

**FEMALE TEACHERS' ASPIRATION AND ITS DETERMINANTS TO  
ASSUME SECONDARY SCHOOL LEADERSHIP POSITION IN ARSI  
ZONE OROMIA REGION**

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**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FEBRUARY , 2021  
JIMMA, ETHIOPIA**

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ZONE OROMIA REGION**

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**A RESEARCH REPORT SUBMITTED TO JIMMA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT  
FOR PARTIAL FULFILLMENT AND REQUIREMENTS OF MASTER OF  
ARTS DEGREE IN SCHOOL LEADERSHIP**

**FEBRUARY , 2021  
JIMMA, ETHIOPIA**

# LETTER OF APPROVAL

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATION PLANNING AND MANAGEMENT

The thesis on the title “**Female teachers’ aspiration to assume leadership positions in schools and its determinants in secondary schools of Arsi zone Oromia region**”

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## **DECLARATION**

This thesis is my original work and has not been presented for a degree in any other university and that all sources or materials used for the thesis have been dully acknowledged. This thesis, **“Female teachers’ aspiration to assume leadership positions in schools and its determinants in secondary schools of Arsi zone oromia region** “is approved as the original work of

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## **Acknowledgements**

First I am extremely grateful to my advisor, Bekalu Ferede (Associate Professor) for his professional guidance and valuable advice without which I couldn't have completed my thesis. I would like to extend my genuine thanks to Jimma University Department of Educational planning and Management for the financial support, dead sure without that the study would not have been realized. Moreover, I would also like to extend my deepest gratitude to all my informants who have shown the commitment in giving authentic information. Last but not least, my special thanks go to my much loved wife W/o Zara Mohammed whose support was so great. Finally, I would like to appreciate the secretary who tired in correcting the technical error during writing the report.

## **ABSTRACT**

*The purpose of the study was to analyze female teachers' aspiration toward school leadership position and determinants of aspiration in Arsi Zone Secondary Schools. To conduct this study, correlational research design was employed. Both quantitative and qualitative methods were employed. 8 woredas were taken purposively and 27 governmental secondary schools were taken compressively from these 8 woredas. The participants of this study were 130 female teachers selected by using comprehensive sampling techniques from sampled schools. 26 secondary school principals, 16 women and children affairs office, 8 head of woreda education office, 8 secondary school supervisors were involved in the study in Arsi Zon. The data were collected by using questionnaire, interview and document reviews. Frequency, percentage, mean, standard deviation and correlation analyses were used to analyze quantitative data. The data collected from the structured interview, was analyzed and interpreted qualitatively. The findings of the study revealed that female teachers aspiration toward secondary school leadership position tend to be relatively positive in holding lower position but negative at the top leadership position. In addition, major finding of the study revealed that, female teachers do not have plan to be school leadership position, female teachers do not have self- confidence in their capabilities, lack of qualification and experience of female teachers to be school leadership, the absence of model female teachers on secondary school and female teachers do have negative attitude toward secondary school leadership. The independent variable (demographic status, self-confidence, self-efficacy and attitude) and the dependent variable (leadership aspiration) had a strong relationship. As a result, there is a relationship between the two variables. These caused that female teachers do not have an aspiration to be secondary school leadership. The forwarded recommendations are; Continuous awareness creation should be offered to female teachers to increase their aspiration. This awareness should be created by school leaders, woreda and zone educational offices and ministry of education. Female teachers' should be accepting their potential contributions in leadership activities. Female teachers should build their knowledge and leadership skills through reading and sharing of experience and upgrade their educational qualification. Female teachers perceived themselves as having leadership qualities*

## **Acronyms and Abbreviations**

EdPM- Educational Planning and Management

ESDP- Education Sector Development Program

MoE- Ministry of Education

SCCT- Social Cognitive Career Theory

SPSS- Statistical Package for Social Science

TVT- Technical and Vocational training

UNESCO- United Nations Educational Scientific Cultural Organization

WEO- Woreda Education Office

ZEO- Zone Education Office

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Women in school leadership positions have to deal with a number of challenges that stand in their way, particularly when they are operating in the fields of men. The study of Osumbah (2011) indicated that the dual responsibility of employment and family care and employment were too demanding. As such the issue of children and/or family is one that deters many women when they have to make the decision to take up a leadership positions. Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families (Eagly et al., 2009).

Still today women face multiple barriers, such as disadvantageous work environments, employment practices, or compensation levels (Yeagley, Subich&Tokar, 2010). Women have to follow a circuitous path, a labyrinth, to advance to leadership (Eagly&Carli, 2007). Does this perspective discourage women from having school leadership aspiration? Understanding the aspiration and its' determinants to assume school leadership position is important because aspiration is a major predictor of career attainment (Schoon&Polek, 2011) and hierarchical advancement (Tharenou, 2001). Leadership aspiration is defined as the personal interest for reaching a leadership position and the will to accept the offer to take over such a position (Singer, 1991).

There is considerable evidence to suggest that the determinants of female teachers' leadership aspiration. Gordon and Medland (1965) found a significantly positive relationship between an individual's leadership aspiration and their ability (self-efficacy) to lead. Although the correlation was weak, it is still significant and indicates that a person, who wants to become a leader, also could be a good one. Different factors can affect interest for leadership, and there seems to be mixed findings regarding aspiration for leadership. Leadership self-efficacy plays a central role in the formation of individual agency (Hannah, Avolio, Luthans& Harms, 2008). When examining students, still awaiting a career, Schyns and Sczesny (2010) found that occupational self-efficacy was positively correlated to self-perceived leadership relevant

attributes (task- and person oriented). Their findings highlight the importance of occupational self-efficacy for believing in a future career.

Demographic status can play a great role on female teachers' school leadership aspiration. Studies show that factors such as gender, age, education, salary, and experience are found to have influence on leadership aspiration of employees. In a study conducted by Ghafoor (2012) the conclusion shows that male staffs are more satisfied as compared to females.

In global system there was a continuous awareness, which realized that changing the attitude of female teachers' toward school leadership position. Supporting this idea many researchers emphasized the rational for altering the attitude of female teachers toward leader positions. UNESCO (1994) stated that women participation in leadership position is to share equal responsibilities and have rights as citizens.

Self-confidence of women has been judged in terms of male defined standards i.e. confidence women show in public sphere activities. Thus since women have kept separate from public sphere activities, they lack the experience and this experience have been mistaken to be lack of self-confidence (Yeaky, 2006). The impediment of self-perception can be over-come through getting more information, education and experience before seeking for leadership positions. In Ethiopia women's participation at various levels of executive councils and administrative bodies has been increasing.

Historically, traditional African women played leadership roles in society and influenced society greatly. YaaAsantwaa of Ghana, the queen mother of Ejisu in Ashanti and Zhingha Queen of Matamba in Angola are outstanding examples (Ishmael Anchomese, 2018). Similarly, in Ethiopia the role of women has been of great importance in the history. For example, Tayitu Betul (C.1851-1918), wife of Minilik the second (Negus Negest or king of kings), was a formidable queen and empress of Ethiopia (UNESCO 2019, WWW.UNESCO.ORG.). Indeed, there is a popularly known story about a legendary queen that ruled the Oromo people with an iron fist. Akko Manoyye was one of the queens that ruled the South Oromia. During her rule, every task, including caring for children, was performed by husbands, and every decision was made by women (DejeneNegassa DEBSU, 2009).`

The same is true for an increment of women number in federal and regional House of Representatives. On the other hand, school administration has been male dominated as a result the government has set a plan to increase the number of model students & teachers in schools as well as appointing those able women at leadership position (MoWA, 2006). For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-V 2010). This deprives female teachers the opportunity of looking up to role models and to decision making positions. Recently some improvements have been seen in increased proportion of school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads in school at different region of the country (MoE, 2006).

Although the number of women within leadership positions has been increasing throughout the last years, female leaders still remain a minority in secondary schools of Arsi Zone Oromiya regional state. For instance, the number of female teachers in secondary school leadership position is less than 6% in Arsi Zone (Arsi Zone Education Office Report, 2011). Hence it is important to determine the relationship between the female teachers' aspiration to assume secondary schools leadership position and its determinants.

Therefore main purpose of this study was to investigate the relationship between the determinants of female teachers' leadership aspiration (demographic status, attitude, self-efficacy and self-confidence) and female teachers' leadership aspiration in secondary schools of Arsi zone Oromia region.

## **1.2 Statement of the Problem**

Female teachers are grossly underrepresented in leadership position in various educational levels. It is important to note that the underrepresentation of female teachers is a global phenomenon. They were half of the world population; females' world leaders in power are very low; particularly in school leadership (Schien, 2007). There are several dilemmas that complicated female teachers' underrepresentation in school leadership position. The problems are varies that affect female teachers underrepresentation in school leadership position (Kagode, 2008). Among these it may be related to lack of female teachers' aspiration to assume school leadership position. Lack of female teachers' aspiration toward school leadership position is relate to like lack of female teachers self-confidence, demographic status of female teachers, stakeholders

perceive male lead better than female and some female teachers had negative attitude toward leadership position compared to their male counter parts (Kamau, 2004). Therefore increasing female teachers' aspiration for school leadership position is important to reduce this gender disparity in educational leadership.

However several reports and research findings noted that there were women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. In East Asia, the need for women in school leadership position is regarded as important issue to ensure sensitivity within school for the wellbeing of adolescent girls to enable girls beginning to consider career choices with role models to spire women to participant in decision making and to address issue of social justices by providing gender equality between adults within educational system (Lemessa G. 2014).

Some African countries like Zambia had been implementing the policy of balancing the representation of females toward leadership position in school following the rules of selection of school leadership. This simple regulation had meant that female teachers' representation in school leadership position is now less gender biased that balance leadership (MoE, 2006).

The Ethiopian government has endorsed a number of legal documents aimed at eliminating discrimination against women. One such document is the Gender Equality which was put into effect in (Lemessa G. 2014). The government approved the National Plan of Action on Education for All, which aims at achieving gender equity in education by 2015 (Do, n. d.). The national goal of the Strategy is to: improve women's quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally participate in and benefit from all aspects of politics, economy, culture and social areas (Lemessa G. 2014).

In practice, however, it had been observed that aspiration of female teachers for school leadership position was not changed as the government planned. Thus, consequences were resulted women underrepresented in the leadership positions within the education system (ESDP, 2010). In order to understand the shortage of aspiring female teachers applying for secondary

school leadership positions in Arsi zone, it is imperative to see the female teachers' aspiration and its determinants to assume school leadership position.

In Ethiopia especially Oromia region Arsi zone the fact that female teachers proportion in leadership positions is very small in relative to their population. For example in 2011 E.C the number of female teachers in secondary schools of Arsi zone were 423(14.34%) out of 2949 teachers. This indicated that there were a small number of female teachers in secondary schools. According to their number 30.83(14.34%) should be participated in to secondary school leadership position. But only 1(0.87%) female teachers were the principals of secondary schools in, 9(11.84%) female teachers were vice-principals of secondary schools, only 2(8.33%) female teachers were supervisors of secondary schools and totally only 12(5.58%) female teachers were taken a position of leadership in secondary schools (2011 E.C Arsi zone education office report). But as their number in schools, they were not proportionate. This was the reason why the researcher initiated to carry out the research.

Although, research had been done on involvement of females in educational leadership, for example; Catherine (2011), David (2013), Lucia (2005), and Netsanet Weldeyesus (2013) in Addis Ababa, Girma Gudata (2017) in North Shoa, Laliftu Mekonnin (2014) in Ilu Aba Bor Zone and others which does not address the determinants of female teachers' aspiration to assume school leadership position in Arsi zone Oromia regional state. For instance, Netsanet (2013) conducted research on opportunities and strategies that encourage the participation of women in educational leadership. Her major findings were well planned policies and strategies that encourage the participation of women in educational leadership and giving quota system during recruitment.

However, the study focus on the interest or aspiration of female teachers to assume school leadership position is more preferable before the study conducted on participation, opportunities and challenges of female teachers in school leadership position. Because a person with high aspiration has a chance to participate in school leadership position and attempt any action. Therefore, the study of the relationship between the female teachers' aspiration and its determinants to assume school leadership position is very important to fill this gap. In addition as a researcher working as a teacher, vice director, and supervisor for about 13 years in the educational sector, there was no current research conducted on determinants of female teachers'



aspiration to assume school leadership particularly in secondary schools of Arsi Zone Oromia Regional State. The absence of this will be initiated the researcher to conduct the study of the relationship between female teachers' aspiration and its determinants to assume school leadership position.

Therefore, the main purpose of this study was to examine the relationship between female teachers' aspiration and its determinants to assume school leadership position in general secondary schools of Arsi Zone Oromia Regional State.

## **Research Questions**

1. To what extent female teachers aspire to assume leadership position in schools?
2. How does female teachers self-efficacy related to their aspiration to assume leadership position in schools?
3. What relationship exists between female teachers' attitude towards leadership and their aspiration to assume leadership position in schools?
4. How does female teachers' self-confidence be related to their aspiration to assume leadership positions in schools?
5. Which demographic variables determine female teachers' aspiration to assume leadership positions in school?

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

### **1.3.1 General Objective**

This study will attempted to investigate the relationship between female teachers' aspiration and its determinants to assume secondary school leadership position in Arsi zone, Oromia Region.

### **1.3.2 Specific Objectives;-**

1. To assess the aspiration of female teachers' to assume secondary school leadership positions.
2. To assess how female teachers' self-efficacy does relate to female teachers' aspiration to assume school leadership position.
3. To identify to what extent does the attitude affect female teachers' aspiration to assume educational leadership position

4. To assess how female teachers' self-confidence does relate to female teachers' aspiration to assume school leadership position.
5. To identify which demographic variables determine female teachers aspiration to assume leadership positions in school

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

The study female teachers' aspiration and its determinants to assume secondary school leadership position will informed all the stakeholders in education of the gender specific challenges that female teachers face. By taking an in-depth look at the relationship between female teachers' aspiration and its' determinants in secondary school leadership the study is expected to have the following importance

- The study is likely to sensitize educational policy makers or Ministry of Education on the extent to which gender disparities exist in secondary schools leadership. The Ministry of Education may be better prepared to implement training and mentoring programmers for female teachers. The study may therefore influence future policies and practices.
- The study findings will be helped Zone Educational Office (ZEO) and woreda Education Office (WEO) for creating awareness for understanding of the female teachers' aspiration, to plan for equity and equality in recruitment, appointment and promotions in secondary schools leadership positions.
- It may encourage the female teachers and young adolescent girls to take the school leadership position and help to improve the leadership effectiveness in government secondary schools. This means that young adolescent girls desire to enhance in secondary school leadership following their few role models who have succeeded in breaking the negative attitude toward secondary school leadership. They will become better equipped to function more effectively.
- The researcher, school students, teachers, or all the school communities are the beneficiaries of the study.
- It may throw light on the nature of the problem and initiated the concerned body to undertake further research work.

## **1.5 Delimitation of the Study**

In order to make the study easily managed, the researcher delimited it to investigate the determinants of female teachers' aspiration to assume school leadership position. This was possible because educational leadership is a broad term that encompasses leadership from lower level of educational institution to the higher one. To delimit the scope of the study, the researcher restricted it to study the determinants of female teachers' aspiration to assume secondary school leadership in Arsi zone Oromia Region.

Furthermore, investigating all determinants or factors which affects female teachers' aspiration to assume school leadership position is very difficult. Therefore, to make the study manageable it attempted to focus on major determinants or the independent variables such as self-efficacy, self-confidence, attitude and demographic status of female teachers related to the dependent variable, female teachers' aspiration to assume secondary school leadership position.

