Female Teachers Participation in Secondary Schools Leadership of Ilu Aba Bor Zone

By:

Bahirnesh   Emiru

Jimma University

College of Education and Behavioral Sciences, Department of Educational Planning and Management

Advisor: Ato Frew Amsale (Asst. Pr.)

Co-Advisor: Ato Getachew Heluf(Asst. Pr.)

March , 2022

Jimma, Ethiopia

Jimma University

College of Education and Behavioral Sciences, Department of Educational Planning and Management

Female Teachers Participation in secondary School Leadership of Ilu Aba Bor Zone

By:

Bahirnesh   Emiru

Advisor: Ato Frew Amsale (Asst. Pr.)

Co-Advisor: Ato Getachew Heluf(Asst. Pr)

A Thesis Submitted to the College of Education and Behavioral Sciences Department of Educational Planning and Management, in Partial Fulfillment of the Requirements For the Degree of Master of Arts in School Leadership

March , 2022

Jimma, Ethiopia

DECLARATION

I, the undersigned student declares that the thesis on the title, "***Female Teachers Participation in secondary School Leadership of Ilu Aba Bor Zone***" completed under the guidance of Ato Firew Amsale (Asst. Pr) and Ato Getachew Heluf (Asst. Pr) is my original work and all sources that have been referred to and quotes have been fully indicated and acknowledged with references.

Name: Bahirnesh   Emiru

Sign: --------------------

Date: --------------------

This thesis has been submitted for examination with my approval as the University advisor.

Main Advisor

Ato Frew Amsale (Asst. Pr.)   _____   _____

Name   Sign   Date

Ato Getachew Heluf (Asst. Pr)   _____   _____

Name   Sign   Date

Internal Examiner

_____   _____   _____

                    Name

External   Examiner

_____   _____   _____

          Name   Sign   Date

Chair Person

_____   _____   _____

          Name   Sign   Date

ACKNOWLEDGEMENTS

ABBREVIATIONS/ACRONYMS

E.C   Ethiopian Calendar

ETP   Education and Training Policy

FWTA   Federation of Women Teachers' Associations

IABEO   Ilu Aba Bora Education Office

MOE   Ministry of Education

PTA   Parent Teacher Association

SPSS   Statistical Package for Social Science

UNESCO   United Nations Educational Scientific and Cultural Organization

WEO   Woreda Education Office

TABLE OF CONTENTS

List of Table

List of Figure

ABSTRACT

The main purpose of the study was to identify the status of female teacher's participation and major challenges that results in females' underrepresentation in secondary school leadership in Ilu Aba Bora Zone. Descriptive survey design was employed. Ninety one female teachers, 8 girls' club head, 8 vice principals, 8 school principals and 8 Woreda education officials were involved in the study. Quantitative data collected using questionnaire were analyzed using frequency, percentage, mean, standard deviation and t test while data collected using interview were textually analyzed. He findings indicated that female teacher's involvement in lower school leadership position was low but none in principal position (M = 2.54), female teachers have moderate level of aspiration to take leadership position (M = 3.30), low level of community to accept female as leader, low level of willingness to accept risk in leadership, family responsibility, lack of official effort to make females actively participants in leadership were among the factors that lead to under representation of female in leadership. It was concluded that the potential, quality and vision that female teachers can contribute is ignored but can be minimized if the barriers are minimized. It was recommended that secondary school leaders are advised to nominate more women school leaders, allow experience sharing opportunities both within the Woreda and abroad; Woreda education office are advised to provide continues and periodic training for school community on leadership and gender related issues; regional education bureau should have regular short and long term training to capacitate women teachers.

Key terms: School leadership

CHAPTER ONE

Introduction

This chapter deals with the r backgrounds of the study, the statement of the problem, the objective of the study, the significance of the study, the delimitation of the study, limitation of the study, definition of key terms and organization of the study.

1.1 Backgrounds of the Study

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development to generations (Leithwood, 2006). It enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MoE, 1994). This implies that human beings create and transfer forms of knowledge to overcome problems as well as to lead better lives. It is through education that human beings change their environment to more conducive and favorable environment. It is through civilization that arises from education by which female beings investigate space by going beyond the limits of earth. It is also noted in Anderson (2003) that education focuses on the full development of the human personality and to the strengthen respect for human rights and fundamental freedoms and it promote understanding, tolerance and friendship. According to his argument, the purpose of education is to enhance the personal, social, cultural, ethical and spiritual development of every individual.

