occupied by young teachers.

This is a little bit different comparing with the age of principals/vice principals and supervisors. The age principals, vice principals and supervisors among the 14 respondents 1(7.14%) was between 21-30years, 5(35.72%) of them at the category of 31-40years, 7(50%) at the age between 41-50 and the remaining 1(7.14%) was above 50.

In line with this their service year also show that most of the teachers were 3-10 years. Regarding the service year of respondents 13(10.8%) teachers were with year service below 3, 3-5 years 26(21.7%), 34(28.3%) of the teachers were with experience of 6-10 years, 19(15.8%) between the year of 11-15, 17(14.2%) of them have 16-20 year of service and the remaining 11(9.2%) have more than 20years service. In terms their service year and age the teachers might have fear of risk taking to apply for leadership responsibilities particularly principal ship. Especially female teachers might not have the strength to face challenges since they are not experienced and matured. Moreover, the qualification of teachers out of the 120(100%) of them 111(92.5%) of them had 1st degree, 9(7.5%) had Master's degree. But remaining. Discouragingly, Out of the total participants, not female teachers and the female supervisor had Master's Degree.

Regarding the principals, vice principals and supervisors among them 1(7.1%) was with year service of 6-10 years, 4(28.6%)was also with service year of 11-15, 7(50%) of them were 16-20years and the remaining 2(14.3%) of them were served for more than 20 years. most principals and supervisors are, however, mainly had over 16 year of service which may be due to their long years of services in their previous positions as teachers. They could also compare the former situation of nominating and recruiting scheme of principals and supervisors.

4.2. Presentation and Interpretation of Data

This section of the chapter deals with presentation and analysis of the results which are gathered through questionnaire, interview and document analysis. To make the data interpretation easier the respondents were classified in to two categories teachers and educational leaders (principals, vice principals and supervisors) who participated in filling the questionnaire. Woreda and zone education office head and deputy heads only participated in the interview part or the qualitative part. That's why the researcher didn't include them on the total number of participant's data.

In the analysis of the data emphasis was given on factors that deter women from accepting educational leadership and that include: socio-cultural factors, negative perception of their feminine characters, attitude of women towards themselves, family and home responsibilities, institutional factors, and lack of good strategy to sustain and attract women leaders at their position.

4.2.1 Socio-Cultural Factors

The prominent assumption in the society and school communities about women and their skill have been evidenced as determinant factor to women's participation in school leadership roles. In this section of the paper, an attempt is made to investigate whether social factors such as assumptions and prejudice exists affect women's level of participation in school leadership roles.

Concerning this part the respondents were asked to put their degree of agreement to the socio-cultural factors which are believed to affect women's participation on school leadership especially at secondary school principal ship.

As indicated earlier, weight of the choices was represented as follows: 1-for strongly disagree; 2- disagree; 3- undecided; 4- agree; and 5- strongly agree. And this was calculated by mean and average mean since the scale consists 5 points 2.5 was taken as average; results exceeding 3.5 as high. Whereas scores less than 2. 5 were regarded as low, mean scores between 2.5 and 3.5 was considered to be moderate.

Table 4.2: Respondents' Views on Problems Related to Socio –cultural Factors

No	Items	Respondents		Rating scales					Total	Mean	SD	t-value	p-value
				5	4	3	2	1					
1	Girls and boys are socialized differently to assume different roles (gender role socialization).	Teachers	F	32	50	24	10	4	120	3.8	1.034	-.695	0.197
			%	26.7	41.7	20	8.3	3.3	100				
		Educational Leaders	F	4	7	2	1	-	14	4.0	0.877		
			%	28.6	50	14.3	7.1	-	100				
2	People think women do not have the ability and skills to be a leader.	Teachers	F	39	42	28	7	4	120	3.88	1.042	-.811	0.061
			%	32.5	35	23.3	5.83	3.3	100				
		Educational Leaders	F	4	6	2	2	-	14	3.86	1.027		
			%	28.6	42.8	14.3	14.3	-	100				
3	The patriarchal (cultural) ideology that dominated the culture affects women's participation in educational leadership.	Teachers	F	28	39	29	20	4	120	3.56	1.121	-.269	0.443
			%	23.3	32.5	24.2	16.67	3.33	100				
		Educational Leaders	F	3	5	4	2	-	14	3.64	1.008		
			%	21.43	35.7	28.57	14.3	-	100				
4	Most people still think the decision making power rests with men.	Teachers	F	20	40	33	16	11	120	3.35	1.179	-.902	0.104
			%	16.7	33.3	27.5	13.3	9.2	100				
		Educational Leaders	F	2	6	5	1	-	14	3.64	0.842		
			%	14.3	42.8	35.7	7.2	-	100				
5	Men feel more competent, capable and efficient in leadership than women.	Teachers	F	38	34	31	11	6	120	3.73	1.152	.033	0.891
			%	31.7	28.3	25.8	9.2	5	100				
		Educational Leaders	F	4	5	3	1	1	14	3.71	1.204		
			%	28.6	35.7	21.42	7.14	7.14	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V- average mean

Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

As the analysis result indicates on item 1, (Girls and Boys are socialized differently to assume different roles) .The mean score of teacher respondents on the item is(M=3.8,SD=1.034 and educational leaders respondent is(M=4.0,SD=0.877).In this regard, the t-test revealed that the significance level(p=0.197 is greater than0.05 this shows there is no significance difference between the two respondent groups regarding different socialization of girls and boys to assume different roles. This finding reflects that women have "major "aspiration to become school leaders. From the finding 93(69.4%) of respondents agreed that girls and boys are socialized different to assume different roles and 15(11.2%) of the respondent disagreed that girls and boys are socialized differently to assume different roles. However, 26(19.4%) of the respondents could not make decision.

Regarding item 2 about the ability and skill of women to be a leader. Teachers rated the item (M=3.88, SD=1.042and educational leaders rated the item (M=3.86, SD=1.027).The t-test revealed that the significance level (p=0.061) was greater than 0.05 this shows that there is no statistically significance difference in perception between teachers and educational leaders concerning the ability and skill of women to be a leader. In respect to the above findings91 (67.9%) of the respondents agreed that women do not have the ability and skill to be a leader whereas 13(9.7%) of them disagreed on the item. The rest respond undecided. On the other hand the data gathered from interview of woreda education office and zone education office deputy heads all of them assures that women posses high skill and ability to lead schools. This is obviously seen and verified by the female principals found in each woreda or as a whole woreda the schools which are led by female principals are successful and are becoming model to others.

With regard to Item 3 on the table 4.2.4 the cultural ideology hinders women to participate in educational leadership. In respected to this, teachers rated the item (M=3.56, SD=1.121) and the educational leaders rated the item (M=3.64, SD=1.008). The t-test indicated that the significance level (p=0.443) is less than the alpha value (0.05). The calculated p-value preserves that the two group of respondents do not have statistically significant different in their agreement on the cultural ideology hinder women to participate in educational leadership. Accordingly, the majority 75(56%) of the respondents agreed that cultural

ideology hinder women to participate in educational leadership position. While 26(19.4%) of the respondent disagreed that cultural ideology hinder women to participate in educational leadership and the rest 33(24.6%) could not make decision on the item. This implies religion and culture highly affect women's participation at secondary school leadership. In consistent, most of the barriers that hinder women are external barriers which are the institutional and social factors Jacobish (1989:7) acknowledges as "external barriers to career advancement for women in education are factors outside a women's control, and require social and institutional change."

Concerning item 4 decision making power rests with men. The perception of both teachers and educational leaders is similar which is high (mean=3.35, SD=1.179 and M=3.64, SD=.842) respectively. The t-test revealed the significance level(p-value=0.104) is greater than 0.05 indicates that there is no statistically significant difference between the response of the two groups of the respondents on people still think decision making power rests with men. In respect to this, the majority 68(50.7%) of the respondents agreed that the decision making power rests with them and 28(20.9%)disagreed that people still think decision making powers rests with men and 38(28.4%) of the respondents could not make their decision on the item.

In relation to thinking men feel more competent, capable and efficient than women. Both teachers and educational leaders rated" high" which is (M=3.73, SD=1.152 and M=3.71, SD=1.204) respectively. T-test was computed and no statistically significant difference was observed in perception between the two groups of respondents since p-value (0.894) are greater than alpha value0.05. The finding shows majority 81(60.4%) of the respondents agreed that men feel more competent, capable and efficient than women and 19(14.2%) of the respondents disagreed, 34(25.4%) of the respondents could not make their decision on the item.

In general, the overall average mean value for all items in this table was3.72 that rated problems related to socio-cultural factors as a major factor for their underrepresentation. The average mean score implies that women's aspiration towards leadership position is affected due to socio-cultural factors. That is consistent with Colman's (2002) observation: treating a

girl and boy differently at family level (i.e. imposing girls to help their mothers in household chores) is likely to affect women's participation in their academics and late career as leaders. Therefore, from the above findings, one may conclude that women's participation in school leadership is affected by problems related to socio-cultural factors in Majang zone due to gender role participation, societal attitude towards their ability, cultural ideology that dominate culture affects women's participation in school leadership.