## **1.6 Limitations of the Study**

Any research study has its own limitations and this study has no exception. Few respondents filled the open-ended part of the questionnaire hastily. Among other things during interview time some school principal, head of women and children affairs office and secondary school supervisors did not show willingness to deliver right information. The researcher reacted with the respondents wherever the environment is conducive for them, and took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research. In addition, some of female teachers were not as expected and as a result, from 130 female teachers' respondents, 125 were correctly filled and returned. The researcher worries that some respondents would find the study rather sensitive, so they would be reluctant to reveal valuable information on female teachers' aspiration and its' determinants to assume school leadership.

## **1.7 Definition of Key Terms**

**Leadership Aspirations:** Defined as intentions to obtain promotions, manage and train others, and be recognized as a leader in one's field (O'Brien, 1996). In this context it means that female teachers' interest to be a school leadership.

**Determinants** - a factor which decisively affects the nature or outcome of something (definition from Oxford Dictionary 4<sup>th</sup> edition). Contextually it refers to the aspects that contribute to female teachers' aspiration to assume school leadership position.

**Demographic**- is the study of a population based on factors such as age, sex and race. It is a characteristic used to classify people for statistical purpose. (Source- definition from Oxford Dictionary 4<sup>th</sup> edition)

**Attitude**-in this study it is the way female teachers feeling become towards school leadership position.

**Self-efficacy**- refers to belief that individual has the personal capability and resources to produce a desired effect by individual action (Bandura, 1997). According to Maddux (2002), self - efficacy beliefs develop over time and it is also developed by experiences. In this context it means the ability and skill that someone has to be school leadership.

**Self-confidence** -in this study it is defined as one's motivation or confidence to overcome different problems in the society.

## **1.8 Organization of the Study**

The study will be organized in to five chapters: Chapter One presents background information to the study, a statement of the research problem, and objectives of the study and research questions, significance of the study, scope and delimitation and limitation of the study. Chapter Two is about review of related literature. Chapter Three explains the research methodology .Chapter four deals with data presentation, analysis and interpretation. Chapter five presents summary of the findings, conclusions and recommendations used in this study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter of the study gives emphasis on relevant literature related to the determinants of female teachers' leadership aspiration in school leadership position and an attempt was made to define educational leadership and determinants of school leadership aspiration.

#### 2.1 Concepts of Educational Leadership

Educational leadership is the continuous work of mobilizing people to believe and behave in regard to shared vision that results to in high achievement for every child. It is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Lemessa G. 2014).

Besides, educational leadership influence sand manages pedagogical goals and visions undermining instructional program to promote teachers learning and development for students" improvement (Lemessa G, 2014) further argues educational leadership that enhances students" outcomes through the creation of an environment where learning permits the organizational culture, besides he states as: "I believe that the core work of teachers in seeking to promote quality learning for all children that all management tasks serve that core work".

#### 2.2 Leadership Aspiration

Leadership aspiration is defined as the personal interest for reaching a leadership position and the will to accept the offer to take over such a position (Singer, 1991). Our dependent variable leadership aspiration was measured with a 17-item, 5- point scale (1 = strongly disagree to 5 = strongly agree). The 17-item scale consisted of items measuring intentions as well as of items measuring behaviors. This scale contains items that are rated on a 5-point Likert-type scale. Studies show that there are women who believe that school administration is not their task. However, women who are engaged in school administration focus more on children, teaching, and learning. The Paradox is that when women that are not leaders see other women administrators involved in incorporating the activities of teaching and learning and contact with

children, their interest to become leader will increase. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true.

Furthermore as cited in (Lemessa G. 2014), argue that, “low self-confidence can affect aspiration level.” A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration to participate in a school leadership position and as a result, these women lack the chance to move upward position to hold leadership positions than those who have high aspiration.

### **2.3 Women’s Leadership Aspirations**

Women’s leadership development has focused on building skills rather than identifying factors that influence women’s career aspirations to leadership roles. Although the literature reflects the knowledge, skills and abilities of leadership, the psychological factor(s), (affective and cognitive), that inspire an individual to leadership are unclear (Boatwright &Egidio, 2003; van Knippenberg, van Knippenberg, DeCremer& Hogg, 2004).

According to Boatwright and Egidio (2003), many college experiences provide the necessary skills for leadership skill development, but have not explicitly focused on the enlivening of leadership aspirations, a necessary element for many women. The authors believe stimulation of women’s leadership aspirations may be critical in the career advancement of women to leadership roles. Singer (1990) examined whether self-efficacy perceptions are predictive of adolescents’ leadership aspirations. A cognitive approach was utilized to explore leadership aspirations as a special case of career choice by applying the various models of career choice behavior in identifying the underlying cognitive determinants of leadership aspirations. The author hypothesized that significant sex and age differences would be identified in all measures with reference to leadership aspirations. The results of the study indicated that all participants had a similar level of aspiration to leadership positions, regardless of sex or age. The author indicated that all of the participants had an equally strong desire to be leaders.

Kreuzer (1992) conducted a study of the extent to which college women aspire to leadership roles and to determine if there is a relationship between aspiration and selected sociological factors (e.g., gender, gender role orientation, leadership aspirations, socioeconomic status and

parental influence). Two questions were designed to investigate whether gender role orientation affects university seniors' aspirations to leadership and whether there are gender differences in the influence of specific sociological factors (socioeconomic status, mother's obtained occupation, and mothers' level of education) upon university seniors' aspirations to leader roles. The results indicated that for women participants, mother's education was related to their leadership aspirations.

However, gender role orientation was found to be inconclusive. Kreuzer (1992) also identified her study's limitations. The authors examined whether connectedness needs, gender role orientation, self-esteem, and fears of negative evaluation were predictors of college women's leadership aspirations. The following instruments were utilized to collect data: the Career Aspiration Scale (O'Brien, Gray, Tourajdi, & Eigenbrode, 1996) to measure leadership aspirations; the Bem Sex-role Inventory (Bem, 1974) to measure gender role; Connectedness Scale (Welch, 1997) to measure connectedness needs; Fear of Negative Evaluation Scale (Watson & Friend, 1969) to measure fear of negative evaluation; and Rosenberg's Self-Esteem Scale (Rosenberg, 1965) to measure self-esteem. Both correlational and hierarchical regression methods were utilized to analyze data in the study. The results indicated that each of the variables was significantly related to college women's leadership aspirations.

Connectedness needs and self-identified masculine gender role traits were significantly related to the leadership aspirations of college women. The more college women considered themselves to be fitting in with the traditional feminine gender stereotype, the less likely they were to report leadership aspirations. Connectedness needs exerted the most important influence upon college women's leadership aspirations over all other variables. When variables found to be significantly related to women's leadership aspirations (gender role orientation, connectedness needs, self-esteem and fear of negative evaluation) were concurrently entered into the regression equation, each variable remained a significant contributor and accounted for 16% of the variance. While age and educational level were inserted into the data analysis, neither variable accounted for a significant influence on college women's leadership aspirations.

In this study there is also a strong relationship between female teachers' aspiration and their attitude toward school leadership.

### **2.3.1 Why Female teachers aspire or does not aspire to leadership**

When considering the gender gap, there must be understanding of why female teachers may or may not be aspired to the leadership position. The perception of why it takes to be a leader differs amongst female teachers and leaders, and their perception can alter depending on the role they currently fill.

**Reasons female teachers aspire to leadership position;** the main reasons female teachers aspire to the role of leadership are twofold. Firstly, they believe they can make the most difference to students' outcomes in that position and secondly, in modern times the shift in understanding of a principal's role has made it more attractive Rhodes (2018).

In terms of the first reason, Smith's (2011) study of female teachers and head teachers perspectives in the UK found that women in the role of head teacher were of the view that holding the position allowed them to provide the best education possible for students attending their school. The women in the study who had aspired to principal ship saw themselves as being pupil centered. Bush (2008) further argues that leadership should be underpinned by educational aims. Over time educational aims have shifted away from teacher centered to student centered learning, therefore the role of the leader has also shifted, making it more attractive to student centered practitioners.

The second reason is that female teachers who choose to opt into principal ship believed there was no longer a need for extremely harsh or very soft and feminine attitudes. This is again shift, M.CTavish and Miller (2009) suggest the term management was previously associated with men through the concept of "think manager think male" p(17). They go further and explain that where female teachers have been successful in leadership roles in the past has been because they have assimilated a more masculine style and this is no longer necessary. Shieldsn (2005) explains "power used thoughtfully and ethnically" can be a strong force for collaboration, for communication and for positive change with educational organizations." P(84). That sense of collaboration and communication is more associated with those who are student centered and may appeal more to female teachers.

The change in terminology from school management to school leadership highlights a paradigm shifts in the roles of senior staff in a school Bush, 2008). As the paradigm around leadership has shifted, it is possible that more female teachers may choose to opt in to principal ship with a focus on improving students out comes. A flexible workplace and gender balance in senior



leadership teams also provides some explanation of why female teachers may opt in to principal ship, and these will be discussed further under the enabling factors section.

**Reasons female teachers do not aspire to leadership position;** the literature reveals that there are six key reasons some female teachers decide to opt out of the principal ship route. These reasons fall under the areas of perceived external barriers to female teachers' progression and that of personal agency. The external factors are first that due to the glass ceiling (Coleman, 2009), women can be put off applying because they feel they will be unable to progress easily. The second factor is the perceived expectation that female teachers leaders must take on masculine traits (Smith, 2011) despite the paradigm shift explained above. The third is a feeling of being an outsider in a predominantly male environment of leadership, and also having a lack of role models who are women (Coleman, 2003, 2007). The two most influential agented factors impacting an active decision not to progress are choosing family first, and having a negative perception of what it means to be a principal with a view that leadership is not what education is about and is not pupil centered. The sixth and final factor is that many female teachers dislike the competitive side of leadership.

Similarly, in Ethiopia there are sayings, which create psychological repercussions on females and affect their aspiration. For instance in Amharic there is a proverb, which says, "Ye mot mot set dagna ye honechilet" This possibly translated in English to mean, "A death of death comes when female becomes a leader." In Afan Oromo there is also a proverb directly degrades the leadership of female. "Mootummaan dubartii karra cufaatti oolcha". This possibly translated in English to mean, "The management of women makes the gate to be closed for the whole day". In addition, "dubartiin furdoo malee guddoo hinqabdu" in English to mean, "women are bulky, but not great." The society uses these proverbs to depict women in general as a group of people with inherent weakness, lacking wisdom, confidence, self-assurance, and good character.

## **2.4 Demographic Status of female teachers and school leadership aspiration**

### **2.4.1 Gender and school leadership aspiration**

In a study conducted by Ghafoor (2012) the conclusion shows that male staffs are more aspired as compared to females. Moreover, increase in rank, salary, education and academic qualification

result in increased aspiration. However, this study distinctly perceives education level is a mark of achievement in employee effort to realize the challenging goals hence forth needs recognition.

Hoobler, Lemmon and Wayne (2014) explain the phenomenon where women report less aspiration for the top leader, a phenomenon known as “opt-out”. Research on women’s under representation in leading positions and the “opt-out revolution” have mainly focused on trying to find evidence of the contrary, namely that women in fact do desire leading positions. However, studies comparing women and men have shown that women tend to have lower levels of leadership self-efficacy (Hoyt & Blascovich 2007: Hoyt, 2005).

In an experiment, Davies, Spencer and Steele (2005) exposed participants aimed to elicit female gender stereotypes. Their results revealed that women, who were exposed, showed preference for a role as a problem solver over a role as a leader, when having to choose between the two. In other words, when exposed to stereotype threats, women showed lower aspiration for leadership. However, concluding that women have lower aspirations for leadership compared to men is a bit premature.

In a recent study, Cho, Harrist, Steele and Murn (2015) found that the gender difference in students’ aspiration to lead was only present in connection to extrinsic rewards (e.g. rise in salary, credentials). In other words, there was no difference between male and female teachers’ for aspiration to lead when expecting intrinsic rewards (e.g. personal development and satisfaction). Moreover, Powell and Butterfield (2013) found that men did not “opt in” more than women. Rather individuals describing themselves and identifying with masculine gender identity, showed higher aspirations for leadership compared to individuals who identified low on masculinity.

The Cho et al (2015) and Powell’s and Butterfield’s (2013) studies show the importance of looking at the narrower aspects of personality that might influence aspirations for leadership. One such narrow aspect is extraversion, from the Big Five model of personality (Digman, 1990), which is the most predictive and accurate dimension for leadership outcomes (Bono & Judge, 2004). Out of the aspects included in extraversion, agency is a factor that is particularly related to leadership outcomes. Furthermore, individuals who score high on extraversion, possess greater leadership potential because they are motivated by tendencies connected to agency (Do and

Minbashian, 2014). Thus, investigating agency as a narrow aspect of extraversion is important since it can help explain and predict leadership potential. Furthermore, the narrower conceptualization can capture more accurate predictions. Girls consistently have higher aspirations than do boys (Schoon, Martin and Ross 2007 and concern has been noted recently about the low aspirations of males from working-class backgrounds.

Despite the fact that some studies have been conducted on female leadership aspiration (Boatwright and Egidio, 2003; Gregor and O'Brien, 2015; Litzky and Greenhaus, 2007; Savery, 1990; Singer, 1991) or related constructs such as managerial (Hoobler et al., 2014) or career aspiration or ambition (Dikkers et al., 2010; Gbadamosi et al., 2015; Morrison et al., 1987; Pas et al., 2008; Pas et al., 2014), moderating influences are not well understood. Scholars have paid attention to both individual factors as well as to the requirements of the leadership role itself that may diminish female aspiration.

Organizational identification, considered a “root construct in organizational studies” (Ashforth et al., 2008, p. 326), was specifically conceptualized to capture the psychological relationship of individuals with their employing organization, and is defined as “the perceived oneness with an organization and the experience of the organization’s successes and failures as one’s own” (Mael and Ashforth, 1992, p. 103).

In two meta-analyses by organizational identification is positively related to various beneficial outcomes, such as attachment to one’s work group and occupation, job involvement, organizational commitment as well as job and organizational satisfaction, while also being related negatively to adverse outcomes such as intention to leave Riketta (2005) and Lee et al. (2015). Moreover, organizational identification is not just linked to general work motivation (Wegge et al., 2006; van Knippenberg and van Schie, 2000), but it is specifically associated with the aspiration to behave in away beneficial for the organization (vanKnippenberg, 2000).

It is argued that because of its link with the aspiration to pursue collective interests, organizational identification is positively related to leadership aspiration, because leadership itself is targeted at collaboratively pursuing collective objectives (Bass and Stogdill, 1990; Burns, 1978). Moreover, speaking to the issue of gender and leadership aspiration, it is proposed that because women tend to have a stronger communal orientation than men (Bakan, 1966;

Eagly, 1987; Lyness and Heilman, 2006), and identification can be assumed to cater to the communal need to belong (Ashforth and Mael, 1989; Ashforth, 2001; Ashforth et al., 2008), women's leadership aspiration is more strongly influenced by organizational identification.

The contribution of this study lies in stressing the significance of the interplay between the individual and the organization in stimulating female leadership aspiration as it is shown how women's greater communal orientation can be triggered by organizational identification to inspire leadership aspiration. These insights advance theory in gender and leadership by discussing how an employee's psychological linkage to his or her organization leads to potential differences between male and female leadership aspiration.

#### **2.4.2 Female teachers' education level and school leadership aspiration**

Sonia (2010) noted that higher level of education is a factor which determines the degree of leadership aspiration since educated persons have high expectations from their leaders which remain under aspiration. Teachers' with higher education express low aspiration with respect to leadership positions and therefore, goals for promotion, continuous professional improvement and development are not achieved. Dehaloo (2011) found out those teachers with bachelors and masters degrees are significantly more aspired with their physical environments and overall school leadership than teachers with low qualifications. This study contends that this lead to goal achievement due to continuous improvement.