The above idea can only come in to reality when educational organizations function properly. Though there are many assumed factors that can contribute to success of educational organizations it is leadership that matters (Bergeson, 2007). Different authors have stated educational leadership differently. Among this Bass(2008) pointed out that the concept of leadership goes back nearly as far as the emergence of civilization, which shaped its leaders as much as it was shaped by them. This implies that the study of leadership is coterminous with the rise of civilization. It is evident that leadership has been an important theme in the early years, and it continues to receive much attention in the current research works. According to Yukl(2002), leadership reflect the assumption that it involves a social influence process. The intentional influence is exerted by one person or group over other people or groups to structure the activities and relationships in a group or organization. There also assumption that female are responsible in household, family nutrition and

education (Teyba, 2010). Teyiba noted that female and girls are victims of discrimination in the economic, social and political life of the community for many years reminding that education and female' was considered as the most urgent priority in attaining the Education For All(EFA) objectives by ensuring access to and improving the quality of education for girls and women.

Women form the core of the family and house hold, work longer hours than men in nearly every country and do more of the total work than men and women contribute more to the development of their societies. Though male and female are equal as a human being, female live in a male dominated world where they are less represented. One of the areas of female ignorance is in leadership. In relation with this, Emebet (2014) reported that in Ethiopia women are suppressed and believed that they are unable to lead people, only men are created to lead and participate in leadership. Because of this traditional thinking the perception of women in leadership is still very low. The government of Ethiopia has tried to improve the role of female in leadership and educational leadership in particular (Dereje, 2013).

The presence of female in leadership roles at secondary school level and above provides to sensitivity within schools for the wellbeing of adolescent girls and provides girls beginning to consider carrier choices with role models of decision makers and leaders (Shephered, 2006). However, it is noted in Education and Gender Equality Series, Program Insights, Oxfam (2005) that the challenges that hinder female's participation in educational leadership are the ways in which institutions are organized not taking into account the different needs of female as to favoring men; work arrangements often not considering female's domestic roles, such as childcare, which are often the responsibility of women as a result of gender role and socialization process; it may also reflect male characteristics in terms of management styles, organizational principles and delegation of authority.

Some of the initiatives that were designed to tackle such problems include training female teachers for about three months for school leadership, assigning female teachers as school leadership, providing 3% bonus in addition to their examination result during competing to leadership position, and etc. For instance, concerning the three months training to only female teachers and making them involve in school leadership position was made during 2008-2009. During that period any willing female teachers from all schools in Oromia were given chance to take training on related issues of leadership. The corresponding Woredas were mandated to

assign them to assign them on the school they were working in or surrounding school and few of female teachers were included in school leadership position.

However, most of them are still in teaching position may be because different reasons. The government of prosperity party also made a very significant shift in female participation in taking higher leadership position two years before. The new beginning to reform the culture of female participation in leadership by the government did not extended its root to country level which also includes school level leadership.Therefore, this study focused on exploring women participation in school leadership in secondary school of Ilu Aba Bor Zone.

1.2. Statement of the Problem

Women's various discriminations and less participation in any development is an agenda of every country (World Economic Forum, 2005). Fundamentally, equality between men and female is a matter of human right and a condition for social justice, necessary and basic pre-requisite for equality, democracy, development, peace and good governance. However, studies for instance (Emebet, 2014) noted that the contemporary world is male dominated in which gender power relations are clearly adjusted in favor of men. One of the areas were female are clearly discriminated is in leadership position. Though this world is created both for male and female there are imbalances in taking the leadership position (Christine, 2012, Dereje,2013). In relation with this, the female participation in secondary school leadership is less than expected as a ratio compared to male.For instance, according to the MoE(2019), the number of male and female participants who were involved in leadership is the following.

Table 1: 1 Ratio of Women Secondary school leaders in 2015/16-2019/20

Year	Area		Principal		Vice		Total			
			M	F	M	F	M	F	T	%
2019/ 2020	Oromia		1168	17	684	100	1,852	117	1,969	5.94
	Ilu Aba Bor	Zone	51	0	30	1	81	1	82	1.21
2017/ 2018	Oromia		1321	22	875	61	2,196	83	2,279	3.64
	Ilu Aba Bor	Zone	48	0	27	6	75	6	81	7.40
2015/ 2016	Oromia		827	11	598	24	1,425	35	1,460	2.39
	Ilu Aba Bor	Zone	37	0	29	1	66	1	67	1.49

Source: Oromia Education Burreau Annual abstract (2016-2020)

From the above table it is possible to see that in 2019/20, the total number of secondary school principals and vice principals in Oromia regional state level were 1969, from which only 5.94 % of them were females. Similarly, the table above shows that there were 82

principals and vice principals in secondary schools from which females are only 1(1.21) which is very negligible.