4.3.2. Respondent's Views towards Women's Feminine Character

Regarding women's feminine character the response of participants have somewhat similar point of view. As indicated in Table 4.2.5: Item 1 women's motherly behavior influences student's learning negatively. The responses of teachers and educational leaders rated "moderately"on the item show individual mean values of (M=3.48, SD=1.216 and M=3.36, SD=1.062) respectively. The t-test result with p-value 0.302 greater than 0.05.These indicates that there is no statistically significant difference in perception between the two group of respondents towards the item. Accordingly, the majority 68(50.7%) of the respondents agreed that women's motherly behavior influences student's learning negatively while 26(19.4%) of the respondents disagreed and the rest 40(29.9%) could not make decision on the item.

Table 4.3. Respondent's views towards women's femininity characteristics

No.	Items	Respondents		Rating scales 5	4	3	2	1	Total	Mea	SD	t-value	p-value
1	Women's motherly behavior influence student's learning negatively.	Teachers	F	32	30	34	14	10	120	3.48	1.216	.347	0.302
			%	26.7	25	28.3	11.7	8.3	100				
		Educational Leaders	F	2	4	6	1	1	14	3.36	1.082		
			%	14.3	28.6	42.8	7.14	7.14	100				
2	There is less acceptance of women's feminine (not masculine) leadership styles	Teachers	F	25	31	36	21	7	120	3.38	1.168	-.140	0.202
			%	20.84	25.83	30	17.5	5.83	100				
		Educational Leaders	F	2	4	6	2	-	14	3.43	0.938		
			%	14.3	28.6	42.8	14.3	-	100				
3	Women's participative style assumed that women could not decide by themselves.	Teachers	F	27	28	31	20	14	120	3.28	1.304	.579	0.415
			%	22.5	23.3	25.8	16.7	11.7	10				
		Educational Leaders	F	2	3	4	4	1	14	3.07	1.207		
			%	14.3	21.4	28.6	28.6	7.1	100				
4	Sympathetic character of women leads to violation of school rules	Teachers	F	25	24	30	29	12	120	3.18	1.288	.675	0.964
			%	20.8	20	25	24.2	10	100				
		Educational Leaders	F	2	3	3	4	2	14	2.93	1.328		
			%	14.3	21.4	21.4	28.6	14.3	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V-Average mean.

Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

Regarding item 2 in table 4.3 the less acceptance of women's feminine leadership styles was also rated by teachers and educational leaders. The responses indicated with individual mean scores M=3.38, SD=1.168 and M=3.43, SD=0.938 for teachers and educational leaders respectively. The t-test result with p-value 0.202 greater than 0.05 shows that there is no statistically significant difference in perception between teachers and educational leaders towards the item. The majority 62(46.3%) of the respondents agreed that the effect of less

acceptance women's feminine leadership styles and 30(22.4%) of the respondents disagreed that the effect of less acceptance of women's leadership styles and the rest 42(31.3%) could not make their decision.

Item 3 in table 4.3, shows respondents 'view regarding concerning women's participative style assumed that women could not decide by themselves, the two groups were asked to rate its level of effect. The result obtained from the respondents were a "moderate effect" with individual mean scores of (M=3.28, SD=1.304 and (M=3.07, SD=1.207) from teachers and educational leaders respectively. T-test was employed to check the existence of statistically significant differences and the test revealed the significance level p-value (0.415) is greater than the alpha value (0.05) this indicated that there is no statistically significance difference between the perception of teachers and educational leaders on the effect of women could not decide by themselves .From the above analysis, one may conclude that the majority of respondents agreed that the decides of women participative style highly prevents the participation of women in school leadership in the study area.

The last item 4, in table 4.3, was about sympathetic character of women lead to violation of school rules. The mean score for both groups was indicating the rate of "moderate level" of the effect on women's participation with individual mean scores of M=3.18, SD=1.288 and M=2.93, SD=1.328 for teachers and educational leaders respectively. T-test was employed to check the existence of significant difference and the p-value 0 .964 is greater than alpha value (0.05) these revealed that there is no significant difference between the perception of the two group of respondents towards the effect of sympathetic character of women. The majority 54(40.3 %) of respondents agreed that the effect of sympathetic character of women lead to violation of school rules. On the other hand, 47 (35.1%) of the respondent disagreed that the effect of sympathetic character of women and 33(24.6%) of do not make the decision on the item.

Moreover from the qualitative study that the deputy heads of Zone education office strengthens the principals/vice principal's point of view. The following remark by one deputy head is a representative of their views: "Schools which are led by female principals have peaceful and conducive working condition for all the school community; their motherly

behavior helps them to treat school children in a friendly manner*".*

This view was also echoed by one of the female teachers who participate in the interview. In her view, "Having sympathetic character is the quality of female principals because as women they have this quality of understanding people's problems". It is worth noting that these views are consistent the literature (e.g. Josephine, 2008) According to Josephine (2008), schools with female administrators are better managed (the quality of pupil learning and professional performance of teachers is higher), and on average [such type of schools] perform better than those managed by men.

4.2.3. Women's Attitude towards Themselves

Women's own self concept is believed to prevent them from getting appointed to leadership positions in educational system. In addition, women themselves exhibit forms of behavior that further strengthens their disadvantage. As mentioned in different resources, women themselves are not confident to become a leader as this part attempts to find out whether it is supported by the respondents. Some major ones are presented in this study and the summary of the data presented. See Table below.

Table 4.4: Respondents' Views on Problems Related to women's attitude towards themselves

No	Item	Respondents		Rating scales					Tot al	Mean	SD	t-value	p-value
				5	4	3	2	1					
1	Women still acknowledge the world as "masculine"	Teachers	F	32	38	31	12	7	120	3.63	1.152	.188	0.576
			%	26.23	31.7	25.84	10	5.83	100				
		Educational Leaders	F	4	4	3	2	1	14	3.57	1.284		
			%	28.6	28.6	21.4	14.3	7.13	100				
2	Women exhibit poor risk taking of themselves	Teachers	F	23	36	30	20	11	120	3.33	1.225	-.703	0.140
			%	19.2	30	25	16.7	9.1	100				
		Educational Leaders	F	2	6	4	2	-	14	3.57	0.938		
			%	14.3	42.8	28.6	14.3	-	100				
3	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership	Teachers	F	25	37	30	15	13	120	3.41	1.254	-.058	0.526
			%	20.8	30.8	25	12.5	10.	100				
		Educational Leaders	F	2	6	3	2	1	14	3.43	1.158		
			%	14.3	42.8	21.4	14.3	7.1					
4	Women consider themselves to have low level of acceptance than men	Teachers	F	27	39	34	12	8	120	3.54	1.144	.571	0.885
			%	22.5	32.5	28.3	10	8	100				
		Educational Leaders	F	2	5	4	2	1	14	3.36	1.151		
			%	14.3	35.7	28.6	14.3	7.1	100				
5	Women perceive themselves that they are confined at lower tasks under men	Teachers	F	25	39	35	14	7	120	3.51	1.123	.701	0.803
			%	20.8	32.5	29.2	11.7	5.8	100				
		Educational Leaders	F	2	4	5	2	1	14	3.29	1.139		
			%	14.3	28.6	35.7	14.3	7.1	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V-average mean.

Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

Regarding item 1 in Table 4.4, teachers and educational leaders agreed women's acknowledge the world as "masculine" inhibit the entry of leadership position. The mean score of both groups on women's acknowledge the world as masculine were 3.63 and 3.57 respectively. The t-test revealed that the significance level (p=0.576) is greater than 0.05 this shows there is no significance difference between teachers and educational leaders perception regarding women acknowledge the world as masculine.

In this regard, 78(58.2%) of respondents agreed that the women acknowledge the world as masculine affect their participation in school leadership whereas 22(16.4%) of the respondent disagreed that the women acknowledge the world as masculine affect the participation in school leadership and 34(25.4%) of respondents could not make the decision on the item. The finding of ouston (1993) supports the finding of the study.

As it is indicated on item 2 in Table 4.4, the computed mean scores of teachers and educational leaders on women exhibit poor risk taking of them were 3.33 and 3.57 respectively, reflected the item as a "major cause". From both groups however, educational leaders were found to have stronger agreement that fear of taking risks was the determinant factor to get in to leadership position. T-test was computed to identify the mean difference of the two groups but no statistically significant difference observed between the two groups of respondents. That is the calculated significance level p= (0.140) is greater than alpha value (0.05) that implies no significant difference. In this respect 67(50%) of respondents agreed that women fear of risk taking affect their participation in school leadership whereas 33(24.6%) of the respondent disagreed that women fear risk taking inhibit the entry of women to leadership position. Thus one may conclude from the analysis women fear of risk taking of themselves affect their participation in school leadership. Ndonko, cited in sarahn2007 confirm this idea that women do indeed tend to exhibit poor risk taking of skills.