Writing on appointment and demotion of head teachers, Okech (1977), noted that school administration is not just a job for anybody. It requires knowledge and skills in educational leadership and the art of organizational management. Similar conclusions had been made by Mangoka (1997) on his study on leadership behavior of secondary school head teachers. He noted that academic background has an influence on leadership behavior, in that; graduate secondary school heads were rated higher than non- graduates.

#### **2.4.3 Female teachers' work experience and School leadership aspiration**

School leadership or principal ship seems to be a position quite known from outside; yet there are a number of experiences that may differ from the actual appearance. Indeed, when thinking about a school headship, the first image that comes to the mind is often that of the principal.

The school principal is neither involved nor consulted regarding the recruitment of teachers, even less real and important influence on the pedagogy of the teacher in classroom. However, as the head of school he/she plans, organizes, directs, makes decisions and evaluates all activities within the school. Many actions and decisions depend on him or her and have a direct impact on school, students and teachers. Teachers and students are under principal's responsibility.

The Head of school is primarily responsible for the operation and concerns of his or her school and students.

According to Baume-Schneider (2008), investigation on the factors usually associated with school achievement specified unequivocally the role of management is a determining element of the mobilization capacity of teaching staff, associated with the high level of students' performance. This means that the quality of leadership and recognition of the "Principals" is now considered an essential criterion for healthy school (ibid: 10). Thus, because of that principal leadership style influence the work of all school members including teachers, the staff (all staff and management of the school) and student learning as well. However, school leadership is not really a simple activity. It requires multiple and strong skills, regardless of gender.

Sonia (2010) posits that individuals experience leadership aspiration at different ages in life, but older employees have lower expectations Sababu (2010). A study by Kimengi (1991) found that older teachers adjust their expectations with reality and report more aspiration. The purpose of this section is to explore the experiences of female teachers. The study also investigates the dominant male culture prevalent within most educational settings and considers how this impacts upon the career advancement of women. The study argues that activities within most institutions reproduce the existing gender order in society.

The study explores some of the positive experiences of female teachers, arguing that though female teachers experience challenges, some are extremely aspired with their leadership even though such aspiration is attained at the expense of their career advancement.

#### **2.4.4 Female teachers' Marital Status and School Leadership aspiration**

Marital status refers to the condition of being -married or unmarried (single). Male and female married teachers as well as male and female single teachers are in the teaching profession. A few scholars have examined the influence of marital status on leadership. The current study will seek data on marital status based on never married, separated, divorced, widowed or married.

Islahi and Nasreen (2013) study revealed that there were negative significant differences in effectiveness between married and unmarried male teachers only. But this study was not express about female teachers in detail. A study done in Nigeria by Adio and Popoola (2010) showed that there was a statistically significant relationship between marital status and self-efficacy. Hence, those who were married had higher levels of self-efficacy than those who are not.

## **2.5 Female teachers' self-efficacy and leadership aspiration**

In order to explain the relationship between self-efficacy and female teachers' leadership aspiration, the self-efficacy theory can be used. Self-efficacy may be defined as the belief that one can perform successfully the behavior required to produce designated types of performance (Bandura, 1986); it is task-specific and arises primarily from the influences of mastery, modeling and persuasion (Gist, 1987).

Different factors can affect aspiration for leadership, and there seems to be mixed findings regarding aspiration for leadership. Leadership self-efficacy plays a central role in the formation of leadership aspiration (Hannah, Avolio, Luthans & Harms, 2008). Gordon and Medland (1965) found a significantly positive relationship between an individuals' leadership aspiration and their self-efficacy to lead. Although the correlation was weak, it is still significant and indicates that a person, who wants to become a leader, also could be a good one. Developed from Banduras (1982) original theory, leadership self-efficacy concerns the individuals' beliefs in personal ability to lead (Hannah et al., 2008). When examining students, still awaiting a career, Schyns and Sczesny(2010) found that occupational self-efficacy was positively correlated to self-perceived leadership relevant attributes (task- and person oriented). Their findings highlight the importance of occupational self-efficacy a future career for believing in.

### **2.5.1 Self-Efficacy Theory**

In 1977, Dr. Albert Bandura penned *Self-Efficacy: Toward a Unifying Theory of Behavioral Change* and sought to present self-efficacy as the missing piece for understanding how people's beliefs about their capabilities influence their actions. Two tenets of social cognition theory influenced Bandura's theory of self-efficacy; those tenets are self-regulation and self-reflection. Bandura (1986) posited that people control, or regulate their behavior by creating standards for evaluating their actions. As people regulate their own behaviors, they also reflect on their thoughts and actions. Through self-reflection, people analyze past events and determine future

actions. Bandura (1997) found that beliefs and judgments about personal capabilities, rather than their actual abilities drive people to accomplishing goals they set for themselves. The stronger their self-efficacy, the more vigorous and persistent are people's efforts (p. 394). Perceptions of self-efficacy can be either positive and empower people to action, or can be negative, and cause people doubt, resulting in inaction. Those individuals with high levels of self-efficacy about a given task will undoubtedly perform better than those without such beliefs. Bandura identified four sources of self-efficacy; mastery experiences, vicarious experiences, social persuasion and arousal.

### **2.5.2 Self-Efficacy Sources**

Bandura (1986) refers to four sources of self-efficacy. The most influential source is that of mastery experiences. Completing a task well builds successful experience, which in turn is necessary to create further successes. "Repeated successes raise self-efficacy appraisal; repeated failures lower them" (Bandura, 1986, p. 399). Failures that are overcome by robust efforts also raise self-efficacy and cause the person to believe that greater effort can overcome almost any obstacle.

The second source takes into consideration the modeling aspect of social cognition. As people observe and learn from others, they vicariously experience events. If the other person completing the task (event) is judged to be of similar competence, the vicarious learner makes a mental note about his/her own competence based on the success or failure of the first person. Bandura explained the power of vicarious experiences thusly: Although vicarious experiences are generally weaker than direct ones, vicarious forms can produce significant, enduring changes through their effects on performance. People convinced vicariously of their inefficacy are inclined to behave in ineffectual ways that, in fact, generate confirmatory behavioral evidence of inability. Conversely, modeling influences that enhance perceived self-efficacy can weaken the impact of direct experiences of failure by sustaining performances in the face of repeated failure. A given mode of influence can thus set in motion processes that augment its effects or diminish the effects of otherwise powerful influences" (1986, p. 400).

The third source for self-efficacy development is social persuasion in the form of feedback from another person about a specific capability. When genuine feedback from others who possess skills or expertise in the particular area in question is positive, performance can be

enhanced. However, if social persuasions are negative, performances that were once adequate can suffer (p. 400). The final self-efficacy source occurs as people monitor their somatic and emotional states with regard to a specific task. If the thought of completing the task makes one ill at ease or nervous, self-efficacy suffers. Bandura suggests, “People read their somatic arousal in stressful or taxing situations as ominous signs of vulnerability to dysfunction” (p. 401). Conversely, when people welcome the challenge of a particular task, their self-efficacy heightens as does their corresponding performance of that task.

### **2.5.3 Importance of Self-Efficacy to School Leadership**

Although there is a growing conceptual consensus about the preparation program elements essential in leadership training programs, Orr (2006) also argues that not only what graduates learn is important, but what they come to believe about being a principal and how much they identify with the principal role is also important. Bandura (2000) promotes the importance of self-efficacy in leadership situations by stating, “When faced with obstacles or setbacks...those with a strong belief in their capabilities will redouble their efforts to master the challenge” (p.120). Self-efficacy is vital to leaders’ success, because it determines the degree of effort exerted on a particular task as well as the kinds of aspirations and goals that leaders set (Bandura, 1986; Gist & Mitchell, 1992.) Efficacious beliefs have been shown to influence how much effort people will devote to a task, and how long they will persist in the face of challenging circumstances (Bandura, 1997). Efficacy beliefs also affect the cognitive mechanisms that drive behavior. Self-efficacy can impact performance by influencing the goals people set for themselves. Bandura (1986) found that individuals with high self-efficacy set higher performance goals, and then develop and more skillfully enact effective task strategies than those low in self-efficacy.

McCormick (2001) agrees that self-efficacy beliefs affect the development of functional strategies and the skillful execution of those strategies. This reinforces the idea that not only must leaders know what goals they need to accomplish, but also how to utilize people and processes to actually accomplish goals. McCormick goes on to say that “successful leadership uses social influence processes to organize, direct and motivate the actions of others, It requires persistent task-directed effort, effective task strategies and the artful application of various conceptual, technical, and interpersonal skills” (p. 28).



Leader self-efficacy is also important in affecting the attitudes and performance of followers as shown in studies by Chemers, Watson and May (2000). Those researchers found that leaders' beliefs increased their followers' commitments to organizational tasks. Luthans and Peterson (2002) also found that leader self-efficacy had a positive effect on employee's engagement with their work and increased their followers' commitments to organizational tasks as well as created an environment that could more effectively overcome obstacles to change. Efficacious school leaders were found to possess qualities that allow them to be more persistent in pursuing goals.

#### **2.5.4 Efficacy and School Leadership**

Efficacious school leaders possess qualities that allow them to be more persistent in pursuing goals. However, efficacious leaders are also pragmatic in the sense that they adapt their strategies to the present context so that they do not waste time trying unsuccessful strategies (Osterman, 1984). When confronting problems, efficacious principals interpret failure as a lack of effort, or application of an incorrect strategy rather than a lack of skill. Principals with high levels of self-efficacy believe that by doubling their efforts or changing their strategy, they will realize success and accomplish goals.

Leaders possessing low levels of self-efficacy tend to set lower goals for their organizations, if indeed they set goals. Rather than adapt pragmatically to difficult conditions, inefficacious principals tend to rigidly maintain the same course of action even if evidence suggests a change. Inefficacious principals regard failure as the result of something beyond their control. They frequently blame other people or external conditions for failure or low performance. In a school setting, low efficacy principals are slow to implement new programs or try new strategies because they have adopted the idea that since they cannot change certain conditions such as poverty or labor relations, there is little use in trying something new (Osterman, 1984).

Osterman and Sullivan (1996) found that these principals do not possess the capacity to adapt to changing contexts or garner support from others. Principals with low self-efficacy perceive their immediate environment as uncontrollable, which similarly has a negative or incapacitating effect on goal setting and problem solving. They also regard power very differently from efficacious principals. Inefficacious principals use external power sources such as management rights to coerce others into desired actions, while those principals with greater self-efficacy use internally

based power to lead, build relationships and set examples for others to follow (Lyons & Murphy, 1994).

### **2.5.5 Dimensions of Self-efficacy**

As stated earlier, an efficacy expectation is the conviction that one can successfully execute the behavior required to produce the outcome. Efficacy expectations are likely to determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences (Bandura & Adams, 1977; Stajkovic & Luthans, 1998) as measured by the magnitude, generality, and strength of efficacy.

*Magnitude.* Magnitude of efficacy expectations can be ordered in level of difficulty. The efficacy expectations of different individuals may be limited to the simpler tasks, extend to moderately difficult ones, or include even the most taxing performance such as what level of task difficulty and complexity (low, moderate, high) an employee believes he or she can accomplish (Stajkovic & Luthans, 1998).

*Generality.* Generality may be applicable to circumscribed mastery expectations or extend beyond the specific treatment situation. For example, personal efficaciousness is generalized across similar activity domains. Personal efficacy can vary by the modalities in which the ability is expressed (behavioral, cognitive), the characteristics of the situations, or the people receiving the behaviors (Stajkovic & Luthans, 1998).

*Strength.* Strength of efficacy expectations can be easily extinguished by or persevere through disconfirming experiences. The strength of efficacy expectations refers to whether the judgment about magnitude is strong (producing perseverance in efforts) or weak (easily questioned in the face of difficulty) (Stajkovic & Luthans, 1998).

### **2.5.6 Self-efficacy and Career Development**

Researchers (Betz, 2000; Betz & Hackett, 1981; Hackett & Betz, 1981; Lent et al., 1994; Luzzo & McWhirter, 2001) have studied self-efficacy in relation to career-related behaviors. While the level of perceptions varied for areas such as math and career decision-making, self-efficacy judgments were positively related to the prediction of occupational choices. Since many behaviors or behavior domains are important in educational and career development, efficacy expectations are postulated to influence choice, performance, and persistence in career-related

domains (Betz, 1994). Hackett and Betz (1981) proposed a self-efficacy approach to increase understanding of women's career development. In a follow-up study, Betz and Hackett (1981) hypothesized that traditional female socialization often led to deficits in the sources of efficacy information important to the development of strong expectations of efficacy with respect to traditionally male-dominated areas as mathematics, the sciences and engineering/technology careers. The results of the study indicated a significant relationship between self-efficacy and gender role socialization in women's career development. The authors found that sex differences were due primarily to females' divergent perceptions of capability with regard to traditional versus nontraditional occupations for women. The implication was that interventions designed to increase women's career related self-efficacy expectations could enhance the degree to which women effectively utilize their abilities and develop their talents and interests (Betz & Hackett, 1981).

Betz (2000) outlined the behavioral consequences of perceived self-efficacy as (a) approach versus avoidance behavior; (b) quality of performance of behaviors in the target domain; and (c) persistence in the face of obstacles or disconfirming experiences. In the context of career development, approach behavior describes what we will try, while avoidance behavior refers to things we will not try. It thus encompasses the context of career choice, the types of educational majors and careers we will attempt, and the process of career choice—the career exploratory and decision-making behaviors essential to making good choices. The effects of self-efficacy expectations on performance may refer to effects such as performance on tests necessary to complete college coursework, or requirements for a job training program. Finally, the effects of self-efficacy on persistence are essential to the long-term pursuit of goals in the face of obstacles, Occasional failures and dissuading messages from the environment. In essence, efficacy beliefs influence behavior (Betz, 2000).

Social Cognitive Career Theory (see Lent et al., 1994 for further information) builds upon the assumption that cognitive factors play a role in career development and decision-making (Niles & Harris-Bowlsbey, 2005) through a comprehensive framework through which self-efficacy, outcome expectations, and goals interact with demographic variables, contextual factors, and life experiences to influence interest development, career choice, and performance (Lindley, 2005). The social cognitive model of career decision-making, with particular emphasis on using both efficacy and career outcome expectations, contributes to understanding of exploration intentions

and career indecision (Betz &Voyten, 1997). Lent and Brown (1996) outlined how Social Cognitive Career Theory (SCCT; Lent et al., 1994) focuses on the processes through which (a) academic and career interests develop; (b) interests, in concert with other variables, promote career-relevant choices; and (c) people attain varying levels of performance and persistence in their educational and career pursuits. The authors specified self-efficacy beliefs, outcome expectations, and personal goals as the three variables through which individuals help to regulate their own career behaviors (Lent & Brown, 1996). It is the interaction of these three variables that regulate an individual's career behavior. Three segments exist in the theoretical framework of Social Cognitive Career Theory (SCCT): vocational interests, occupations choice, and career-related performance.

Vocational interest holds that self-efficacy and outcome expectations regarding particular activities have important effects on the formation of career interests, which may be influenced by aptitudes (i.e., abilities) and values and other person and contextual variables (i.e., race and gender). This may involve the extent to which people come to view themselves as efficacious (self-efficacy beliefs) and to view the activity as offering valued rewards (outcome expectations). Within SCCT, occupational choice highlights the function of additional variables (e.g., contextual influences) that influence the choice process, either apart from or in concert with interests (Lent & Brown, 1996). The authors asserted that choice behavior may be influenced directly by self-efficacy and outcome expectations. Social Cognitive Career Theory (Lent et al., 1994) focuses on the interaction of self-efficacy beliefs, outcome expectations, and personal goals on career behavior.

However, efficacy expectations are the more powerful predictors of behavior (Betz, 2000). It is possible that an individual may have strong self-efficacy beliefs and negative outcome expectations resulting in the lack of personal goal development for a career area. For example, an African American woman with strong self-efficacy beliefs may have negative outcome expectations for leadership roles in an organization resulting in avoidance of leader roles as a personal goal. An examination of self-efficacy as a mediator of career behavior in isolation of outcome expectations is warranted.

### **2.5.7 Women's Career Development**

Hackett and Betz (1981) proposed the utilization of a self-efficacy approach to the career development of women. Self-efficacy expectations developed by Bandura (1977) are cited as having particular relevance to the understanding and explanatory power of women's career development. According to the authors, "the lack of behaviors that would facilitate women's pursuit of and achievements in careers correspondent with their individual capabilities and talents is postulated to be due to the lack of strong expectations of personal efficacy in relation to career-related behaviors" (p. 329). This would indicate that self-efficacy level may have an indirect effect on women's career development.

Further, Hackett and Betz (1981) cited a need to increase understanding of the relationship between women's socialization experiences and subsequent choices and achievement behaviors that involve a focus on the cognitive processes mediating women's vocational behaviors. Hackett and Betz (1981) developed a model to depict the postulated effect of traditional female socialization on women's career-related self-efficacy expectations. Their assumption was that gender role socialization influences women's career development at least in part due to its effect on the mediating variable of self-efficacy expectations. The four sources of efficacy expectations performance accomplishments, vicarious learning, emotional arousal, and verbal persuasion are represented individually, without overlap.

Although individually the four sources of efficacy information influence efficacy perceptions, it is the individual's cognitive appraisal and integration of these experiences that ultimately determine self-efficacy (Bandura, 1982, as cited in Gist & Mitchell, 1992). Thus, self-efficacy may be thought of as a super ordinate judgment of performance capability that is induced by the assimilation and interaction of multiple performance determinants (Gist & Mitchell, 1992). As cited previously, performance accomplishments are often the greatest source of self-efficacy information because they are based on experiences of personal mastery. Betz and Hackett (1981) hypothesized that traditional female socialization often leads to deficits in the sources of efficacy information important to the development of strong expectations of efficacy with respect to traditionally male-dominated areas careers. The authors identified a significant relationship between self-efficacy and gender role socialization in college women's career development. However, task performance affects self-efficacy more strongly than task interest, suggesting that

self-efficacy may be more sensitive to performance experiences than interest (Hackett & Betz, 1995, p. 267). Professional women have more experience with the success and failure of task performance than college women. If task performance affects self-efficacy more strongly, then it is questionable whether a significant relationship between self-efficacy and gender role socialization would be identified for professional women as well.

## **2.6 Self - Confidence of female teachers' and leadership aspiration**

Lack of self-confidence is resulted from a sex-structured community that believes women inability to aspire in different positions including school leadership positions. Therefore, this makes women to develop lack of self-confidence in public areas that resulted from absence of support and negative discriminatory actions that excludes women from the sphere. As a result, women develop low self-esteem and give chance to the establishment of male dominated leadership positions, (Petter Barron, 2014). Furthermore as cited in Petter Barron, 2014, argue that, "low self-confidence can affect aspiration level." A person with high self-confidence has a chance to attempt any action than a person with low self-confidence.

Moreover, lack of self-confidence leads to unfamiliarity of conditions that discriminates women from the society. For instance, as indicated by, if women and men apply for any kind of job whether they are qualified or not, and if they are not successful, men blame for the external factors for their failure.

However, the story in females is quite different; if they are not successful, they code the failure as personal failure and decide not to compete or apply any school administration position. Those people who have high self-confidence tend to develop skills, attitudes, values, familiarity with conditions, and high aspirations and they can apply and compete for any job opportunity including school administration ((Petter Barron, 2014).

## **2.7 Female Teachers' attitude toward School Leadership aspiration**

In global system there was a continuous awareness, which realized that changing the attitude of female teachers' toward school leadership position. Supporting this idea many researchers emphasized the rational for altering the attitude of female teachers toward leader positions. UNESCO (1994) stated that women aspiration in leadership position is to share equal responsibilities and have rights as citizens.

However, the leadership roles that females play in school had drawn the attention of scholars to investigate their roles in school leadership and in more economically developed countries such as (Costa Rica, Hong Kong , Singapore ,the Philippines ,China, South Korea and some Islamic countries), there are high rate of females in primary ,secondary ,and higher education that precipitated females to take part in educational administrations (Handyman, 2000 and Sidney ,2005).As Grigoriou (2012) stated that despite the established presence of women in the profession field, female teachers' attitude toward leadership position is minimal, school leadership in particular.

Low self-esteem, lack of confidence, motivation or aspiration are often reasons given for female teachers' attitude toward the position of leadership. These psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the women's psyche at fault, but the social structure of society that is root cause of the inequities (Apple, 1986; Shakeshaft, 1989). Women aspire to leadership but societal and organizational barriers prevent women from acknowledging or acting upon their aspirations.

The researcher summarize from the above idea is that female attitude toward leadership position is hindered by the negative attitude rooted through societies.

Across the world factors that affect women's attitude toward school leadership position roles are not the same (Schein, 2007). Women with in a particular society are affected by:

- The beliefs, norms, and expectations of the individual are within a particular culture (Puddington, 2008).
- Technological and distribution infrastructure (Chan & Qingyang, 2006).
- Economic factors and the level of development of country, including services that provide a competitive advantage (Hill, 2008b).
- Fundamental social and developmental considerations like education, healthy, and the physical environment (Schein, 2007).
- The business environment, including taxes, procedures, corruption, labor, competition and finance (World Bank, 2007a).
- Lack of female role model among teachers, particularly in developing countries (Coleman, 2001).

Various strategies have been formulated to increase female teachers' attitude towards school leadership, in decision-making and development activities in general. One of the strategies outlined is that research on the causes of absenteeism and drop out among female teachers' on leadership positions should be intensified (United Nations, 1985). As Nzomo (1995) strategies suggests that: the urgent need to establish programs combing gender sensitization, legal awareness raising and civic education of both women and men, with a view to eradicating retrogressive socio-cultural attitudes and values.

Providing effective training and support for women aspiring to school leadership positions and removing the barriers women face in developing countries is a challenge that must be met if women are to have a voice in educational development worldwide (Nzomo, 1995). Affirmative action is considered to be more focused towards programs and policies which assist women in achieving equal opportunity through the acquisition of necessary qualifications and experiences. Equity is important to enable more women to have an impact on how schools are run, as well as making available more female role models (Gaskell et al., 1989).

## **2.8 Leadership Training and female teachers' leadership aspiration**

One of the contributing factors to women's underrepresentation in leadership positions as explored earlier in the previous section relates to women's reluctance, and in some cases total refusal, to seek promotion. However, Parsaloi and Steyn (2013) argue that reluctance to aspire for leadership positions could be associated to the fact that women lack leadership training. Arguably, training would boost confidence in female teachers and encourage them to seek leadership roles. There are several calls from international organizations and researchers for education authorities to design and implement both formal and informal training for female teachers on leadership (UNESCO, 2006; INEE, 2010; Ward and Eddy, 2013).

Training and continuing professional development are noted to be extremely crucial for female educators. Vineall (2002) defines continuing professional development as "any activity that increases the skills, knowledge or understanding of teachers and their effectiveness in schools" (p. 28).

In light of this, Moreau, Osgood and Halsall (2005) suggest that through continuing professional development including targeted training such as in leadership, assertiveness and public speaking,



women will be better equipped to aspire for leadership positions, thereby fostering their career development.

It is believed that because men have occupied leadership positions for so long, women would need targeted training in leadership in order to get rid of the conception that they lack the ability to lead. The eventual development and implementation of training on leadership for women would equip them with effective leadership skills. It is believed that these skills will enable women to increase their competencies as leaders, and would go a long way to ensure that women have the confidence they need to gain entrance into the masculinised world of leadership. Consequently, the study suggests that this would resolve the problem of imbalances in power within educational institutions (Litmanovitz, 2011) particularly in addressing gender imbalances in staff at senior levels (INEE, 2010).

Apart from developing training on leadership for women, several studies have indicated the necessity for governments to encourage adequate representation of women in leadership roles in education by means of designing policies that will promote the qualification of women to assume leadership positions. Examples of such policies include policies that will be geared towards the enrolment of women into higher institutions of learning, and policies that will provide financial assistance to women in higher institutions (Sherman, 2000; Aladejana and Aladejana, 2005; Ward and Eddy, 2013).

However, one of the studies further points out that colleges and universities equally have a role to play in promoting female leadership development. Ward and Eddy (2013) suggest that leadership development programmes should be set up in colleges, and that discussions about gender, work, and family should be incorporated into the programme. In order to encourage even more greater access of women to leadership positions, Dicketts (2014) strongly suggests that universities should not only create leadership programmes for women, but should also encourage women with aspirations of becoming leaders to enroll in these programmes and to provide students with female professors that would act as mentors and role models.

It can be observed that Sherman, (2000); Aladejana and Aladejana, (2005); and Ward and Eddy, (2013) were interested in strategies that will create awareness on leadership and offer females the opportunity to gain qualifications that would act as a spring board to be eligible for a leadership position. Dicketts was more concerned with practical strategies that will enable females to gain experience that would facilitate their leadership capacity.

The school principal is expected to manage and organize the human and financial resources of the school. So that, trainings play great role to bring women candidates to aspiration of leadership position and enhance their skills.

As stated by Shakeshaft (1989:128), lack of qualified female candidates is one of the factors that hinder the aspiration of women in leadership. Therefore, the main strategy to enhance the number of women principals is Providing on- job and pre-job trainings and formal university educational administration courses that will enable women to acquire enough knowledge about school leadership and to equally compete academically in leadership position with men.

## **2.9 Female teachers Mentoring and Leadership Aspiration**

An objective of the present study is to investigate the relation between mentoring female teachers and aspiring leadership positions. In the course of reviewing literature, one of the factors identified as constituting a hindrance to women's educational leadership is the lack of mentors. Mentoring is recommended as vital to individual's aspiring to senior positions in education. A mentor is a trusted experienced professional who is willing to assist a less experienced person by listening, sharing experience, advising, and guiding (Davies et al, 2005:104). Mentors share experience and skill to the inexperienced person (Hale et al, 1989:19) and mentoring enables women leaders to have the necessary skills on how to handle leadership positions. It involves sponsoring, giving training, giving advice, building confidence, and nurturing managerial skills (Hale et al, 1989:31).

Furthermore, the presence of mentors make women to be active in professional and leadership work and it increases the mobility of women in leadership position but if there are no mentors, it will indicate "no entrance" signal to most qualified and motivated women who aspire leadership. So that, having mentors is crucial to support women to achieve in educational leadership. Enrich (1994) asserts that mentoring is an essential process, as it offers many opportunities for the mentees to gain professional skills as well as other important skills related to the profession such as educational management and administration (Enrich, 1994). Thus, from definition, one common element identified as beneficial is that the holistic development of the mentee.

In relation to women in education, mentors are very crucial as they have a positive influence on women who are aspiring for a position in educational leadership (Sherman, 2000). This is confirmed by another study revealing that the mentorship relationship is very instrumental in providing career guidance and encouragement to women who want to advance in their careers, particularly those with an interest in leadership, mentoring supports female teachers on how to become successful leaders (Ward and Eddy, 2013).

Women leaders acknowledge that in order to overcome the barriers to attaining a leadership position in education, the use of a mentor is extremely important. In a study by Litmanvitz (2011) majority of women leaders revealed that the use of a mentor was essential in providing encouragement, particularly in seeking applications for senior positions. The significant role of a mentor was also highlighted by the study of Moreau, Osgood and Halsall, (2005) in which many teachers expressed satisfaction with the success of their careers. As a result of the encouragement and support received from senior teachers, teacher educators, and local inspectors, the teachers had the motivation that they possess “what it takes to reach the top” (Moreau, Osgood and Halsall, 2005; p. 86). Similarly, Nguyen (2012) cites Harries et al (2011) on a study investigating the career pathways of African American women in a presidency post (local education governing body consisting of three individuals). Mentoring was found to be critical in providing information and opportunities that assisted these women to advance in their careers.

Indeed, the importance of mentoring in women’s careers has been described as a panacea for women aspiring for a position in the educational hierarchy (Gardiner, Enomoto and Grogan, 2000). Consequently, it has been suggested that mentoring programmes should be formerly implemented in educational institutions. It is believed that paring up women teachers with an aspiration for leadership positions with women in positions of power within education will provide them with the encouragement, guidance and support they need to succeed in a senior position (Gardiner, Enomoto and Grogan, 2000; Litmanovitz, 2011). Likewise, Yoder (2001), strongly suggests that organizational agents should promote women’s career advancement by providing them with mentors to support their effectiveness and that women should not be left on their own to run in the race of advancing their careers. The analysis of the above studies reveals the very crucial role of mentoring in promoting women to occupy leadership positions as well as contributing to the effectiveness of women leaders.

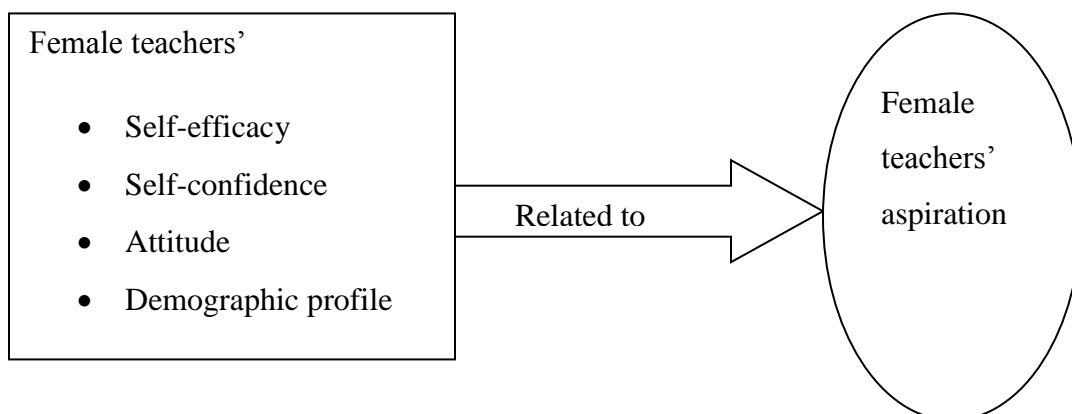
However, for Gardiner, Enomoto and Grogan (2000), to make such an overzealous claim; that introducing mentoring programmes on its own will promote female leadership; is an overstatement. There is no doubt that mentoring is crucial for career development, but mentoring on its own will not solve women’s underrepresentation in leadership as research has indicated that there exist several other factors that act as a hindrance to women’s leadership development. It can be argued that, a holistic approach is required to promote women’s career advancement that would include changes at structural, cultural, and individual levels. Despite the above mentioned advantages of mentoring, research has established that there appears to be lack of mentors for women, particularly female mentors. Women have not been mentored extensively for leadership positions compared to men.

**2.10 summary**

Female teachers’ aspiration to assume secondary school leadership position correlated with a number of determinants. Among these, self-confidence, self- efficacy, and attitude toward school leadership position, were paramount on Female teachers’ aspiration to assume secondary school leadership position. There was considerable evidence to suggest that there was a relationship between female teachers’ leadership aspiration and its’ determinants. According to Gordon and Medland (1965) found a significantly positive relationship between an individual’s leadership aspiration and their ability (self-efficacy) to lead. Schein (2007) summarized that female attitude toward leadership position is hindered by the negative attitude. Furthermore as cited in Petter Barron, 2014, argue that, “low self-confidence can affect aspiration level.” A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Based on the review literature frame work diagram for this study was summarized as follows.