Regarding item 3 in Table 4.4, the mean score of both the teachers and educational leaders were 3.41 and 3.43 respectively. The two respondent groups rated regarding to women's underestimation of abilities and perceiving themselves as less skillful and passive, a "moderated cause "that inhabited women's participation in leadership position. To this point, 70(52.2%) of the respondents agreed that women underestimate themselves affect their participation to school leadership and 31(23.1%) of the respondents disagreed on the item that women underestimate themselves affect their participation to school leadership. This finding point out that woman's low self-concept and lack of confidence has always put them in the position to underestimate their ability, which could be due to early socialization.
The t-test result with p-value of 0.526 greater than 0.05 indicates that both teachers and educational leaders do not have statistically significant difference in their average agreement

towards the item.

As it is indicated in Table 4.4 item 4, women consider themselves to have low level of acceptance than men were rated as a "major cause" with a mean score of 3.54 for teachers and 3.36 for educational leaders respectively. With this regard, majority 73(54.5%)of the respondent agreed that women considering themselves to have low level of acceptance than men affect the participation of women to school leadership whereas 23(17.2 %)of the respondent disagreed that women consider themselves to have low level of acceptance than men. T-test was computed to identify the men difference of the two groups but no statistically significant difference perception between teachers and educational leaders. That is calculated p-value (0.885) is greater than alpha value (0.05) that implies no significant different in perception between teachers and educational leaders on the item. Thus, this indicates that consideration of women themselves to have low level of acceptance than men is one of the major factors that hindering women's participation in school leadership which may be the result of the societal culture and attitudes. Therefore, one may conclude from the finding that women underestimate their abilities due to the impact of culture. It reduces the ability to actively and effectively participate in decision making and to lead. These findings are supported by the findings of Strachan et.al (2010) concluded that gender and culture interwoven and reduce women participation in leadership and decision making.

The last item 5, in Table 4.4 was about women perceived themselves that they are confined at lower tasks under men. Both respondent groups agreed on the individual mean score of M=3.51 and 3.29 respectively. T-test was employed to check the existence of statistically significant difference and the p-value (0.803) was greater than the alpha value (0.05) revealed that there is no statistically significant difference between the perception of the two groups of respondents towards the item. In this regard, the majority 70(52.2 %) of the respondent agreed that women confined at lower tasks under men whereas 24(17.9 %) disagreed and the rest 40(29.9%) couldn't make decision on the item.

Both teachers and educational leaders view on attitude of women towards themselves was no statistically significant difference in opinion between the two group of respondents on all items in the table. The p-value calculated for the indicators were greater than the alpha value (0.05).Generally, all the items have above 3.42 that rated them as major causes. Therefore, one

may conclude from the finding that women self-concept have been among the challenge faced to participate on leadership position in educational institutions.

In response to the question "Do you have any interest to be a school principal?" the respondents exhibited some kind reluctance. Here is a typical response: "I do have the capacity to lead a school. I am not inferior to male teachers, but things must be reconciled by creating conducive working conditions such as the salary has to be apt. But without arrangement of all this things, I don't want to be a secondary school principal because I don't want to face challenges especially with teachers and misbehaving students."

So it can be said this is consistent with results found from the questionnaire. In addition, one of the education office deputy head expressed agreement when saying "At this time the behavior of students is becoming a great challenge. Let alone female principals, even male principals are finding it increasingly difficult to manage student's discipline, particularly at secondary school levels.*"*

4.2.4. Respondent's Replies on Problems Related to Family and   Home Responsibility

Women perform dual roles of production and reproduction. In the family and the society, women perform a variety of jobs daily. Participants deem that family and home responsibilities hinder women to get involved in school leadership. In this section , respondents required to rate their level of agreement on items related to family and home responsibility that are believed to be a factor to women's underrepresentation using a five point likert scale.

Table 4.5: Respondents' Views on Problems Related to family and home responsibility

No	Items	Respondents Category		Rating scales					Total	Mean	SD	t-value	p-value
				5	4	3	2	1					
1	Women's responsibility of family (child bearing and taking care) and home affect their Participation in educational	Teachers	F	35	44	19	8	14	120	3.65	1.288	-.1.182	0.231
			%	29.2	36.7	15.8	6.7	11.6	100				
		Educational Leaders	F	6	4	3	1	-	14	4.07	0.997		
			%	42.86	28.6	21.4	7.14	-	100				
2	Women are more responsible to home or family related issues than their male	Teachers	F	45	46	13	8	8	120	3.93	1.165	-.428	0.392
			%	37.5	38.3	10.8	6.7	6.7	100				
		Educational Leaders	F	5	6	1	2	-	14	4.07	0.997		
			%	35.7	42.8	7.14	14.3	-	100				
3	Women's lack of support from family (partner) affects their participation.	Teachers	F	36	45	26	7	6	120	3.82	1.085	-.1.085	0.212
			%	30	37.5	21.7	5.8	5	100				
		Educational Leaders	F	5	7	1	1	-	14	4.14	0.864		
			%	35.7	50	7.14	7.14	-	100				
4	Women have minimal Authority in controlling, commanding and managing of household properties than their counterparts.	Teachers	F	23	38	34	15	10	120	3.4	1.191	.129	0.387
			%	19.2	31.7	28.3	12.5	8.3	100				
		Educational Leaders	F	2	4	5	3	-	14	3.36	1.008		
			%	14.3	28.6	35.7	21.4	-	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V-Average Mean.

Level of cause <2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

As could be seen in Table 4.5, item1, respondents asked to rate women's family responsibility as a factor for underrepresentation women in school leadership The individual mean scores of the two groups of respondents were 3.93 and 4.07 for teachers and educational leaders respectively. Therefore, both groups of respondents rated it as a "major cause" for the underrepresentation of women.

T-test was employed to check if there is significant difference in perception between the two group of respondents. The p-value obtained (0.231) is greater than the alpha value (0.05). Thus, this implies that there is no statistically significant difference in perception between teachers and educational leaders on the item. In respect to this majority 89(66.4%) of the respondent agreed that family and home responsibility affect the participation of women in school leadership whereas 23(17.2%) of the respondents disagreed that family and home responsibility affect their participation to leadership position. Therefore, one may conclude that women home and family responsibility affect their participation on school leadership position. These, the finding supported by shakeshaft et.al, (2007) that "family and home responsibilities are more likely to affect the career patterns of women than men.

As depicted on Table 4.5, item 2, respondents asked to rate women are more responsible to home or family related issues than their male counter parts. The individual mean value for the two groups were 3.93 and 4.07 for teachers and educational leaders respectively with a mean difference 0.14 rating the factor as a "major cause" as well. Therefore, both groups of the respondents rated rated it as "major cause". In this regard, 102(76.1%) of the respondents agreed that women responsibility to home family related issues than their male counterparts and 18(13.4%) of the respondent disagreed and the rest 13(9.7%) of the respondents could not make a decision-test was computed for the item and the p-value obtained(0.392)is greater than the alpha value (0.05).Therefore, the comparison of the two mean indicates that no statistical significant difference in perception between the two group of respondents towards the item. So, I conclude from the findings that women are more responsible to home or family related issues than their male counter parts.

Concerning item 3, in Table 4.5, absence of support and encouragement from family or partner as a factor for women's participation. The individual mean values are 3.82 and 4.14 for teachers and educational leaders respectively rating the item as "major cause" for the underrepresentation women in school leadership. This implies that absence of support from family is a major cause for women's scarce in school leadership positions. T-test was employed to check if there is a significance difference in perception between the two

groups of respondents. The p-value obtained (0.212) is greater than the alpha value (0.05).Thus, this implies that there is no statistically significant difference in perception between teachers and educational leaders regarding the item. In respect to this, 92(68.7%) of the respondent agreed that lack of support from family affect the participation of women and 14(10.4%) of respondents disagreed that lack of support family affect the participation of women.

In relation to item4, on Table 4.5, women have minimal authority in controlling, commanding, and managing of household properties than their counterparts. The individual mean values for the two groups were 3.4 and 3.36 for teachers and educational leaders respectively with the mean difference 0.04 rating the factor as a "moderate cause" as well. Therefore, both group of respondents rated it as a "Moderate cause" In this regard, 67(50%) of the respondents agreed that women have minimal authority in controlling, commanding and managing of house hold properties than men and 28(20.9%) of the respondent disagreed the minimal authority of women in controlling, commanding and managing house hold properties than their counter parts. T-test was computed for the item and the p-value obtained (0.387) is greater than the alpha value (0.05). Therefore, the comparation of the two means indicates that no statistical significant difference in perception between the two group of respondents towards the item. So, I conclude from the finding that women have minimal authority in controlling, commanding and managing of household properties than their counterparts was a "moderate cause" that block their involvement to the field.

Generally, Home and family responsibility affects more the entrance of women to educational leadership comparing with other factors which is unexpected in the context of Majang zone. As the mean value and weighted mean score witnessed except the last item respondents show their agreement highly and it is becoming " major cause " for to participate in secondary school principal ship.

Being overburdened with home and family responsibilities; women retreat to accept school leadership. That is consistent with Shakeshaft's finding "In most families, women are still responsible for the majority of child-care and homemaking. Women's responsibilities for family life – whether current or anticipated – slow women's progress

because of both external expectations and internal accommodations" (2012:5).