**Determinants of aspiration**  
(independent variable)

**female teachers’ aspiration**  
(Dependant variable)



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Description of Study Area**

Arsi is one of the zone of Oromia Regions. It is bordered on the South by Bale Zone, on the Southwest by West Arsi zone, on the North by East Shewa zone, and on the Southeast West Harerge zone. The 2007 E.C national census reported a total population of 2,637,657, of whom 1,323,424 were men and 1,314,233 were women with an area of 19,825.22 square kilometers. Asella is the capital city of this zone. It is found on 175 KM distance from Addis Ababa. Arsi Zone comprises twenty five Woredas and one administrative town. There were 1059 primary schools (1-8), 88 secondary schools (9-10), 26 preparatory schools (11-12), 16 Technical and Vocational training (TVT), 1 Teachers' Training College (TTC), and 1 University in Arsi Zone (Arsi zone education office, 2011). This study was carried out in 8(eight) woredas and 27(twenty- seven) government secondary schools of Arsi Zone Oromia Regional state.

#### **3.2 Research Design**

In the study a correlation research design was employed to test the relationship between the female teachers' aspiration and its determinants to assume school leadership position in Arsi Zone Oromiya Regional State. Creswell (2012) explained correlation has a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently and, it provides an opportunity to predict scores and explain the relationship among variables. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Consequently, correlation research design was preferable because it was best to test the two variables; independent variable (demographic status, self-efficacy, attitude and self-confidence) and the dependent variable (female teachers' school leadership aspiration).

#### **3.3 Research Method**

The method was employed in the research is both quantitative and qualitative research method. Since the research was correlation it was more of quantitative research approach. Quantitative research method was also employed to investigate the relationship between the independent

variable (self-efficacy, self-confidence, attitude and demographic status of female teachers) and the dependent variable (aspiration to assume school leadership position) in secondary schools of Arsi zone.

### **3.4 Sources of Data**

Data are facts and other relevant materials, past and present, serving as the basis for study and analysis (Krishnaswami and Ranagnatham 2003). Both primary and secondary data sources were employed in this study.

#### **3.4.1 Primary Data**

Kothari (2008) defined primary data as those data collected a fresh and for the first time and mostly are original in character. The primary data were gathered from female teachers, supervisors and principals. The information required for the study on determinants of female teachers' aspiration for school leadership position

#### **3.4.2 Secondary Data**

Secondary data are the data that is already exist in published reports, documents, books and internet (Saunders et al 2003; Easwaram and Singh 2010). According to Krishna Swami and Ranagnatham, 2003), secondary data consists of readily available compendia and already compiled statistical annual reports that may be used by researchers for their studies. Secondary data was gathered from related documents since 2008-2012 E.C like recorded reports about female teachers to bring leadership position. The secondary sources of data were school manuals, woreda education reports, plan documents, books and strategy manuals

### **3.5 Population, Sample and Sampling Technique**

#### **3.5.1 Population**

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron, & Coups, 2008). Therefore, the population of this study was female teachers in 89 secondary schools of Arsi Zone; specifically, secondary school female teachers (372), principals (89), and supervisors (24), head of Women & children affairs office (26) and a total of 511 populations of Arsi Zone, Oromiya Region. Arsi zone had twenty five (25) woredas and one administrative town. Even though all woredas in the Arsi zone was not be included, the sampled woredas will be represent other woredas and deliver valuable information that represent those

schools or woredas that had lost the chance of being select. Due to large staff sizes and time constrained the study was target eight woreda in Arsi Zone. In these eight woredas there were 27 public secondary schools (9-12), and also targeted 130 secondary school female teachers, 27 school principals,16 workers of women and children affairs office and 8 secondary school supervisors.

### **3.5.2 Sample and sampling technique**

Sampling is the part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about the population of concern, especially for the purpose of statistical inferences (Kothari 2008). The purpose of this sampling was to secure a representative group, which was enabled tire researcher to gain information about the population since it is difficult to study the whole of it.

In this research in order get relevant information about the relationship between the female teachers' aspiration and its determinants to assume school leadership position, the study population was selected by using non probability sampling technique for this research. In non-probability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study (Creswell, 2012). First, out of 25 woredas and 1(one) administrative town in the Zone, 8 (30.77%) were taken by using Purposive sampling technique. It is due to large staff sizes and time constrained and the researcher was thought (judged) that this amount of woredas was enough to represent the zone. The sample was drawn from eight woredas found in Arsi Zone. These eight woredas had 27(twenty seven) secondary schools. To select the sample schools from the 27 secondary schools, the comprehensive sampling technique was employed and all twenty seven (27) was selected. This was due to the number of female teachers were very small in each secondary schools. In addition all principals and female teachers were selected by using comprehensive sampling technique. In this sampling technique the researcher selects participants because they were willing and available to be studied and the sample could provide useful information for answering questions. This method was employed because the numbers of female teachers and principals were very small in each school. Sixteen (16) workers of women and children affairs office, 8(eight) secondary school supervisors and 8(eight) head of woredas education office were selected by using purposive sampling technique. This was because of they could provide useful

information for answering questions, and a total of 189 respondents were selected for this study from Arsi zone, Oromiya Region.

**Table 3.1:- population, samples and Sampling Techniques of the woredas, schools and the respondents**

Samples	Total population	Sam -ple	%of sample	Samples of techniques	Remark
Woredas	26	8	30.77	Purposive sampling technique	
Schools	27	27	100	comprehensive sampling	
Supervisors	8	8	100	Purposive sampling	
Principals	27	27	100	comprehensive sampling	
Female teachers	130	130	100	comprehensive sampling	
Women & children affairs office	32	16	50	Purposive sampling	
Head of woreda education office	26	8	30.77	Purposive Sampling	

The target population of this study was consisted of school principals, head of women and children affairs office, head of woreda education office, supervisors and female teachers in the selected government secondary schools of Arsi Zone.

### **3.6 Data Collection Instruments**

For the purposes of this study, data collection instruments were questionnaires, interviews and document analysis in the samples selecting schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they could serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews proved to be appropriate instruments for data collection



### **3.6.1. Questionnaires**

The first data collection method to be used in this research was a questionnaire. A questionnaire is a data collection tools in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al 2003, p.486).

The same types of questionnaire were prepared in English Language and self-administered to all participants (all female teachers). The questionnaires had different parts. The first part deals with the general background of the participants. The other and the largest part were containing closed-ended question items that address the basic questions of the study.

According to Dawson (2007), questionnaires can be administered in different ways. Dawson explains to use collective administration not the mailed questionnaires because collective questionnaires are served when there are large number of respondents in an area. And it is the quickest way of collecting data, ensuring a very high response rate and the mailed questionnaires are used for the respondents who are far from each other. Moreover, the method was less expensive and offers greater likelihood of obtaining accurate information. Hence, collective administration was used in this study.

The questionnaire was Likert scale types with five scales ranging from strongly disagree to strongly agree and rating scales ranging from very high to very low which is categorized under different variables. The instrument will be ranked from 1= strongly agree, 2= agree, 3= undecided, 4= disagree, and 5= strongly disagree.

In general, the first part of the structured and standardized questionnaires had 17 items regarding to the extent of female teachers' aspiration to assume school leadership position in secondary schools of Arsi Zone Oromia region, Claudia Fritz, Daan van Knippenberg, (2017). The 17-item scale consists of items measuring intentions as well as of items measuring behaviors (Gray & O'Brien, 2007). The second structured and standardized questionnaires had 16 items regarding to the female teachers' self-efficacy toward secondary school leadership position, Tena Marie Verstand (April, 2009). The third structured and standardized questionnaires had 8 items regarding to the female teachers attitude towards secondary school leadership, (Girma Gudeta, 2017). The fourth structured and standardized questionnaires had 8 items regarding to the female teachers' self-confidence to assume school leadership positions, (Peter Barron Stark, 2014) and

the fifth was about demographic variables determine female teachers aspiration to assume school leadership positions.

### **3.6.2 Interview**

The aim of the interview was to investigate and acquire a clear understanding of to what extent does the female teachers' aspire for school leadership position and to check how it respond to school leadership position. An interview occurred when researchers asked one or more participants general, open-ended questions and recorded their answers. The researcher then transcribes and types the data into a computer file for analysis (Creswell, J. (2002). For the purposes of this investigation, all sample women and children affairs office, head of woreda education office, supervisors, and principals were interviewed. The interviews were made by the student researcher in accordance with the objectives of the study and the basic questions rise in the statement of the problem. Interview guidelines were prepared by the student researcher and it conducted and fulfilled with the respondents.

### **3.6.3 Document Analyses**

In addition to questionnaires and interviews, the researcher was gathered information from recorded documents like: the past four years' quantitative data of female teachers' involvement in school leadership position. This tool was used to gather data that was supposed to be relevant to the basic research question that to what extent the current female teachers aspire to assume school leadership position in Arsi zone. Thus, this required the collection of statistical information from the reports and other records of educational office and Schools. Documents existed in schools and educational officials were analyzed to respond to the basic research questions especially design that aim to guide the study.

Document analyses were one of the data collection tools that were using to validate or identify the consistency of questionnaires' responses with the respondents were including in the study. According to Abiyi et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap.

## **3.7 Procedures of data collection**

The data was collected from the respondents through the following procedures; first a letter was written from Educational Planning and Management (EdPM) department of Jimma University to

Zonal Education Office to help the researcher and legalize the researchers study. Then, the Zonal Education Office was written a letter to Woreda Education Office to assist and show direction to the researcher. Again, Woreda Education Office was written a letter to the schools on which the researcher carried out the study in which way the researcher was supported to gather the necessary data. At the end the school gave evidence (wrote a letter) for a researcher which shows the researcher practically arrived at the school and collect data from the respondents.

### **3.8 Methods of Data Analysis**

The data collected through the aforementioned instruments were categorized and organized by theme according to their conceptual similarity. After collecting data through questionnaire the raw data was checked, tallied, and numbered arranged and organized in tables to make it understandable. The data collected from the all participants through questionnaire (quantitative one) was processed and analyzed using descriptive and inferential statistical tools. The quantitative data was analyzed and then described based on the methods best suited to the nature. Accordingly, Frequency and percentage distribution were used to analyze various characteristics of the sample population such as sex, marital status, age, academic qualification, field of study and experience. Also frequency, percentage, mean score and standard deviation were employed to assess the aspiration, self-efficacy, self-confidence and attitude of the respondents toward female teachers. Furthermore, to analysis the strength of the relationship between female teachers' leadership aspiration and its determinants; researcher used correlational analysis to compare the two variables, in simple and understandable way and to make it easy for further interpretation. It was also used to roughly judge whether independent variable had more or less relationship with dependent variable. Therefore correlation analyses perform by using person correlation coefficient. This helped to see the relationship between female teachers' aspiration and its determinants in general secondary schools of Arsi Zone Oromia regional state.

Following the analysis of each quantitative data, the data collected from the structured interview, was analyzed and interpreted qualitatively. The hand written notes and discussion during interview were transcribed and compiled in to themes. Finally, the overall course of the study was summarized, conclusion was drawn and an optimal solution was recommended based on possible findings.

### 3.9 Issue of validity and reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew, 1998). To ensure validity instruments were developed under close guidance of the advisor, intensive consultation of relevant literature and a pilot study was carried out to pre-test the instruments. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements. The draft questionnaires were tested at Chilalo 2ry 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. As Table 2, shows 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 and found to be internally consistent. 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 Table below indicates the computed internal reliability coefficients.

**Table 3.2: Reliability test result with Cronbach's alpha**

Detail description on the title of the questions	No of items	Cronbach's alpha
Female teachers aspiration to educational leadership	17	0.99
Female teachers' self-efficacy	16	0.99
Self-esteem (Self-Confidence) of female teachers'	8	0.98
Attitude of female teachers' towards school leadership	8	0.98
Overall reliability result	49	0.99

### 3.10 Ethical issue

Prior to data collection from study participants, the researcher was ensured the participants agreement to participate in the study. All potential study participants was informed about the procedures that was used in the study, the risks and benefits of participating in the study, and

their right as study participants. During the data collection and any activities that matter to the research, the researcher was make communication with advisor, accept and implement the comment given by the advisor. And also the researcher was made positive interaction with respondent through permissions and approved. This was made possible by developing positive relationship with community leader and explaining the purpose of the research to them. Besides, the researcher was show respect for role and regulation of the university, community and their values in general and females' respondents in particular.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the data that are divided into two parts. The first part deals with the characteristics of the respondents that describe the marital status, number of children, qualification, field of study and teaching experience of the respondents. The second part of the chapter deals with discussion of the respondents that were obtained through questionnaire, interview and document review. 49 closed-ended questionnaires were distributed to 130 female teachers to be filled. Out of these 125 (96.15%) were properly filled and returned. Moreover, 27(twenty seven) school principals, 8(eight) secondary school supervisors, 8(eight) woreda education office heads and 16(sixteen) women and children affairs office interviewed.

#### 4.1. Background (demographic profile) of Respondents

Understanding about the overview of the respondents characteristics was important. Hence the marital status, number of children, qualification, field of study and teaching experience were analyzed and discussed in terms of frequencies and percentage as. The result was used to identify which demographic variables determine female teachers' aspiration.

**Table 4.1.-Demographic profile of respondents**

Items	Frequency	Percent	Mean	Std.
Marital status	Married	92	73.6	1.2880 .50507
	Unmarried	30	24.0	
	Divorced	3	2.4	
	Total	125	100.0	
Number of children	No child	36	28.8	1.7120 .45465
	1-5 children	89	71.2	
	Total	125	100.0	
Educational status	Diploma	5	4.0	1.9840 .25349
	Degree	117	93.6	
	Masters	3	2.4	
	Total	125	100.0	
Field of study	Natural science	43	34.4	1.6560 .47695
	Social science	82	65.6	
	Total	125	100.0	
Teaching experience	1-10 years	109	87.2	1.1520 .42228
	11-20 years	13	10.4	
	Above 20 years	3	2.4	
	Total	125	100.0	

With regard to the background information of the respondents, item 1 of table 4.1 indicated that 102 (81.6%) of the respondents are married while 30 (24.00%) of them are unmarried. Only 3 (2.4%) of female teachers are divorced. Since the majority of them were exposed to married they had better understanding marital status that affects female teachers' aspiration toward secondary school leadership position. Islahi and Nasreen (2013) study revealed that there were negative significant differences in effectiveness between married and unmarried male teachers only. But this study was not express about female teachers in detail. A study done in Nigeria by Adio and Popoola (2010) showed that there was a statistically significant relationship between marital status and self-efficacy. Hence, those who were married had higher levels of self-efficacy than those who are not. Item 2 of table 4.1 indicated that 36 (28.8%) of the respondents had no children. While 89 (71.2%) had children of one up to five. Majority of the respondents were exposed to family responsibilities. From this, one can understand that they were expected to know in detail concerning family status that affect female teachers' aspiration towards secondary school leadership positions. Supporting the above data the women were gave their opinions that female teachers' aspiration negatively affected due to they involve mainly in domestic activities such as child care where as men involve in outdoor activities like education and community services. In relation to this, the FDRE gender perspective guide line (2001:1) shows that, women in the rural part of Ethiopia spend more than 15 hours per day for activities like fire wood collection, water fetching, childcare, petty trade, spinning vegetable, and gardening Netsanet Weldeeyesus (2013).