4.2.5. Respondent's Views on Institutional Factors that Affect Women's Pparticipation
4.2.5.1. Respondents' Views on Problems Related to Institutional Factors

Table 4.6A : Institutional factors that affect women's participation in educational leadership

No.	Items	Respondents Category		5	4	3	2	1	Total N	Mean	SD	t-value	p-value
					Rating scales				Total	Mean	SD	t-value	p-value
1	Educational institutions do Not have transparent selection and promotion Policies and practices to enhance women's	Teachers	F	13	37	26	26	18	120	3.13	1.353	-1.369	0.040
			%	10.8	30.8	21.7	21.7	15	100				
		Educational Leadership	F	2	7	3	2	-	14	3.64	0.929		
			%	14.3	50	21.4	14.3	-	100				
2	Educational institutions have no official effort to make females active participants in leadership	Teachers	F	23	20	28	30	19	120	3.32	1.257	0.694	0.479
			%	19.2	16.7	23.3	25	15.8	100				
		Educational Leaders	F	2	3	4	4	1	14	3.07	1.207		
			%	14.3	21.4	28.6	28.6	7.1	100				
3	Educational institutions have sex segregation that favor men while selecting and hiring employees.	Teachers	F	8	18	39	38	17	120	2.68	1.100	-0.796	0.182
			%	6.7	15	32.5	31.6	14.2	100				
		Educational Leaders	F	1	2	7	3	1	14	2.93	0.997		
			%	7.1	14.3	50	21.43	7.1	100				
4	Women are not visible like men to be empowered by Institutions to participate in educational administration	Teachers	F	25	44	35	12	4	120	3.62	1.030	0.647	0.998
			%	20.8	36.7	29.2	10	3.3	100				
		Educational Leaders	F	2	5	4	3	-	14	3.43	1.016		
			%	14.3	35.7	28.6	21.4	-	100				
5	Lack of women role models in educational institutions affects participation of other women aspiring for Leader	Teachers	F	28	43	32	11	6	120	3.63	1.092	0.432	0.803
			%	23.3	35.8	26.7	9.2	5	100				
		Educational Leaders	F	2	6	4	1	1	14	3.50	1.902		
			%	14.3	42.9	28.6	7.1	7.1	100				
6	Women have less participation in designing educational polices	Teachers	F	29	35	30	15	11	120	3.47	1.243	0.314	0.503
			%	24.2	29.2	25	12.5	9.1	100				
		Educational Leaders	F	2	5	4	2	1	14	3.36	1.151		
			%	14.3	35.	28.6	14.3	7.1	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (2), SA-Strongly agree (5), A.V=Average Mean.

 Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause

As shown in Table:4.6A, item 1,respondents were rated their view regarding lack of transparent selection and promotion policies and practices as a "moderate cause" preventing women from seeking higher leadership positions in education. Both respondents have an individual mean score of 3.13 and 3.64 respectively for teachers and educational leaders. This reflects that teacher rated it as a "moderate cause" while educational leaders rated the issue as a Major cause". This means the educational leaders highly agree the educational institution have less transparent selection hiring and promoting polices affect women participation. Furthermore, t-test was employed to check if there is significant difference in perception between the two groups of respondents mean teachers and educational leaders. The p-value obtained (0.040) is less than the alpha value (0.05). Thus, this implies that there is statistically significant difference in perception between the two groups. In this respect,59(44.0%)of the respondent agreed that institution have less transparent selection, hiring and promoting policies and practices affect the involvement of women and 46(34.3%)of the respondent disagreed that institution have less transparent selection, hiring and promoting policies and practices affect the involvement of women. Therefore, this indicated that educational institution have less transparent selection, hiring and promoting policies and practices affect the participation of women.

As it is indicated in Table 4.6A, item 2, the mean score of teachers 3.32 and educational leaders 3.07, reveals lack of effort to make females active participants in school leadership position was moderate. This indicates that, even though both group of respondents have rating the issue moderate level of agreement on the item. In other words, both group of respondents agreed that lack of official effort to make female active participants were as a moderately affect the participation of women to school leadership. The majority of respondents 48(35.8%) agreed that lack of official effort to make female active participant affect the participation of women whereas 54(40.3%) of the respondent disagreed lack of official effort to make female active participant affect women participation in school leadership. The t-test result with p-

value of 0.479 greater than 0.05 indicates that the two groups of respondents does not have statistically significant difference regarding view of teachers and educational leaders on the item.

With regard to item 3 in Table 4.6A, above respondents rated occupational segregation at a time of selection and hiring as a "moderate cause" possibly preventing women from entering the male dominated field. Its individual mean was value of 2.68 and 2.93 for teachers and educational leaders respectively. With this regard, 29(21.6%) of the respondent agreed the sex segregation affect the participation of women whereas 59(44.0%) of the respondent disagreed sex segregation affect the participation of women. T-test was calculated and showed that there was no a statistically significant difference in the level of agreement between teachers and educational leaders. The p-value 0.182 is greater than alpha value (0.05) that implies there is no existence of statistically significant difference between the two groups. Teachers and educational leaders moderately agreed on the existence of sex segregation at a time of selection hiring were apparent in the educational institutions.

As could be seen on Table 4.6A, item 4, women are not visible like men to be empowered by institutions to participate in educational administration. Teachers rated the item as "major cause" whereas educational leaders rated the item as "moderate cause" with the individual mean values of 3.62 and 3.43 respectively. In this regard, 66(49.3%) the majority of respondents regarding item 4 agreed that lack of visibility affect the participation of women to school leadership positions. On the other hand, 19(14.2%) of respondents disagreed that lack of visibility affect the participation of women to school leadership position. There was no statistical difference observed on the item between the two groups of respondents. Since the obtained p-value (0.998) is greater than alpha value (0.05).

As pointed on Table 4.6A, item 5, respondents were requested on lack of women role models in educational institutions affect their participation. Teachers and educational leaders rated the item as "major cause" with individual mean values of 3.63 and 3.50 respectively. 79(59%) of the respondent agreed that lack of role model in educational institution affect the participation of women in school leadership and 19(14.2%) of the respondent disagreed that lack of role model in educational institution affect the participation of women in school leadership. Therefore, this indicates that lack of women role models is highly preventing women's underrepresentation in school leadership. T-test was calculated and showed that there was no

65

statistical significant difference between teachers and educational leaders. The p-value 0.803 is greater than alpha value (0.05) that implies there is no existence of significant difference between the two groups. Therefore, one may conclude that lack of role model is one of the barriers to women entry in to advancement in school leadership. The finding is supported by shekeshaft (1989), lack of opportunity to see other women in a variety of administrative position, to hear how these women describe their lives, and to compare themselves with women just one step farther up the hierarchy have been sighted as reasons women have to move in to administrative position in larger number.

As pointed on table 4.6A, item 6, women have less participation in designing educational polices. The mean score of teachers 3.47 and educational leaders 3.36 reveals less participation in designing educational policies was "moderate". This indicates that, even though both groups of respondents have rating the issue moderate level of agreement to the item. The majority of respondents 71(53%) agreed that less participation of women in designing educational policies whereas 29(21.6%) of the respondent disagreed less participation of women in designing educational polices affect women involvement in school leadership.

The t-test result with p-value of 0.503 greater than 0.05 indicates that the two groups of respondents does not have statistically significant difference regarding view of teachers and educational leaders.

On the other hand the qualitative analysis confirmed that interviewees mention that "I don't know whether the selection or promotion system is transparent or not. As a principal or vice principal left his/her position somebody assigned in place of the resigned person. But we don't know how he is nominated and assigned."

4.2.5.2 Respondent's Views on Problems Related with Policy Implementation as Institutional Factors that Affect women's Participation

The problems related with institutional factors particularly with the policy implementation were also an other issues for the underrepresentation of women in secondary school leadership. In this section, an attempt was made to assess the view of respondents on the effect of the past unequal opportunities to education and training on women's participation in school leadership.

Table 4.6B: Respondent's view towards problems related with policy implementation as Institutional factors

No.	Items	Rating scale	Respondents Category				Total		SD	t-value	p-value
			Teachers		Educational leaders						
			N	%	N	%	N	%			
1	Lack of mentors and support system for women affects their aspiration for leadership								1.117	0.007	0.901
		SDA	6	5	1	7.14	7	5.2			
		DA	10	8.3	1	7.14	11	8.2			
		UN	30	25	3	21.42	33	24.6	1.204		
		AG	40	33.3	5	35.7	45	33.6			
		SA	34	28.3	4	28.6	38	28.4			
	Total		120	100	14	100	134	100			
	Mean		3.72		3.71						
2	Implementers are less committed to apply affirmative action in practice	SDA	6	5	1	7.14	7	5.2	1032	-2.267	0.356
		DA	10	8.3	1	7.14	11	8.2			
		UN	40	33.3	3	21.42	43	32.1			
		AG	38	31.7	4	28.6	42	31.34			
		SA	26	21.7	5	35.7	31	23.13	1.204		
	Total		120	100	14	100	134	100			
	Mean		3.04		3.71		9.21				
3	Implementers have minimal knowledge of policies that could empower women in affirmative action.	SDA	18	15	3	21.43	21	15.7	1.117	1.036	0.641
		DA	26	21.67	2	14.3	28	20.9			
		UN	38	31.67	5	35.7	43	32.1			
		AG	32	26.66	3	21.43	35	26.1	1.251		
		SA	6	5	1	7.14	7	5.2			
	Total		120	100	14	100	134	100			
	Mean		3.12		2.79						
4	The negative attitudes of people towards Affirmative action holds back women to feel secure on their skill.	SDA	2	1.7	1	7.14	3	2.2	.905	0.198	0.202
		DA	4	3.3	1	7.14	5	3.7			
		UN	42	35	3	21.42	45	33.6			
		AG	44	36.7	5	35.7	49	36.6			
		SA	28	23.3	4	28.6	32	23.9	1.204		
	Total		120	100	14	100	134	100			
	Mean		3.77		3.71						
5	Lack of supporting women to form Professional network in leadership.	SDA	8	6.7	1	7.14	9	6.7	1.137	0.007	0.901
		DA	16	13.3	1	7.14	35	12.7			
		UN	28	23.3	3	21.42	31	23.1			
		AG	46	38.3	6	42.9	52	38.8	1.151		
		SA	22	18.3	3	21.4	25	18.7			
	Total		120	100	14	100	134	100			
	Mean	3.48			3.64						
6	There is a Glass ceiling (invisible and artificial barriers that prevent women from reaching their full potential) affecting their participation in educational leadership.	SDA	4	3.3	1	7.1	5	3.73	1.058	0.500	0.861
		DA	12	10	1	7.1	13	9.7			
		UN	35	29.2	4	28.6	39	29.1			
		AG	40	33.3	6	42.9	46	34.3	1.092		
		SA	29	24.2	2	14.3	31	23.13			
	Total		120	100	14	100	134	100			
	Mean		3.65		3.50						

Key for Table 4.2.8B

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V=Average Mean.

Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

As pointed in Table 4.6B, item 1, 2 , and 3 had the individual mean score is 3.72 and 3.71, 3.04,3.71,3.12 and2.79 for teachers and educational leaders respectively. Since the obtained p-value (0.901) are greater than 2.50 rating the item as "moderate cause". Both groups have individual mean scores above 2.50 rates the issues as "moderate level of cause". There were no statistical significant differences observed on the items between the two groups of respondents in item 1, 2, and 3. Since the obtained p-values (0.901, 0.356 and 0.641) are greater than alpha value (0.05). In this regard, 83(61.9%),73(54.5%) and 42(31.3%) the majority of respondents regarding item1, 2, and 3 respectively agreed that lack of mentor and support system, lack of commitment to apply affirmative action and implementers have minimal knowledge of policies to empower women in affirmative action in practice affect the participation of women to school leadership position. On the other hand, 18(13.4%),18(13.4 %) and 49(36.6%)of respondents disagreed that lack of mentor and support system, lack of commitment to apply affirmative action and implementers have minimal knowledge of polices to empower women in affirmative action in practice affect the participation of women to school leadership position.

With regard to item4 in Table 4.2.8B above respondents rated the negative attitude of people towards affirmative action. Its individual mean value was 3.77 and 3.71 for teachers and educational leaders respectively. With this regard, 81(60.4%) of the respondent agreed that the negative attitudes of people towards affirmative action affect the participation of women in school leadership whereas, 8 (6%) of the respondents disagreed the negative attitude of people towards affirmative action affect women participation in school leadership. T-test was calculated and showed that there was no statistically significant difference in the level of agreement between teachers and educational leaders. The p-value 0.202 is greater than alpha value (0.05) that implies there is no existence of statistically significant difference between the two groups. Teachers and educational leaders highly agreed on the negative attitude of people towards affirmative action.

As could be seen in Table 4.6B, item 5, respondents asked to rate their view regarding lack of supporting women to form their own network. The individual mean score of the two groups of respondents were 3.48 and 3.64 for teachers and leaders respectively with a mean difference 0.16. In respect to this, 79(59%) of the respondents agreed that lack of supporting women to form their own network whereas, 26 (19.4%) of the respondent disagreed the lack of women's professional network affect the participation of women in school leadership position. T-test was employed to check if there is a significant difference in perception between the teachers and educational leaders. The p-value 0.901 is greater than alpha value (0.05) that implies there is no existence of statistically significant difference between the two groups.

In relation to item 6, in Table 4.6B, there is glass ceiling preventing women reaching their full potential affecting women participation in school leadership. The individual mean values were 3.65 and 3.50 for teachers and educational leaders respectively rating the item as a "major cause" for underrepresentation of women in school leadership. T-test was employed to check if there is a significant difference in perception between the two groups of respondents. The p-value obtained (0.861) is greater than the alpha value (0.05).thus this implies that there is no significant difference in perception between the teachers and educational leaders regarding the item. In respect to this, 77(57.5%) of respondents agreed glass ceiling that prevent women in leadership position and 18(13.4%) of the respondents disagreed.

4.2.6. Respondent's Views towards Lack of Good Strategy as a Factor

The finding of table 4.7 dealt with the factors that hinder women to accept secondary school leadership. And it consists six items within the issue.

Table 4.7: lack of good strategy that hinders women's participation

No.	Item	Respondents		5	4	3	2	1	Total	Mean	SD	t-value	p-value
				Rating scales									
1	Adequate recognition is not given for strong (successful) women school leaders.	Teachers	F	30	42	28	11	9	120	3.61	1.176	-0.539	0.505
			%	25	35	23.3	9.2	7.5	100				
		Educational Leaders	F	4	5	3	2	-	14	3.79	1.051		
			%	28.6	35.7	21.42	14.3	-	100				
2	The community's awareness in recognizing women leaders "authority is quite limited.	Teachers	F	30	48	31	7	4	120	3.78	1.000	-.1.050	0.460
			%	25	40	25.8	5.8	3.3	100				
		Educational Leaders	F	5	3	4	2	-	14	4.07	0.997		
			%	35.7	21.4	28.6	14.3	-	100				
3	There is limited opportunity of promotion for women school leaders in educational sectors	Teachers	F	27	34	45	9	5	120	3.58	1.051	-.1.206	0.195
			%	22.5	28.3	37.5	7.5	4.2	100				
		Educational Leaders	F	4	6	3	1	-	14	3.93	0.917		
			%	28.6	42.9	21.4	7.1	-	100				
4	Devaluation of women by the society affect their aspiration	Teachers	F	23	44	40	6	7	120	3.58	1.042	-.1.417	0.959
			%	19.2	36.7	33.3	5	5.8	100				
		Educational Leaders	F	6	3	4	1	-	14	4.00	1.038		
			%	42.9	21.4	28.6	7.1	-	100				
5	Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation	Teachers	F	19	46	35	15	5	120	3.49	1.037	-0.269	0.753
			%	15.8	38.3	29.2	12.5	4.2	100				
		Educational Leaders	F	3	5	4	1	1	14	3.57	1.158		
			%	21.42	35.7	28.6	7.14	7.14	100				
6	Less Priority is given to train women than men	Teachers	F	26	32	34	17	11	120	3.38	1.230	-0.768	0.971
			%	21.7	26.7	28.3	14.2	9.1	100				
		Educational Leaders	F	4	5	2	2	1	14	3.64	1.277		
			%	28.6	35.7	14.3	14.3	7.1	100				

NB. SDA-strongly disagree (1), DA-disagree (2), UN-undecided (3), AG-agree (4), SA-Strongly agree (5), A.V-Average mean.

Level of cause = (<2.50= cause; 2.50-3.50 = Moderated cause and >3.50 major cause".

As indicated in Table 4.7 item 1, adequate recognition is not given for strong women school leaders. Both teachers and educational leaders rated it as "highly agreed". It is ranked second and individual mean score is 3.61 and 3.79 respectively. The two groups are similar level of agreement on the issue. The t-test result with p-value of 0.505 greater than 0.05 indicates the two groups of respondents do not statistical significant differences. In this respect, 81(60.4%) of the respondent agreed the adequate recognition not given for strong women school leaders and 22(16.4%) of the respondent disagreed. Therefore, the finding indicates that adequate recognition is not given for strong leaders hinder their participation in school leadership.

As pointed in Table 4.7, item 2, 3, and 4 had average mean greater than3.50 rating the item as "major cause". Both groups have individual mean score above 3.50 rates the issue as "high level cause". The items ranked first with a weighted mean of 3.84. There was no statistically significant difference between the two group of respondents item2, 3, and 4.Since the obtained p-value(0.460, 0.195,and 0.953 are greater than the alpha value (0.05).In this regard, 86(64.2%), 71(53%), and 76(56.7%)the majority of respondents regarding item2,3,and4 respectively agreed that limits of community's awareness in recognizing women leaders authority, the limited opportunity of promotion women school leaders and devaluation of women by the society affect their aspiration. On the other hand, 13(9.7%), 16(11.9%) and 15(11.2%)of respondents disagreed the limited communities awareness in recognizing women school leaders. authority, limited opportunity of promotion women school leaders and the devaluation of women by the society affect their aspiration.