In relation to the education status out of the total respondents 117 (93.6%) were first degree holders, 5 (4.0%) were diploma holders and 3 (2.4%) were second degree holders. From this, it can possible to say that the respondents had a better understanding of female teachers' aspiration to assume secondary school leadership positions. Moreover, it was encouraging that most of the women were first degree holders, so that since the requirement for secondary school leadership position requires second degree in school leadership, these women, if they were given the chance of attending further education, they would have the chance to become school principal. Therefore, much should be done to encourage women to aspire in school leadership and this requires the commitment of stakeholders to enhance the aspiration of women principals in secondary schools. Dehaloo (2011) found out those teachers with bachelors and masters degrees are significantly more aspired with their physical environments and overall school leadership

than teachers with low qualifications. As it can be seen in item 4 of table 4.1, 43 (34.4%) and 82 (65.6%), of the respondents are graduated in Natural Science and Social Science respectively. This indicates that respondents were from different discipline which may have information about female teachers' aspiration towards secondary school leadership positions and they can participate in school leadership position.

In addition, with regard to the work experience of the respondents' item 5 of table 4.1 shown that, 109 (87.2%) of the respondents had work experience of 1 to 10 years, 13 (10.4%) of them had worked 11 to 20 years, and 3(2.4%) of the respondents had work experience of above 20 years. From this, the researcher conclude that most of the respondents were not well experienced (were not matured) to attempt to assume secondary school leadership positions. Generally, the characteristics of respondents revealed that, the majority of them were not matured enough, not well qualified, and they were exposed to family responsibilities. However, the response obtained from the respondents would help to get information that is more reliable and enable to come up with concrete finding and conclusion. A study by Kimengi (1991) found that older teachers adjust their expectations with reality and report more aspiration.

#### **4.2 The status of female teachers' in secondary schools leadership position at Arsi zone for the last five years**

Under this section trends of female teachers' participation in school leadership (2008-2012) were analyzed and discussed in terms of frequencies and percentage to assess the female teachers' aspiration to assume secondary school leadership position.

**Table 4.2: Trends of Female teachers in Secondary School Leadership Position**

Year	Total Teachers			Vice Principals			Principal s			Supervisors			Remark
	M	F	F in %	M	F	F in %	M	F	F in %	M	F	F in %	
2008	2325	357	13.31	116	2	1.69	86	0	-	26	0	-	
2009	2485	430	14.75	118	1	0.84	87	0	-	26	0	-	
2010	2567	448	14.86	70	5	6.67	113	1	0.88	25	1	3.85	
2011	2588	457	15.01	67	9	11.84	114	1	0.87	27	2	6.89	
2012	2592	472	15.40	58	5	7.94	92	3	3.16	27	2	6.89	new guideline

Source: 2012 E.C Arsi Zone Education Office Report



In table 4.2, the numbers of female teachers in principals were 0.00% in 2008 and 2009, 0.88% in 2010, 0.87% in 2011 and 3.16% in 2012. It indicated that the 5 years trends of female teachers in secondary schools leadership positions as the year increase the number of female teachers' involvement in leadership position increase. In addition, the table indicated that the 5 years trends of female teachers in secondary schools leadership positions as the ladder of leadership position increase the number of female teachers' involvement in leadership position decrease. That means, the number of female teachers in vice directors were 1.69% in 2008, 0.84% in 2009, 6.67% in 2010, 11.84% in 2011 and 7.94% in 2012, which were higher than in directors (0.00% in 2008 and 2009, 0.88% in 2010, 0.87% in 2011 and 3.16% in 2012). This shows that as the hierarchy of leadership position increase female teachers' participation toward school leadership position decrease. From this, we can analysis that female teachers' less interest toward secondary school leadership position at Arsi zone.

Supporting the above data all secondary school principals and women and children affairs office were gave their opinions that female teachers' aspiration toward secondary school leadership position are negative, that means female teachers' have no interest to take leadership position in secondary school at Arsi zone.

The same is true for an increment of women number in federal and regional House of Representatives and school administration has been male dominated (MoWA, 2006). For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-V 2010). This deprives female teachers the opportunity of looking up to role models and to decision making positions.

### 4.3. Female teachers' attitude toward secondary school leadership position at Arsi zone

Under this section, realizing Female teachers' attitude toward secondary school leadership position, the researcher tried to investigate the existing female teachers' attitude toward secondary school leadership position at Arsi Zone.

**Table 4.3:-Attitude of the respondents towards school leadership**

Items	Response										Total	Mean	Std
	SA		A		UD		D		SD				
	F	%	F	%	F	%	F	%	F	%			
School leadership position is simple for me	27	21.6	39	31.2	11	8.8	48	38.4	-	-	125	3.06	1.30
I do have a plane to be a school leadership	23	18.4	41	32.8	7	5.6	51	40.8	3	2.4	125	3.05	1.37
I assume that I will be successful in leading school if I am a leader	9	7.2	49	39.2	13	10.4	47	37.6	7	5.6	125	3.24	1.25
I have leadership qualities comparable to males.	9	7.2	37	29.6	18	14.4	57	45.6	4	3.2	125	3.24	1.11
I am willing to accept responsibility as school leaders.	7	5.6	42	33.6	12	9.6	61	48.8	3	2.4	125	3.26	1.14
I have interest to supervise and lead in secondary schools.	25	20.0	43	34.4	7	5.6	50	40.0	-	-	125	2.83	1.29
Leadership is more appropriate to me.	12	9.6	40	32.0	32	25.6	33	26.4	8	6.4	125	3.09	1.22
I am considered as intelligent as men in leading schools	14	11.2	44	35.2	10	8.0	56	44.8	1	.8	125	3.10	1.45

In table 4.3, Female teachers' attitude toward secondary school leadership positions were presented. Regarding item 1 of table 5, the majority 48 (38.4%) of the respondents disagreed with females assume that school leadership position is not difficult for females. However, 27 (21.6%) of the respondents were strongly agreed on the issue. The mean score of female teachers' responses was 3.06. From this, it was possible to conclude that school leadership position is difficult for females. Concerning this issue Jordan et al. (1991) state that the problem of females assume that leadership position is difficult for females, she worries the expectancy of negative consequence, for example, social rejection, disapproval and loss of femininity.

In item 2 of table 4.3, majority 51 (40.8%) of the respondents disagreed with females do have plan to be school leadership positions. The mean score of the item is 3.05. From this, it was possible to conclude that female teachers had no plan to participate in secondary school leadership position. This finding was similar with that of Guyton & slick, (1996) state as many women have not carefully planned their ascent to the top management. Moreover, supporting this finding, different literature have also described that there is a strong correlation between woman's lacks of planned to higher leadership position and their attitudes toward leader ship position. They follow their options in unplanned manner, as simply opportunities emerged (Addis, 2001).

According to Item 3 of table 4.3, female teachers that they will be successful in leading school if they were a leader position, was rated as 49(39.2%) agreed with the mean of 3.24. As a result of respondents were indicated that female teachers were not successful in leading school if they would took a leadership position. Supporting this finding the women indicated that, females to seek managerial position were fear of success, which exposes the women personal lives. Supporting this idea Lemessa's (2004) finding stated that female teachers' participation decreases at higher leadership position than lower position (unit leader, department heads and club heads in the school). Then women who fail to get higher managerial position in the school may develop fear of success. Working with high achievement women and men, she worries about the expectation of negative consequence for example, social rejection, disapproval, not being liked and loss of femininity (Jordan et al., 1999). As Heilman cited in Yalew (1997) states, it seems that women choose careers of law status even when there is the possibility of getting high status because of fear of success.

The finding from Table 4.3 of item 4 illustrated that, the response of female teachers toward their leader positions were female have more qualities than male associated with school leadership position, was rated as disagreed 57 (45.6%) with mean score of 3.24. Therefore, from this one could understand that how the problem of negative attitude was deep-rooted problem with female teachers and how it discouraged women to become school leaders and how females were convinced leadership was given only to males. However, the findings of different scholars showed that women leaders are effective when they plan and they have characteristics of transformational leaders; working in collaboration with colleagues and cooperative (Choon, 2001).

In responding to item 4.3 of table 5, 61(48.8%) of the respondents disagreed that females are willing to accept responsibility. The calculated mean score was 3.26. It indicated that females were unwilling to accept responsibility. Moreover, females are not willing to accept responsibility and as result, their participation was low as principals of secondary schools as compared to males.

Similarly, the qualitative response from school principals reflects similar views that most of female teachers have negative attitude toward taking leader ship position. However, the head of women and children affairs office describe the reason why female teacher are unwilling to pursue school leadership is not because of the problem of lack of willing to accept responsibility but their too much home responsibility.

Regarding this, Grady's (1992) suggests that women have been unwilling to pursue responsibility as school leaders because of the fact that women have been playing traditional role of home makers while men remaining a leader in every sphere of life. Moreover, Phillips (2010) indicated that various cultural influences including negative stereotyping make the women to become dependent, powerless, and inferior and as a result, women perceive leadership is men job not for women and they underestimate themselves and they would develop low aspiration to become school leader.

In item 6 of table 4.3, the majority 50(40.0%) of the respondents were disagreed on females have an interest to supervise and lead in secondary school leadership position. while, 43(34.4%) of them agreed on the issue. The mean value of the responses was found to be 2.83. From this result

one can interpret that female teachers had interest to be in school leadership position. According to item 7 of table 4.3 majority of the respondents 40(32.0%) and mean score 3.09 agreed with Leadership is more appropriate to females than males. From this result, we understand that female teachers had negative attitude toward leadership position. Moreover, M.C Tavish and Miller (2009) suggest the term management was previously associated with men through the concept of “think manager think male” p (17).

In item 8 of table 4.3, the majority 56 (44.8) of female respondents were disagreed on females are considered as intelligent as men in leading schools, while, 14 (11.2%) of them strongly agreed on the issue. The mean value of the responses was found to be 3.10. Therefore, from these we conclude that female teachers have negative self perceptions to become secondary school leadership position. Supporting this, some of the interviewee state as women teachers does not apply for school leadership positions as male. This finding is similar with that observed by Brown (1996) which describe as 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.

#### 4.4 To what extent do female teachers' self-confidence is related to school leadership position.

**Table 4.4:- Self-confidence of respondents in respect to school leadership**

Items	Response										Tot al	Mea n	std
	SA F	%	A F	%	UD F	%	D F	%	SD F	%			
I am happy, feel positive about my ability to lead people and deal with daily challenges, when I exhibit confidence.	6	4.8	53	42.4	11	8.8	43	34.4	12	9.6	125	3.02	1.16
I have better relationships, enter into positive, productive relationships, feel good about me, treat others well and in turn, and treated well by others	13	10.4	73	58.4	15	12.0	22	17.6	2	1.6	125	2.42	.95
I am motivated and ambitious, set goals and are motivated to accomplish them, believe that the work I do is important and makes a difference in the school.	24	19.2	37	29.6	8	6.4	37	29.6	19	15.2	125	2.92	1.41
I laugh more, can see the humor, and have the ability to put things into perspective.	15	12.0	45	36.0	2	1.6	51	40.8	12	9.6	125	3.00	1.28
I am open to risks, confidently forge into the unknown and learn from their mistakes.	-	-	50	40.0	-	-	63	50.4	12	9.6	125	3.29	1.10
I recognize success by look for opportunities to genuinely recognize the success of others and openly receive compliments.	21	16.8	37	29.6	5	4.0	49	39.2	13	10.4	125	2.97	1.34
I accept feedback from others and put their ideas into action.	12	9.6	39	31.2	4	3.2	69	55.2	1	.8	125	3.06	1.13
I think for my selves, have a deep sense of my core values – what is right and wrong.	20	16.0	37	29.6	13	10.4	40	32.0	15	12.0	125	2.94	1.32

Analysis in Table 4.4 of item 1, indicate that female teachers' perceived themselves as they are happy, feel positive about their ability to lead people and deal with daily challenges, when they exhibit confidence with, was rated as 53(42.2%) agreed. While 12(9.6) strongly disagree with issue, and the mean score of 3.02. This finding indicates that they had lack of self-confidence toward secondary school leadership. Supporting this idea head of wordas education office agree that female teachers' had no self-confidence even if they have ability. Shakesahft (1989:85), Andrews (1984), argue that, "low self-confidence can affect aspiration level." A person with high self-confidence has a chance to attempt any action than a person with low self-confidence.

In item 2 of table 4.4, majority 73 (58.4%) of the respondents agreed with they have better relationships, enter into positive, productive relationships, feel good about them, treat others well and in turn, and treated well by others. The mean score of the item is 2.42. From this, it was possible to conclude that female teachers have better relationships, enter into positive, productive relationships, feel good about them, treats others well and in turn, and treated well by others. According to Item 3 of table 4.4, female teachers that they are motivated and ambitious, set goals and are motivated to accomplish them, believe that the work they do was important and makes a difference in the school, was rated as both 37(29.6%) agreed and disagreed with the mean of 2.92. As results of respondents were indicated that female teachers were motivated and ambitious, set goals and were motivated to accomplish them, believe that the work they do was important and makes a difference. Supporting this finding, the interviewees (supervisors) agree that the work they do was important and makes a difference in the school. Thus the finding indicates that they were motivated and ambitious, set goals and were motivated to accomplish them, believe that the work they do was important and makes a difference in the school.

The finding from Table 4.4 of item 4 illustrated that, the response of female teachers toward their leader positions were they laugh more, can see the humor, and have the ability to put things into perspective, was rated as disagreed 51 (40.8%) with mean score of 3.00. From this the researcher concludes that the female teachers' self-confidence was on average. In responding to item 5 of table 4.4, 63(50.4%) of the respondents disagreed that they were open to risks, confidently forge into the unknown and learn from their mistakes. The calculated mean score was 3.29. It describe that female teachers were not open to risks, not confidently forge into the unknown and not learn from their mistakes.

In item 6 of table 4.4, the majority 49(39.2%) of the respondents were disagreed on female teachers recognized success by look for opportunities to genuinely recognize the success of others and openly receive compliments. The mean value of the responses was found to be 2.97. From this result one can interpret that female teacher's slightly recognized success by look for opportunities to genuinely recognize the success of others and openly receive compliments. According to item 7 of table 4.4 majority of the respondents 69(55.2%) were disagreed with female teachers accept feedback from others and put their ideas into action. And the mean score was 3.06. From this result, we understand that female teachers did not accept feedback from others and put their ideas into action.

In item 8 of table 4.4, 40 (32.0%) of female respondents were disagreed on females think for themselves, have a deep sense of their core values – what is right and wrong. The mean value of the responses was found to be 2.94. Therefore, from these we conclude that majority of the female teachers think for themselves; have a deep sense of their core values – what is right and wrong



#### 4.5 Aspiration of Female teachers for secondary school Leadership Positions

Under this section female teachers' aspiration in school leadership position was analyzed and discussed leadership position.

**Table 4.5:-Female teachers aspiration towards school leadership**

Items	Response										Total	Mean	Std
	SA		A		UD		D		SD				
	F	%	F	%	F	%	F	%	F	%			
1. My aspirations for advancing in leadership positions in school are high.	20	16.0	24	19.2	15	12.0	46	36.8	20	16.0	125	3.21	1.35
2. I hope to become a leader at the current organization I work for.	-	-	23	18.4	30	24.0	67	53.6	5	4.0	125	3.43	.84
3. When I am established in my career, I would like to manage other employees at the current school I work for.	30	24.0	42	33.6	16	12.8	29	23.2	8	6.4	125	2.54	1.26
4. I do have plan on devoting energy to getting promoted in the schoolr.	7	5.6	10	8.0	3	2.4	62	49.6	43	34.4	125	3.99	1.09
5. When I am established at the current organization, I would like to train others	20	16.0	36	28.8	4	3.2	62	49.6	3	2.4	125	2.94	1.24
6. I hope to move up through the organization I work for.	2	1.6	25	20.0	20	16.0	33	26.4	45	36.0	125	3.75	1.19
7. Attaining leadership status in this organization is important to me.	46	36.8	39	31.2	13	10.4	16	12.8	11	8.8	125	2.26	1.31
8. I would like to obtain a (higher) leadership position within the organization I work for.	21	16.8	34	27.2	18	14.4	43	34.4	9	7.2	125	2.88	1.25
9. I would like to be in a position of greater responsibility and influence in my school.	16	12.8	38	30.4	15	12.0	44	35.2	12	9.6	125	2.98	1.25

In item 1 of table 4.5, the majority 46 (35.38%) of the respondents were agreed on females have an aspirations for advancing in school leadership positions, while, 20(15.38%) of them strongly disagreed on the issue. The mean value of the responses was found to be 3.21, which indicated lack of aspiration. Again similar views were forwarded through the interview presented to the principals and WEOs. According to these officials, there are different factors that impede female teachers' aspiration in school leadership position. In addition to that, eight female teachers were also interviewed to find out to what extent they aspire to participate in educational leadership positions. As a result, few female teachers said that they would like to be club leaders. But most of them said that they would never like to participate in educational leadership positions. Among these, lack of model female teachers in leadership position can decrease their interest to become leader. This finding is similar with that observed by Lammeessa (2014), Brown (2003) and Oplatka (2006) which portray as 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. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Ouston, 1993:51).