As can seen in Table 4.7, item 5 ranked fourth. The individual mean values for the two groups of respondents were 3.49 and 3.57 respectively for teachers and leaders. Majority 73(54.5%) of the respondent agreed that lack of careful mentoring and evaluation of policy implementation enhance women participation affect their involvement in school leadership and 22(16.4%) of respondent disagreed that lack of careful mentoring and evaluation of policy implementation enhance women participation affect their involvement in school leadership. Both groups of respondents highly agree the issue. The t-test result with p-value of 0.753 greater than 0,05 indicates that the two group of respondents have no statistically significant differ in perception between teachers and educational leaders towards the item. Thus, from the result obtained clearly understood that lack of careful mentoring and evaluation policy affect women's participation in school leadership position in Majang Zone.

As it is indicated in Table 4.7, item 6, the mean score of teachers 3.38 and educational leaders 3.64, reveals less priority is given to train women than men in school leadership position. Both groups agreed that the less priority given to train women than men, were as a majorly affect the participation of women in school leadership. The majority of respondents 67(50%) agreed that less priority given to train women than men affect the participation of women in school leadership position whereas, 31(23.1%) of the respondent disagreed. The t-test result with p-value of 0.971 greater than 0.05 indicates that the two groups of respondents does not have statistically significant differences regarding view of teachers and educational leaders on the item.

Respondents also assure on the open ended questions that to change the community's outlook towards women school leaders" creating awareness was mentioned as a strategy. Female teachers" interviewee states the society's female undermining phrases like in Amharic "ድርስ ሴትኣ" mind set is not yet changed that hampers women's participation.

Among the female teacher interviewee she noted her idea as follows: "Five years ago I was assigned politically (supporting the ruling party) as vice- principal of first cycle elementary school (grade 1-4) which requires diploma;   and I was degree holder at that time in addition the salary stated on the letter and my salary doesn't match totally (my salary was 6036 birr but the fee for position stated on the letter was 2480 birr). I refused to accept the position and I felt as I was undermined at that time it was my interest to be appointed for the position."

All of the six items are rated and identified as "major causes "for women to impede them not to participate in leadership equally with men in Majang Zone secondary schools.

In line to this the interviewees from woreda education office and zone education office deputy heads and female teachers confirmed that there are a knowledge gap on implementation of the policy and strategy. Similarly they mention devaluation of female leaders also impacted women to participate in educational leadership; however through this day it seems declining. More or less the education office officials themselves knowingly or unknowingly are affecting women's participation in different ways.

On the other hand interviewees of the woreda education office confirms that the reason for the knowledge gap to implement the policy in akin way in both woredas is, there is no long term training given for the implementers (supervisors and woreda deputy heads) generally for the steering committee members who are responsible during selecting recruiting process. Another pointer of the knowledge gap is the woreda education officer interviewees answer questions according their understanding, one of the interviewee replies in terms the education context technically while the other one interprets every question politically.

On the other hand majority of the respondents mention about the strategy to maximize their participation that government bodies, MoE, political leaders have responsibility. Moreover, another option stated was the women themselves must strive for their right, avoid the sense of "I couldn't make it" and have to play a great role to come out and show that they are capable of administering a school equally with men.

The zone Education office deputy heads put their views concerning few numbers of female principals and also reasons for their resignation as follows"Five or four years ago the office of education had been assigned a number of female teachers in terms of their educational qualification, political affiliation, work experience, efficiency and their commitment. However, after few years most of them resign. At this times selection criterion are done by merit while political membership is not priority, but as the vacancy is posted females who came to compute for principal ship are almost none."

Moreover they put their suggestions that it needs detail investigation that the MoE and MZEO have an assignment to do over this.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary of main discovery, conclusion and recommendations that student researcher proposes and assumed to increase women's participation in school leadership in Majang Zone.

5.1. Summary

The study was aimed to assess the factors that affect women's participation in secondary school principal ship in Majang Zone of GRS with the following purposes in mind:.

- Investigate the factors that affect women to accept school leadership positions in Majang Zone secondary schools and put scheme of avoiding the barriers.
- Assess the level of implementation of affirmative action and policy provisions pertaining to the promotion of women to leadership positions at secondary schools of Majang zone.
- Identify the kind of strategies the Majang Zone educational office set to empower women principals to sustain on their position
- Evaluate the problem within the designing of training policy or implementation by the responsible people who are situated at different hierarchy.

In order to attain the objectives of the study, the following basic were stated and answered.

- ✓ What are the factors that prevent women, to accept educational leadership positions in Majang zone secondary schools?
- ✓ What major organizational and personal factors affect women's participation in secondary school leadership in Majang Zone?
- ✓ To what extent do the Majang Zone educational office set to empower women principals to sustain on their positions (school principal/deputy principal) and to attract other female school leaders?
- ✓ To what extent do women teachers aspired to hold position in educational leadership in Majang Zone?

A descriptive survey design was employed in this study to look in to what really affect the participation of women in school leadership and used to make a detailed description of existing leadership phenomena. The related literature was reviewed. The Zone has two woreda, both were selected purposively.7(100%)government secondary schools were included by using census sampling techniques where women serve either as principals or vice principals because to bring information about the general problems and prospect of women in leadership.

Participants in the study were selected using multistage sampling techniques. 120(65.6%)of teachers were selected through simple random techniques from the sample schools;12 school leaders and 2 supervisors were selected using comprehensive sampling techniques, 2(100%) woreda education office heads and1 ZEO head included using census sampling techniques. In general, 119 males and 18 females totally 137 respondents participated in the study.

Three Data collecting tools were used to carry out the study. This includes questionnaire, interview and document analysis. The entire questionnaire was returned and usable. Interview was conducted with 1 ZEO and 2 WEO heads and 8female teachers. Lastly, data was carefully tailed, analyzed and interpreted through the statistical package for social scientists (SPSS;20) program. Relevant data analysis tools such as percentage mean and mainly weighted mean are used to find out average value for each item scores.

5.1.1. Socio-Cultural Factors

With regard to socio-cultural factors that affect women's participation in educational leadership particularly in secondary schools of Majang zone the Ethiopian government announce gender equality and give equal opportunity with their counter parts due that recent time splinter of light is seen in change of gender equality comparing with the former time. Nevertheless, there are also factors that could hinder women to participate in secondary school leadership. The study shows mean gender role socialization(3.8,4.0), people think women do not have ability and skill to be a leader(3.88,3.86), men perception of themselves as being more competent, capable and efficient in leadership than women(3.73,3.71),the patriarchal ideology(3.56,3.64) and the decision making power rest with men(3.35,3.64). The finding indicates that there was no statistically significant difference between the two groups of respondents. In general, socio-cultural factor is rated as a major cause with average mean score of 3.72 that plays a great role in limiting women's participation position in leadership.

75

5.1.2. Women Feminine Character

In relation to factors that are related with femininity character of female principals the findings indicate that all of the indicators had average mean value above 2.50 rating women's competence as moderate four items. With regard to this, the mean of women's femininity behaviors influence student learning negatively(3.48,3.36), less acceptance of women's feminine leadership style(3.38,3.43), women could not decide by themselves(3.28,3.07) and sympathetic character of women leads to violation of school(3.18,2.93) to become school leader for teachers and educational leaders respectively. The majority of respondents agreed that women's participation in school leadership position is affected by women's feminine character due to women's femininity behavior, less acceptance of women's feminine leadership style, deciding problem and the sympathetic characters of women lead to violation of school rules.

The finding indicates that women have low level of aspiration to become school leader, due to women's femininity behaviors influences student learning, less acceptance of when's feminine leadership style, problems of deciding system and sympathetic character of women's lead to violation of school rules. The t-test revealed that p-value is greater than alpha value which shows there is statistical significant difference between the two group which is the teacher and educational leaders towards the item. In general, the average mean value for all items in this table was 3.28 that rated women feminine character to educational leadership as a moderate cause for their underrepresentation on the position of school leadership. Thus, this reflects that women's participation in school leadership is hindered by their women's feminine character in Majang Zone.

5.1.3. Women's Attitude towards Themselves

In relation to the assessment of major problems encountered by the attitude of women towards themselves, mean score of women still acknowledge the world as "masculine"(3.63,3.57), women poor risk taking(3.33,3.57), women's consideration of themselves to have low level of acceptance than men(3.54,3.36),women perceive themselves that they are confined at lower tasks under men(3.51,3.29) and the perception of women as low skillful and passive in leadership(3.41,3.43)for teachers and educational leaders respectively.

There is no statistically significant difference observed on the items based on the response of teachers and educational leaders. Thus, factors also play a prominent role on preventing women for the position.

5.1.4. Problems Related to Family and Home Responsibility

Concerning the major problems with respect to family and home responsibility, the mean of two respondent groups rated four related points. Women are more responsible to home or family related issues(3.93,4.07), lack of support from family or partner(3.82,4.14), women's role of child bearing and take care of family(3.65,4.07) and women's minimal authority in controlling, commanding and managing of household properties(3.4,3.36)were regard as a "major cause" for women's underrepresentation. In general, the average mean for all items was 3.81 rating family and home responsibility as a major cause that greatly affect women's participation in school leadership. There is no statistical significantly difference on the response of the group. The factor also play a great role on the underrepresentation of women's in school leadership position. Regarding home and family responsibilities majority of the respondents agree that it is a major cause for women not to participate in school leadership. The answer from the open ended questions also indicates as a major barrier. In addition female teacher interviewees mentioned women's home and family responsibility as a major reason to retreat women in leadership participation.

5.1.5. Institutional Factors Affecting Women's Participation in Educational Leadership and Problems Related in Policy Implementation

The study identified twelve institutional factors that could possibly be major cause that prevent women's participation in educational leadership. The mean score of Lack of women role models in educational institutions (3.63,3.50) and lack of visibility (3.62,3.43) were regard as major cause. On the other hand, less participation of women in designing educational polices (3.47,3.36), educational institutions have less transparent selection, hiring and promoting policies and practices (3.13,3.64), educational institution have no official effort to make female active participant in leadership (3.32,3.07) and sex segregation at a time of selection and hiring (2.68,2.93) were regard as a moderate causes that hinder women's entry in to leadership.

Regarding problems related with policy implementation, mean values of the negative attitude of people towards affirmative action (3.77,3.71), glass ceiling (3.65,3.50), lack of establishing women's professional network(3.48,3.64) and lack of mentor and support system for women (3.72,3.71) were regarded as "a major cause". Whereas, less committed of implementers to apply affirmative action (3.04, 3.71) and implementers have minimal knowledge of policies that could empower women in affirmative action (3.12, 2.79) for teachers and educational leaders were regard as a moderate causes that hinder women entry in to leadership. No statistically significant difference appeared between two groups of respondents. However, with the average mean of 3.32 institutional factors are considered as a moderate causes for less participation of women in leadership. Zone education office deputy heads refers that lack female leader role models, the knowledge gap between ZEOH and WEOS who are members of the steering committee (who recruit and select secondary school principals) affects moderately women's participation. Likewise the majority of the female interviewees express their idea that they do not have any idea how principals are selected and recruited. And this idea supports the institutional factors do not have transparent selection and promotion policy to enhance women.

5.1.6. Lack of Good Strategy

With regard to this, the mean values of community's awareness in recognizing women leader authority is quite limited(3.78,4.07), limited opportunity of promotion for women(3.58,3.93), devaluation of women by the society(3.58,4.00), adequate recognition not given for strong women(3.61,3.79), lack of careful mentoring(3.49,3.57) and less priority given for men than women(3.38,3.64) for teachers and educational leaders respectively to become school leader. The majority of respondents agreed the lack of strategy that hinders women's participation in school leadership.

The findings indicates that women have lack of good strategy to become school leader, due to devaluation by the society ,the limiting of communities awareness in recognizing women leaders, limited opportunity of promotion for women school leader, lack of careful mentoring, absence of adequate recognition for women and the less priority given to train women than men. The t-test revealed that p-value is greater than alpha value which shows that there is no statistical significant differences between the two groups which is the teacher and educational leaders towards the item.

In general, the average mean items in this table was 3.71 that rated lack of good strategy that hinder women's participation in school leadership as a major factor for their underrepresentation Lack of good strategy is high cause for their participation.

Among the items stated community's awareness in recognizing women leader "authority is quite limited is ranked 1ˢᵗwith weighted mean 3.93, and this is highly supported by the female interviewees and majority of teachers without sex identification who answered the open ended questions. Although, there is a change from the practical women principal's strong activity, but still it needs creating awareness to the society was stated by majority of respondents. Along with the WEOH one of them mentions their woreda gives great attention and recognition to female school leaders for their successful performance. Even during selection of educational upgrading priority is given for female principals. Whereas the other ZEOH mention they do not have such trend, the second head again repeat their scheme of selection for training and education women are computed equally with men as they got similar score the female will be beneficiary, unless there is no additional point (like the affirmative action) implemented in the Zone. In addition the Zone education deputy heads put their point of view additional effort has to be used to asses where the policy gap is; according to the education head officers the plan of MoE is to occupy at least 50% of the positions by female principals. Because schools run by female principals are more successful and women have the ability to create conducive working condition that their sympathetic character helps to treat students as friendly. Thus, this reflects that women's participation in school leadership hindered due to lack of strategy in Majang Zone.

5.2. Conclusions

The study has revealed that the socio-cultural factors that affect women's participation in educational leadership particularly secondary school principal ship.

❖ Concerning the socialization of girls and boys majorly influences women's involvement in school leadership, on the other hand majority of the respondents believe that there is a change of attitude on women's ability and skill. Women can perform their duty in a responsible manner more than men principals as they came to the position. But according the respondents; women's barrier is mainly the patriarchal ideology and few of the respondents suggest on the open ended question that religious institutions have the mandate to change the society's mind set. Because

women's aspiration is affected by the socio-cultural factors.

❖ Regarding women's feminine character the study shows that women's motherly behavior influences student's learning positively, less acceptance of women school leaders due to their feminine leadership style affects them moderately. Sympathetic character of women principals leading to violation of school rules is moderate.

❖ Women's attitude towards themselves is a moderate cause for their participation in school leadership. Feeling as they are confined at lower level tasks under men, considering themselves as they are less accepted than men, and exhibiting poor risk taking of themselves affects them moderately. But comparing with the other points what affects them more is acknowledging the world as masculine. This all things are related to their self-confidence.

❖ Women's home and family responsibility is a major cause to their participation in school leadership. Still the burden of home and family chores are on the shoulder of women, among the points the only having minimal authority in controlling, commanding and managing of household than their counterparts is moderate cause for the participation of women in principal ship.

❖ Institutional factors are major and moderate causes for women's participation in school leadership. But as stated by the office of education both the zone and woreda there is knowledge gap among the implementers and this is one of the causes that hinder women back. Moreover, the glass ceiling (invisible barrier) significantly affects their participation to reach and use their full potential. As the data shows unbalanced number of male and female teachers particularly at secondary schools also leads to less number of female competent.

❖ Like the other factors lack of good strategy as well affects women's participation, and it has major and high impact. Of course, more number implies major cause but according the respondents recognizing women's authority, and devaluation of women by the society affects their aspiration. Not giving more opportunity of promotion for women school leaders leads to less number of female school leaders. In accordance the researcher's expectation and female teacher interviewees" institutional factors were the major causes for less number female principals.

5.3. Recommendations

To tackle the problem that affect women's participation and improve their involvement in school leadership, the following possible solutions are recommended so as to increase women's participation in secondary school leadership.

❖ To tackle these problems and improve their aspiration to become school leader awareness creation, raising and bring attitudinal change should be undertaken by Zone and Woreda education offices through training, experience share and workshops.

❖ This has to start with changing the society's mind set and this is mainly the duty of religious persons, mass media, and family the way of socializing girls and boys should be changed. In doing so, ministry of education (MoE) and Majang zone administration education office in collaboration with Woreda education offices needs to create awareness regarding the skills and abilities of female teachers as they appear to the school leadership in terms of their skill, ability, are also competent as men do. All concerned bodies should empower girls with skills for self-confidence, assertiveness, speaking out, decision making (by giving different tasks at school level) and negotiation in order for them to overcome gender-based restriction to their participation.

❖ Moreover, raising various factors which could have influenced their participation is crucial; like creating conducive working condition, setting applicable school rules and regulations to handle students who misbehave badly which could avoid the conviction of masculine leadership. The MoE with education office and zone education office have to revise the policy, strategy and selection criteria used to appoint secondary school principals and serious consideration should be given for giving priority to female teachers to train to develop their self-confidence.

❖ To minimize the notion of masculine; family, school community, and other stake holders (NGOs) must take over their responsibility to participate women equally with their counterparts. This could be attained by using the necessary mass media, meetings, social affair associations.

❖ Policy implementers, (education office officials, supervisors) have to get adequate training to implement the strategy, policy and affirmative action as it should be. Interpretation of educational profession especially at school level ought to be

separated from the political issue. The recruiting and selecting criteria has to be dealt with the knowledge and skill of the employee whether the person is capable of implementing the educational policy that could make the school successful. And the policies and proclamations shouldn't be to paper value to state simply that as the sector posses" women empowering mechanism without practical activity.

❖ Government should give great emphasis to work on women leadership, since the country's half of the population is women wastage of natural resource (human resource) should be minimized by involving them at different leading positions. Obviously, it is unimaginable to avoid the community's attitude towards women's skill and ability within a short period of time, but policy makers, implementers and professionals should be front leaders for its practical implementation, mechanisms should be in place to provide incentives, and give recognition for best performing female teachers and educational leaders. The office of gender at MoE, Zone administration, woreda up to the lower unit woreda concerned bodies should take responsibility and initiative to bring about change on the society.

❖ Ministry of education should undertake practical action on implementation of affirmative action. Perhaps suitable qualifications required for promotion into educational leadership positions such as EdPM – might help, so; prior opportunity should be given for women to train and assign on leadership positions.