In item 2 of table 4.5, the majority 67 (53.6%) of the respondents were disagreed on females hope to become a school leadership positions. The mean value of the responses was found to be 3.43, which indicate below average level of effectiveness. Supporting this idea the interviews agree that female teacher do not hope to become a school leadership position. In item 3 of table 4.5, the majority 42 (33.6%) of the respondents were agreed on females would like to manage other employees. The mean value of the responses was found to be 2.54, which indicate above average level of effectiveness. Both In item 4 and 5 of table 4.5, the majority 62 (49.6%) of the respondents were disagreed on females do have plan on devoting energy to getting promoted in the organization they were working for and disagreed on when they established at the current organization, they would like to train others with the mean value of the responses were found to be 3.99 and 2.93 respectively. This means that female teachers' had no plan to become school leadership position. Similar views were forwarded through the interview presented to the principals, supervisors and women and children affairs office and WEOs. Substantiating this issue Laliftu(2014), Gupton & slick, (1996) state as many women have not carefully planned their ascent to the top management. Moreover, supporting this finding, different literature have

also described that there is a strong correlation between women's lack of career advancement and their lower career goals. They pursue their options in unplanned manner, as simply opportunities emerged (Addisu, 2001:32). In item 5 of table 4.5 the finding indicates that when they established at the current organization, they would like to train others. Parsaloi and Steyn (2013) argue that reluctance to aspire for leadership positions could be associated to the fact that women lack leadership training.

In item 6 of table 4.5, the majority 45 (36.0%) of the respondents were disagreed on females hope to move up through the organization they work for. The mean value of the responses was found to be 3.75. It indicates that when female teachers established at the current organization, they would not like to train others. In item 7 of table 4.5, the majority 46 (36.8%) of the respondents were strongly agreed on attaining leadership status was important to them. The mean value of the responses was found to be with a 2.25. The finding indicates that attaining leadership status was important to female teachers.

in item 8 of table 4.5, the majority 43 (34.4%) of the respondents were disagreed on females like to obtain a higher leadership position. The mean value of the responses was found to be 2.88. From this finding we conclude that females like to obtain a higher leadership position. In item 9 of table 4.5, the majority 44 (35.2%) of the respondents were disagreed on females like to be on a position of great responsibility and influence in their school. The mean value of the responses was found to be 2.98. From this we understand that 50% of female teachers were like to obtain a higher position, while 50% of them were not like to obtain higher position in leadership.

Items	Response										Total	Mean	std
	SA		A		UD		D		SD				
	F	%	F	%	F	%	F	%	F	%			
10. I have sought feedback on my job performance at the school.	31	24.8	33	26.4	21	16.8	22	17.6	18	14.4	125	2.70	1.39
11. I have discussed my career prospects with someone with more experience.	21	16.8	21	16.8	5	4.0	46	36.8	32	25.6	125	3.44	1.43
12. I have engaged in career path planning to determine my career path.	17	13.6	31	24.8	15	12.0	37	29.6	25	20.0	125	3.18	1.37
13. I have updated my skills in order to be more competitive for promotion in school.	28	22.4	35	28.0	17	13.6	25	20.0	20	16.0	125	2.79	1.41
14. I have discussed my aspirations with a senior person in the school	22	17.6	20	16.0	9	7.2	42	33.6	32	25.6	125	3.33	1.46
15. While working for the school, I have volunteered for activities other than my day to day work tasks, such as working parties and selection panels.	20	16.0	18	14.4	14	11.2	46	36.8	27	21.6	125	3.34	1.39
16. I have volunteered for important assignments with the intent of helping to further my advancement possibilities within this particular organization	11	8.8	57	45.6	4	3.2	43	34.4	10	8.0	125	2.87	1.21
17. I have requested to be considered for promotions at the school.	19	15.2	21	16.8	12	9.6	47	37.6	26	20.8	125	3.32	1.38

In item 10 of table 4.5, the majority 33 (26.4%) of the respondents were agreed on females have sought feedback on their job performance at the current school they work for. The mean value of the responses was found to be 2.70. This indicates that females' teachers have sought feedback on their job performance. In item 11 of table 4.5, the majority 46 (36.8%) of the respondents were disagreed on females have discussed their career prospects with someone with more experience. The mean value of the responses was 3.44.

This shows that female teachers have no discussed their career prospects more experience. In item 12 of table 4.5, the majority 37 (29.6%) of the respondents were disagreed on females have engaged in career path planning to determine their career path. The mean value of the responses was found to be 3.17. The result shows that the females have no engaged in career path planning. In item 13 of table 4.5, the majority 35(28.0%) of the respondents were agreed on females have updated their skills in order to be more competitive for promotion. The mean value of the responses was found to be 3.79. This indicates that female teachers have no updated their skills in order to be more competitive for promotion.

In item 14 of table 4.5, the majority 42 (33.6%) of the respondents were disagreed on females have discussed their aspirations with a senior person. The mean value of the responses was found to be 3.33. This finding also indicates that female teachers have no discussed their aspirations with a senior person. In item 15 of table 4.5, the majority 46(36.8%) of the respondents were disagreed on females have volunteered for activities other than their day to day work tasks. The mean value of the responses was found to be 3.33. The result shows that female teachers have no volunteered for activities.

In item 16 of table 4.5, the majority 57(45.6%) of the respondents were disagreed on females have volunteered for important assignments with the interest of helping to further their advancement possibilities. The mean value of the responses of item 16 was found to be 2.87. It indicates that most of the women have volunteered for important assignments with the interest of helping to further their advancement possibilities.

In item 17 of table 4.5, 47(37.6) were agree on they have requested to be considered for promotion. And the mean value of the responses of item 17 was found to be 3.32. From this we understand that they have not requested to be considered for promotion.

In general the researcher concluded that female teacher aspiration to be school leadership is low. Majority of the interview forwarded that female teachers had no aspiration to apply school leadership position. There were lacks of special support to female teachers in the education system of the Zone. Substantiating this issue the literature reveals that there are six key reasons some female teachers decide to opt out of the principal ship route. These reasons fall under the areas of perceived external barriers to female teachers' progression and that of personal agency. (Coleman, 2009 and Smith, 2011).

#### 4.6 Self-efficacy of Female teachers' for secondary school Leadership Positions

Under this section female teachers' self-efficacy was analyzed and discussed in terms of frequencies, percentage, mean and standard deviation to assess to what extent did female teachers' self-efficacy was related to school leadership position.

**Table 4.6:-Female teachers self-efficacy**

Items	Response										Total	Mean	Std
	SA		A		UD		D		SD				
	F	%	F	%	F	%	F	%	F	%			
1. I facilitate student learning in school	14	11.2	30	24.0	5	4.0	56	44.8	20	16.0	125	3.30	1.30
2. I generate enthusiasm for a shared vision for the school	-	-	25	20.0	20	16.0	43	34.4	37	29.6	125	3.74	1.09
3. I handle the time demands of the job	20	16.0	59	47.2	6	4.8	32	25.6	8	6.4	125	2.59	1.21
4. I manage change in my school	-	-	40	32.0	6	4.8	42	33.6	37	29.6	125	3.61	1.22
5. I promote school spirit among a large majority of the student population	27	21.6	39	31.2	3	2.4	25	20.0	31	24.8	125	2.95	1.54
6. I create a positive learning environment.	36	28.8	34	27.2	8	6.4	22	17.6	25	20.0	125	2.73	1.53
7. I raise student achievement on standardized achievement tests	42	33.6	43	34.4	6	4.8	25	20.0	9	7.2	125	2.33	1.32
8. I promote a positive image of my school with the media	50	40.0	54	43.2	8	6.4	12	9.6	1	.8	125	1.88	.96

In item 1 of table 4.6, the majority 56 (44.8%) of the respondents were disagreed on females could facilitate student learning in school. The mean value of the responses was found to be 3.30. From this result we conclude that females couldn't facilitate student learning.

In item 2 of table 4.6, the majority 43 (34.4%) of the respondents were disagreed on females generated enthusiasm for a shared vision for the school. The mean value of the responses was found to be 3.74. From this value we conclude that females did not generated enthusiasm for a shared vision for the school. In item 3 of table 4.6, the majority 59 (47.2%) of the respondents were agreed on females handled the time demands of the job. The mean value of the responses was found to be 2.59. The result shows that female teachers handled the time demands of the job. Supporting this, the interviews agree that females handled the time demands of the job effectively than male teachers.

In item 4 of table 4.6, the majority 40 (32.0%) of the respondents were agreed on females managed change in their school, while none of them strongly agreed on the issue. The mean value of the responses was found to be 3.61. It shows female teachers could not managed change in their school. Substantiating this issue the interviews agree with this finding.

In item 5 of table 4.6, majority of the respondents 39(31.2%) were agreed on females promoted school spirit among a large majority of the student population. The mean value of the responses was found to be 2.95. It shows female teachers school could spirit among a large majority of the student population. In item 6 of table 4.6, the majority 36 (28.8%) of the respondents were strongly agreed on females created a positive learning environment in their school. The mean value of the responses was found to be 2.73. The result shows that the females can create a positive learning environment in their school. Luthans and Peterson (2002) also found that leader self-efficacy had a positive effect on employee's engagement with their work and increased their followers' commitments to organizational tasks as well as created an environment that could more effectively overcome obstacles to change. In item 7 of table 4.6, the majority 43 (34.4%) of the respondents were agreed on females raised student achievement on standardized achievement tests. The mean value of the responses was found to be 2.33. From this we conclude that females raised student achievement on standardized achievement tests. In item 8 of table 4.6, the majority 54 (43.2%) of the respondents were agreed on females promoted a positive image of their school with the media. The mean value of the responses was found to be 1.88. This result indicates that majority of female teachers promoted a positive image of their school with the media.



Items	Response										Total	Mean	Std
	SA		A		UD		D		SD				
	F	%	F	%	F	%	F	%	F	%			
9. I motivate teachers	41	32.8	48	38.4	10	8.0	19	15.2	7	5.6	125	2.22	1.22
10. I promote the prevailing values of the community in my school	16	12.8	53	42.4	16	12.8	15	12.0	25	20.0	125	2.84	1.36
11. I maintain control of my own daily schedule	34	27.2	49	39.2	5	4.0	27	21.6	10	8.0	125	2.44	1.31
12. I shape the operational policies and procedures that are necessary to manage my school	28	22.4	38	30.4	15	12.0	27	21.6	17	13.6	125	2.74	1.38
13. I handle effectively the discipline of students in my school	18	14.4	25	20.0	17	13.6	35	28.0	30	24.0	125	3.27	1.39
14. I promote acceptable behavior among students	27	21.6	40	32.0	4	3.2	32	25.6	22	17.6	125	2.86	1.46
15. I handle the paperwork required	25	20.0	28	22.4	9	7.2	45	36.0	18	14.4	125	3.02	1.40
16. I promote ethical behavior among school personnel	22	17.6	46	36.8	9	7.2	37	29.6	11	8.8	125	2.75	1.29

In item 9 of table 4.6, the majority 48 (38.4%) of the respondents were agreed on females motivated teachers. The mean value of the responses was found to be 2.22, which indicated females can motivate teachers. Additionally, this finding is similar with that observed by Tena Marie Versland (2009), self-efficacious principals will set higher goals for themselves and their schools and will influence the motivation and commitment of followers.

In item 10 of table 4.6, the majority 53 (42.4%) of the respondents were agreed on females promoted the prevailing values of the community in their school. The mean value of the responses was found to be 2.84. It means that females promoted the prevailing values of the community in their school. In item 11 of table 4.6, the majority 49 (39.2%) of the respondents were strongly agreed on females maintained control of their own daily schedule. The mean value of the responses was found to be 2.44. The result shows that females maintained control of their own daily schedule.

In item 12 of table 4.6, the majority 38 (30.4%) of the respondents were agreed on females shaped the operational policies and procedures that are necessary to manage their school. The mean value of the responses was found to be 2.74, which indicate that females shaped the operational policies and procedures that are necessary to manage their school. In item 13 of table 4.6, the majority 35(28.0%) of the respondents were disagreed on females handled effectively the discipline of students in their school. The mean value of the responses was found to be 3.27. From this finding we conclude that females couldn't handle effectively the discipline of students in their school.

In item 14 of table 4.6, the majority 40 (32.0%) of the respondents were agreed on females promoted acceptable behavior among students. The mean value of the responses was found to be 2.86. So the result shows that females promoted acceptable behavior among students. In item 15 of table 4.6, the majority 45(36.0%) of the respondents were disagreed on females handled the paperwork required of the job. The mean value of the responses was found to be 3.02, which is below the effectiveness. In item 16 of table 4.6, the majority 46(36.8%) of the respondents were agreed on females promoted ethical behavior among school personnel. The mean value of the responses of item 16 was found to be 2.75. The finding revealed that females promoted ethical behavior among school personnel. Supporting this finding, most of the interviewee agrees that females have ethical behavior and they can promote it among school personnel.

**Table 4.7 correlation test between dependent variable and independent variable**

Under this section correlation between dependant variable and independent variable were analyzed and discussed in terms of correlational analysis by performing person correlation coefficient to assess to what extent did the independent variable was related to the dependent variable.

		Aspiration	Attitude	self- confidence	self- efficacy
aspiration,	Person	1	.980**	.973**	.960**
	correlation		.000	.000	.000
	Sig.(2-tailed)	125	125	125	125
	N				
Attitude	Person	.980**	1	.981**	.968**
	correlation	.000		.000	.000
	Sig.(2-tailed)	125	125	125	125
	N				
self- confidence	Person	.973**	.981**	1	.984**
	correlation	.000	.000		.000
	Sig.(2-tailed)	125	125	125	125
	N				
self- efficacy	Person	.960**	.968**	.984**	1
	correlation	.000	.000	.000	
	Sig.(2-tailed)	125	125	125	125
	N				

*(Aspiration is dependent variable while attitude, self-confidence and self-efficacy are independent variables.)*

This correlation quantified the magnitude and direction of the relationship between self-efficacy, self-confidence, attitude and aspiration. The correlation matrix between dependent variable (aspiration) and independent variable (self-efficacy, self-confidence and attitude) are shown in table 4.7 above. The analysis revealed that there are positive and significant relationship between self-efficacy, self-confidence and attitude with female teachers' aspiration to assume secondary

school leadership position. The correlation of self-efficacy is found to be strongly and positively associated with aspiration with correlation coefficient value 0.96.

The correlation of self-confidence and attitude were found to be strongly and positively associated with female teachers' aspiration (self-confidence,  $r=0.97$  and attitude,  $r=0.980$ ) respectively.