❖ Female teachers are needed to realize their innate abilities teach their colleagues to change community, parents and student negative attitude towards them through discussion in different public stages.

❖ Males need to accept potential females' contribution in leadership activities to attain development goals of the country. In addition, they need to encourage rather than discourage them.

❖ Women in a position of leadership need to communicate the feeling of effectiveness they drive from their work and might motivate other women to seek leadership particularly at the level of the school principal and counter perceptions of stress related to school leadership that discourage those who have potential to apply to school principal.

Therefore, based on these recommendation and the scarcity of related research on the zone, the researcher believe that further research need to identify factor affecting women's participation in school leadership in Majang zone of GPRS and finally to come up with different measures that was help to improve their participation in school leadership in the zone.

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Jimma University School of Graduate Studies

Department of Educational planning and Management

Educational Leadership and management Stream

Questionnaire going to be filled by respondents (Supervisors, vice principals and Principals and teachers).

Dear respondents! This questionnaire is prepared as part of the data for my Master's study titled "Factors preventing women to participate in secondary school's leadership in selected Majang zone." More specifically; it seeks to have your views and opinions about factors affecting women's participation, in educational leadership in the Majang zone secondary Schools. The information you provided will only be utilized for the purpose of this research and will be kept confidential. You are not therefore required to write your names. The result and success of the study depends on the quality of your responses. You are thus kindly requested to complete the questionnaire by reading the instructions in each item carefully before you give your responses.

Thank you in advance for your cooperation

Akal Amsal Ayalew

Part I: Background Information

1. Sex: Male ☐   Female ☐

2. Age (in year)   A. <20   B. 21-30   C. 31-40   D. 41-50   E. >50

3. Educational background,   BA/BSC ☐   MA/MSC☐   other ☐

4. Work experience   A. <3 yrs   B. 3-5 yrs   C. 6-10 yrs   D. 11-15 yrs
                                  E. 16-20 yrs   F. >20 yrs

5. What is your current position in your School, Woreda?

A. Educational Leaders ☐   **B.** Teacher ☐

Part II. Socio-Cultural Factors

The following are believed to be socio-cultural factors that affect women's participation in educational leadership. Please, indicate the extent of your agreement on these factors that affect women's participation in educational leadership in secondary schools by putting a tick mark (✓) in one of the boxes provided for each possible factor using the scales given below.

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1)

	Items	Scales				
		5	4	3	2	1
1	Girls and boys are socialized differently to assume different roles					
2	People think women do not have the ability and skills to be					
3	The patriarchal (cultural) ideology that dominated the culture					
4	Most people still think the decision making power rests with men.					
5	Men feel more competent, capable and efficient in leadership than					

Part III. Respondent's Views towards Women's Feminine Character

The following are thought to be factors of discouragement for students learning at secondary school. Please! Indicate the extent of your agreement on these factors that causes women being rare in the principal ship of secondary schools of MajangZone administration by putting a tick mark (✓) in one of the boxes provided for each possible factor using the scales given below.

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1)

No	Items	Scales				
		5	4	3	2	1
1	Women"s femininity (motherly behavior) influences student's learning Negatively					
2	There is less acceptance of women's feminine (not masculine) leadership Styles					
3	Women's participative style assumed that women could not decide by themselves.					
4	Sympathetic character of women leads to violation of school rules					

Part IV. Attitude of Women towards Themselves

The following are supposed to be women's attitude (self-concept) towards themselves. Please! Indicate the extent of your agreement on the following statements by putting a tick mark (✓) in one of the boxes provided for each possible factors using the scales given below.

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1)

No	Items	Scales				
		5	4	3	2	1
1	Women still acknowledge the world as "masculine"					
2	Women exhibit poor risk taking of themselves					
3	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership					
4	Women consider themselves to have low level of acceptance than Men					
5	Women perceive themselves that they are confined at lower tasks under men					

Part V. Family and Home Responsibility

The following statements relate to women's family and home responsibility that are thought to affect their participation in educational leadership. Please indicate extent of your agreement by putting a tick mark (√) in one of the boxes provided against each statement using the scales given below:

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1)

No	Items	Scales				
		5	4	3	2	1
1	Women's responsibility of family (child bearing and taking care) and home affect their participation in educational leadership.					
2	Women are more responsible to home or family related issues than their male counterparts.					
3	Women's lack of support from family (partner) affects their participation.					
4	Women have minimal authority in controlling, commanding and managing of household properties than their counterparts.					

Part VI. Institutional Factors, that Affects Women's Participation in Secondary School principal ship.

The following are some of the expected institutional factors affecting women's participation in educational leadership. Please! Indicate the extent of your agreement by putting a tick mark (✓) in one of the boxes provided for each possible factor using the scales given below.

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)

No	Items	Scales				
		5	4	3	2	1
1	Educational institutions do not have transparent selection and promotion policies and practices to enhance women's school					
2	Educational institutions have no official effort to make females active					
3	Educational institutions have sex segregation that favor men while					
4	Lack of supporting women to form professional network in leadership.					
5	Lack of women role models in educational institutions affects participation of other women aspiring for leader					
6	Women are not visible like men to be empowered by institution's to participate in educational administration					
7	Lack of mentors and support system for women affects their					
8	Implementers are less committed to apply affirmative action in Practice					
9	Implementers have minimal knowledge of policies that could empower women in affirmative action.					
10	The negative attitudes of people towards affirmative action hold back women to feel secure on their skill.					
11	Women have less participation in designing educational policies.					
12	There is a Glass ceiling (invisible and artificial barriers that prevent women from reaching their full potential) affecting their participation in educational leadership.					

Part VII. Lack of Good Strategy to Sustain and Attract Women Leaders at their Position

The following are related with sustaining of women at their leadership position and to attract other women. Please! Indicate your degree of agreement by putting a tick mark (✓) in one of the boxes provided for each possible factor using the scales given below:
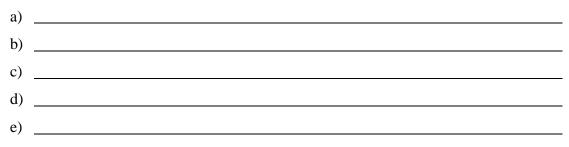
Use the following five scales to answer the questions

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)

No	Items	Scales				
		5	4	3	2	1
1	Adequate recognition is not given for strong (successful) women school leaders					
2	The community's awareness in recognizing women leaders" authority is quite limited.					
3	There is limited opportunity of promotion for women school leaders in educational sectors to the next level					
4	Devaluation of women by the society affect their aspiration					
5	Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation					
6	Less Priority is given to train women than men					

1) In your opinion, what are other major factors that might contribute to the under representation of women in educational leadership?

_____

_____

_____

_____

2) State what possible strategies or actions should be taken to attract and increase the participation of women in education leadership?

a) _____

b) _____

c) _____

d) _____

e) _____

3) In your opinion, whose concern is to maximize their participation in educational Leadership

_____

_____

_____

Thank you again for your cooperation!

AKAL AMSAL

Appendix II

JIMMA University School of Graduate Studies Department of

Educational Planning and Management Educational Leadership

and Management Stream Interview Guide for female teachers

Part I: Background Information

1. Woreda_____

2. Educational background,_____

3. Work experience _____

4. What is your current position in your School?

Part II: Interview Questions for Female Teachers

1. Is there unique opportunity for women to raise them in school leadership?

2. Generally speaking would you prefer to have a male or a female principal? Why?

3. Is there any priority   to women to bring them to a leadership position in your school/ woreda educational office?

4. Generally speaking do you think women teachers are motivated to be aspired to leadership position?

5. Is there any affirmative action that is still operational to make women teachers principal in your school/sub city? If there is, what impacts (negative or positive) does it have?

6. Could you tell me about the major factors that might contribute to the underrepresentation of women in secondary school leadership in Metti zone Administration?

7. What do you think should be done to improve their participation in the profession in the future?

8. Do you have any attitude to be a school leader? Brief your answer please!

Thank you again for your cooperation!

Appendix III

JIMMA University School of Graduate Studies

Department of Educational Planning and Management

Educational Leadership and Management Stream

Interview Guide for, zone education office deputy heads, woreda education office officials and secondary school supervisors.

Part I: Background Information

1. Woreda _____   2. Educational background, _____

3. Work experience _____

4. What is your current position in your School?_____

Part II: Interview Questions for woreda Educational Officials and Secondary School Supervisors.

1. From your practical experience and observation how do you evaluate the current standing of women in secondary school leadership in secondary schools of Majang zone administration?
2. What are the current selection and placement criteria used for assigning educational leaders? Do the criteria have an effect on their involvement of secondary school leadership? How?
3. How do rate the participation of women educators in the steering committee of the woreda during selection of principals?
4. Does your institution encourage women to leadership positions? How?
5. What is your attitude towards women educational leaders" skill and competence in performing leadership functions in secondary schools?
6. Do you have any knowledge (training) concerning the implementation of the educational sector programs, policies and strategies?
7. What major factors do you think hinder women to come to secondary school principal ship?
8. What alternative ways do you think would encourage women to come to secondary school leadership positions?

Thank you again for your Cooperation!

AKAL AMSAL