However an attitude is more strongly associated with female teachers' aspiration as compared to self-confidence and self-efficacy (attitude,  $r=0.98 >$  self-confidence,  $r=0.97 >$  self-efficacy,  $r=0.96$ ). It means that if the attitude, self-confidence and self-efficacy of female teachers' are increasing the female teachers' aspiration to assume secondary school leadership position increase.

Supporting this idea many researchers emphasized the rational for altering the attitude, self-efficacy and self-confidence toward female teachers' aspiration to assume school leadership positions. Furthermore as cited in Shakesahft (1989:85), Andrews (1984), argue that, "low self-confidence can affect aspiration level." A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Leadership self-efficacy plays a central role in the formation of leadership aspiration (Hannah, Avolio, Lufthans & Harms, 2008). Similar views were forwarded through the interview presented to the supervisors and heads of Woreda Education Offices (WEOs).

Furthermore, in case female teachers' aspiration is negative, the independent variables (attitude, self-confidence and self-efficacy) will also decline. Moreover, document analysis was made. The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage, and mean score, standard deviation, regression analyses were used to analyses the quantitative data whereas narrative analysis was used for the qualitative data.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the summary, conclusion drawn from the major findings and recommendations made based on the findings.

#### **5.1. Summary of major findings**

The main purpose of the study was to analyze female teachers' aspiration toward secondary school leadership position in Arsi Zone secondary schools, Oromia regional state. The study basic questions addressing the issues related to the current status of female teachers' aspiration in secondary school leadership position, female teachers' self-efficacy toward school leadership position, female teachers' self-confidence toward secondary school leadership position, female teachers' attitude toward school leadership position and the relationship between the dependent variable and the independent variable. The effort was made so far by school leaders, zone education office and supervisors to bring female teachers to school leadership position. To seek answers to these questions and to achieve the study objective co relational method was used. From 130 questionnaires dispatched for data collection, 125 (96.15%) questionnaires were correctly filled and returned.

However, 5(3.85%) questionnaires were not returned. With the intention to address the questions the researcher reviewed relevant literature and prepared questionnaires and interview guides for the participants of the study. Accordingly, open and close ended questionnaires were prepared. These questionnaires were commented by the research advisors and tested to check validity and reliability. After the necessary correction and modifications, the questionnaires were duplicated and distributed to 130 female teachers. Besides, interview was conducted with selected school principals, women and children affairs office, secondary school supervisors and a woreda education office. Moreover, document analysis was made. The data obtained were analyzed with the help of SPSS. Such statistical tool as percentage, and mean score, standard deviation, regression analyses were used to analyses the quantitative data whereas narrative analysis was used for the qualitative data. Based on the analysis of the data, the study came up with the following major findings:

- As analysis in the demographic information disclosed the number of males was greater than females in teaching staff and this number was not proportionate with the leadership position of females.
- The finding revealed that female teachers have no aspiration to apply for secondary school leadership position. There are lacks of special support to female teachers for leadership positions in the education system of the zone. Having children and family responsibility could have significant impact on their aspiration to become school leadership the result indicates as majority of females had children.
- Regarding to female teachers' self-confidence the finding revealed that, they were unwilling to accept responsibility as school leaders, no productive relationships, feel negative about them, couldn't treat others well and treated well by others in order to build their leadership skills and competencies.
- women had no the access to upgrade their educational qualification and they had no access for pre-job and on-job trainings that would enable them to acquire the appropriate knowledge and leadership skills for school leaders.
- Regarding to female teachers' self-efficacy the finding revealed that majority of female teachers could not generate enthusiasm for a shared vision for the school and should not manage change in their school
- The finding of the study showed that majority of the respondents 93.6% were first degree holders and 4.0% were diploma holders. From this we can understand that the respondents had a better understanding of female teachers' attitude towards secondary school leadership positions. However, they had no appropriate educational level to be school leadership position (MOE, 2006).
- Regarding female teachers attitude toward secondary school leadership position, the major finding of the study revealed that, female teachers themselves assuming that male leaders are 'better' than female leaders and women are 'inferior' to males were also the major negative stereotyping barriers that marginalized women not to become school leadership for secondary schools, as the hierarchy of leadership position increase female teachers' attitude toward school leadership position decrease.

- Leadership recruitment and hiring practice do not attract female teachers for leadership position. Assigning tasks and delegation of authority in school do not encourage female teachers to come school leadership position. .
- On the other hand, as the finding indicated that their institutions (school, zone and woreda education office) have no allocating special financial resources for awareness creation to change female teachers' attitude toward school leadership position. This result shows that there was no continuous capacity building training provides to change attitude of female teachers toward secondary school leadership position.
- Finally, the finding showed that the provision of recruitment had made for female teachers applicants are had not be given special support for recruitment in secondary school leadership position.
- The finding revealed that female teachers' school leadership aspiration had strong relationship with attitude, self-confidence and self-efficacy.

## **5.2. Conclusions**

From the finding it was possible to conclude that status of female teachers aspiration toward secondary school leadership position relatively increase in holding lower leadership position than at the top leadership position and they have self-efficacy. Majority of female teachers have negative attitude toward holding secondary school leadership position, lack of opportunities that help female teachers to become school leadership position, lack of model female teachers on secondary school leadership position negatively affect female teachers' attitude toward secondary school leadership position in Arsi Zone, females were reluctant to accept responsibility of school leadership position and females have lack of confidence in their capabilities, qualification and experience at leadership position, Zone and woreda education office have no adequate allocation of financial resources for continuous capacity building training provide to change attitude of female teachers toward secondary school leadership position. This means there is no enough effort made by school leaders, supervisors, and zone and woreda education office to bring female teachers for holding leadership position.

### 5.3. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

- Arsi zone education office and women and children affairs office should be highlight characters that transcend gender, like education and work experience, during the day today activities.
- At zone and woreda education office, financial resources as stated in policy manual (ETP, 1994) should be translated in to practices for building the capacity of female teachers to create positive attitude toward secondary school leadership position. Zone and Woreda Education Office should be given that all necessary support to change female teachers attitude toward secondary school leadership position.
- Female teachers need continuous awareness creation to realize their innate abilities around leadership position they have and teach them to change their negative attitude toward secondary school leadership position. These should be done by school Principals, Supervisors, Zone and Woreda Education Office.
- In order to increase the aspiration female teachers' should be accepting their potential contributions in leadership activities to attain school leadership position. In addition, they should be accepted rather than reluctant school leadership position.
- School leaders, supervisors, zone and woreda education office should be generated model female teachers in different leadership position at school level.
- Zone, woreda and school should be make leadership recruitment and hiring practice attracts female teachers for school leadership position.
- Women at any leadership position should develop the sense of "I can lead it!" should have high self-esteem, with full of confidence, and they should build their knowledge and leadership skills through reading and sharing of experience, this should be the homework of all stakeholders (school principals, supervisors, woreda and zone education office and etc).
- Ministry of Education, Oromiya education bureau, and Woreda education Offices should work together to increase the number of women leaders by taking more affirmative action in to practice effectively and efficiently. They should provide



continuous and well organized pre-job and on-job trainings that enable women to develop self - confidence and increase their aspiration.

- In order to increase the number of role models and to have network of women through which they can share experience, Ministry of Education, Oromiya education bureau, and Woreda education offices should work together to increase the number of women leaders.
- Female teachers should perceived themselves as having leadership qualities
- Women at any level of educational sector should develop the sense of “I can do it!”, should have high self -esteem, and they should build their knowledge and leadership skills through reading and sharing of experience.
- Finally, the researcher recommends further researches in the area with broader scope and depth including other variables like the perception of male teachers and major factors that affect female teachers participation in secondary school leadership position in Arsi Zone..

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**Appendix - A**  
**Jimma University**  
**Institute of Education and Professional development Studies**  
**Department of Educational Planning and Management**  
**Questionnaire to be filled by female teachers**

**INTRODUCTION**

This questionnaire is intended to help in an investigation on determinants of female teachers' aspiration for school leadership position in Arsi Zone Oromiya Regional State.

**General Direction**

- You are kindly requested to complete this questionnaire by indicating your honest response.
- Respond by putting a tick where required.
- All information given will be treated with strict confidentiality,
- do not therefore write your name anywhere on this sheet.
- Please give only one answer for each item.

**PART-I**

**-Background Information of the Respondents**

Please, put a mark (√) in your choice among the following alternatives with respect to background information on the space provided in the box for each item below.

1. Sex: Female [  ]
2. Age \_\_\_\_\_
3. Marital Status: Married [  ] Unmarried [  ]
4. No of Children: No child [  ], 1-3 Children [  ], above 3 Children [  ]
5. Qualification: Certificate [  ] Diploma [  ] Degree [  ] others [  ]
6. Field of Study: Natural Science [  ] Social Science [  ], language [  ]
7. Experience: 1-10 years [  ] 11-20 years [  ] above 21 years [  ]
8. Current position: principal [  ], V. principal [  ], department head [  ], teacher [  ].

## PART-II

Please put a mark (√) to indicate the possible answer for the following given alternatives that represent closed ended question regarding to answer the question to what extent does the female teachers aspire to school leadership position in Arsi zone Oromia Regional State.

Key; SA - Strongly Agree, A – Agree, UD- Undecided, D – Disagree, SD - Strongly Disagree

No	Items	SA	A	UD	D	SD
1	I hope to become a leader at the current organization I work for.					
2	When I am established in my career, I would like to manage other employees at the current organization I work for – not at a different one.					
3	I do not plan on devoting energy to getting promoted in the organization I am working for (reverse).					
4	When I am established at the current organization, I would like to train others					
5	I hope to move up through the organization I work for.					
6	Attaining leadership status in this organization is not that important to me (reverse).					
7	I would like to obtain a (higher) leadership position within the organization I work for.					
8	I would like to be in a position of greater responsibility and influence in my organization.					
9	My aspirations for advancing in management positions within this organization are very high.					
10	I have sought feedback on my job performance at the current organization I work for.					
11	I have discussed my career prospects with someone with more experience in this organization.					
12	I have engaged in career path planning to determine my career path within this organization.					
13	I have updated my skills in order to be more competitive for promotion within this organization.					
14	I have discussed my aspirations with a senior person in the organization.					



15	While working for the current organization, I have volunteered for activities other than my day to day work tasks, such as working parties and selection panels.					
16	I have volunteered for important assignments with the intent of helping to further my advancement possibilities within this particular organization.					
17	I have requested to be considered for promotions at the current organization I work for.					

**PART-III**

Please put a mark (√) to indicate the possible answer for the following given alternatives that represent closed ended question regarding to the self-efficacy of female teachers’ aspiration for school leadership position in Arsi zone Oromiya Regional State.

SA - Strongly Agree, A – Agree, UD- Undecided, D – Disagree, SD - Strongly Disagree

No	Items In your current role as principal, to what extent can you:	SA	A	UD	D	SD
1	I facilitate student learning in school					
2	I generate enthusiasm for a shared vision for the school					
3	I handle the time demands of the job					
4	I manage change in my school					
5	I promote school spirit among a large majority of the student population					
6	I create a positive learning environment in my school					
7	I raise student achievement on standardized achievement tests					
8	I promote a positive image of my school with the media					
9	I motivate teachers					
10	I promote the prevailing values of the community in my school					

11	I maintain control of my own daily schedule					
13	I shape the operational policies and procedures that are necessary to manage my school					
14	I handle effectively the discipline of students in my school					
15	I promote acceptable behavior among students					
16	I handle the paperwork required of the job					
17	I promote ethical behavior among school personnel					

#### **PART-IV**

Please put a mark (√) to indicate the possible answer for the following given alternatives that represent closed ended question regarding to the attitude of female teachers' toward school leadership position in Arsi zone Oromiya Regional State.

SA - Strongly Agree

A – Agree

UD- Undecided

D - Disagree

SD - Strongly Disagree

No	Items	SA	A	UD	D	SD
1	School leadership position is not difficult for me.					
2	I do have a plane to be a school leadership					
3	I assume that I will be successful in leading school if I am a leader					
4	I have leadership qualities comparable to males.					
5	I am willing to accept responsibility as school leaders.					
6	I have interest to supervise and lead in secondary schools.					
7	Leadership is more appropriate to me.					
8	I am considered as intelligent as men in leading schools					

## PART-V

Please put a mark (√) to indicate the possible answer for the following given alternatives that represent closed ended question regarding to the self-confidence of female teachers' aspiration for school leadership position in Arsi zone Oromiya Regional State.

SA - Strongly Agree

A – Agree

UD- Undecided

D - Disagree

SD - Strongly Disagree

No	Items	SA	A	UD	D	SD
1	I am happy, feel positive about their ability to lead people and deal with daily challenges, when they exhibit confidence.					
2	I have better relationships, enter into positive, productive relationships, feel good about me, treat others well and in turn, and treated well by others.					
3	I am motivated and ambitious, set goals and are motivated to accomplish them, believe that the work I do is important and makes a difference in the school.					
4	I laugh more, can see the humor, and have the ability to put things into perspective.					
5	I am open to risks, confidently forge into the unknown and learn from their mistakes.					
6	I recognize success by look for opportunities to genuinely recognize the success of others and openly receive compliments, never discounting the sender by saying, "I was just doing my job."					
7	I accept feedback from others and put their ideas into action.					
8	I think for themselves, have a deep sense of their core values – what is right and wrong.					

**Appendix - B**  
**Jimma University**

**Institute of Education and Professional development Studies**

**Department of Educational Planning and Management**

Interview question to be filled by women and children affairs, supervisors and principals.

**INTRODUCTION**

This interview is intended to help in an investigation on determinants of female teachers' aspiration for school leadership position in Arsi Zone Oromiya Regional State.

**General Direction**

- You are kindly requested to complete this interview by indicating your honest response.
- All information given will be treated with strict confidentiality
- Please give only one answer for each item.

**PART-I**

**-Background Information of the Respondents**

Please, put a mark (✓) in your choice among the following alternatives with respect to background information on the space provided in the box for each item below.

1. Age: \_\_\_\_\_

2. Marital Status: Married[ ] Unmarried[ ]

3. No of Children: No child[ ] 1-3 Children[ ] above3 Children[ ]

4. Qualification: Certificate[ ] Diploma[ ] Degree[ ] others[ ]

5. Field of Study: Natural Science[ ] Social Science[ ] others [ ]

6. Experience: 1-10 years[ ] 11-20 years[ ] above 21 years[ ]

## **Part –II**

Please give the possible answer for the following interview questions regarding to female teachers' aspiration for school leadership position in Arsi zone Oromiya Regional State.

1. Are there any conducive conditions that enable female teachers aspiration to school leadership position effectively ?
2. Do female teachers face challenges when they become school principal or any other position? If yes, what are they?
3. What do you recommend to enhance the aspiration of female teachers in secondary schools?
4. What are the opportunities that help female teachers to become school leader?
5. How do you evaluate female teachers' aspiration to assume school leadership position in your school? And have you seen any improvement?
6. What is your future plan in terms of female teachers' career advancement?
7. What mechanisms are in place to increase the aspiration of female teachers to school leadership?

*Thank you very much!*

**Appendix - C**  
**Jimma University**

**Institute of Education and Professional development Studies**

**Department of Educational Planning and Management**

Document analysis to be filled by principals

INTRODUCTION

This document analysis is intended to help in an investigation on determinants of female teachers' aspiration for school leadership position in Arsi Zone Oromiya Regional State.

The past five year's quantitative data on trend of female teacher's aspiration and involvement in school leadership position by document analysis

Year	Fr	Co-curricular activities and leadership																	
		Department head			Unit leader			Vice principal			Principal			Supervisor			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2008	N																		
	%																		
2009	N																		
	%																		
2010	N																		
	%																		
2011	N																		
	%																		
2012	N																		
	%																		