There for it is possible to see that in Ilu Aba Bor Zone secondary schools, negligible amount of female lead secondary schools, including departments and co-curricular activities. The 2019 statistical data of the office shows that despite years of progress by women teachers in the schools; female   in school leadership remain as rare. It seems that women continue to lack access to power and leadership compared to men. Hence it is possible to see that there is remarkable absence of women in leadership positions (Teyiba, 2010).

Another source of initiation to the research topics (problem) was to examine some of the questions the researcher commonly raises about education from personal experience. Accordingly, the researcher has been serving for more than ten years in education sector as a teacher, in Ilu Aba Bor Zone Elementary schools observing that female are less engaged in secondary school leadership position. Female teachers are not adequately assigned at the bottom educational leadership positions such as department head, unit leader, club coordinator and PTA so that they would get bottom experiences that will help them for future leadership positions advancement

As studies indicate, leadership positions have been institutionalized as men's work in earlier times (Holtkamp, 2002; Enomoto, 2000; MoE, 2008; ESDP-IV). According to Holtkamp (2002), leadership roles have been hold by men. Also, Enomoto (2000) noted that little has been changed in school leadership preparations programmers, and for this female remain under-represented at higher levels of administration. This indicates that the way educational institutions (schools) are organized are suitable for male than female which led to male domination in leadership position. Also, according to Burke and Nelson(2002); Women in educational leadership operate in male dominated situation informing that appropriate leadership behavior have been based on male models. They noted that the general job arrangement, organizational structure, program setting and task scheduling is designed in favor of men marginalizing women without considering their dual task and responsibility. In the same way, Leliftu(2013) reported that female do not have equal participation in the decision-making process and noted women's increased mobilization will be needed to push for increased presentation.

Though some previous studies tried to assess the women participation educational leadership position, there is still practical gap. The practical gap is that the zonal and woreda education office is not proportionally bringing female teachers to principal position (school leadership). As true in other secondary school in Oromia, which can be evidenced from OEB annual abstract (2016-2020), the number of women teachers is comparable but female have under representations in school leadership position but the level of practices and the challenges that face have not been explored. As to the knowledge of the researchers, there is no tangible practical action taken by government to improve the level of their participation. In addition there are no recent empirical studies on female teachers participation in secondary school leadership position. Previous studies also indicated for need of further studies. Therefore, the study is intended to cover the gap in knowledge of the level of practices of women participation and the challenges that limit the participation of female to take at least equal participation elementary school leadership position.

The purpose of this study was therefore, to explore the level of practices of female participation in secondary schools of Ilu Aba Bor Zone in order to answer the following basic research question.

1.3. Basic Research Questions

The study has attempted to answer the following basic research questions:

1. To what extent do female teachers participate in secondary school's leadership position in Ilu Aba Bor Zone?

2. To what extent do female teachers are inspired to participate in school leadership position in secondary school of Ilu Aba Bor Zone?

3. What major factors affect female teachers' participation in secondary school leadership position in Ilu Aba Bor Zone?

4. What strategies are in place to promote female teacher's participation to secondary school leadership position in Ilu Aba Bor Zone?

1.4. Objectives of the Study
1.4.1. General Objective
The purpose this study was to assess the extent of females' participation in school leadership and to identify possible pitfalls hindering female in achieving their leadership position in secondary schools of Ilu Aba Bor Zone.

1.4.2. Specific Objectives
Specifically the research was conducted to attain the following specific objectives:

- To specify the extent to which female teachers participate in secondary school leadership in secondary schools of Ilu Aba Bor Zone.
- To assess the extent to which female teachers' aspires to participate in secondary school leadership position in Ilu Aba Bor .
- To determine the major organizational and personal factors that affect female teachers' participation in secondary school leadership position in Ilu Aba Bor Zone.
- To indicate strategies that promotes female teachers participation to secondary school leadership position in Ilu Aba Bor zone.

1.5. Significance of the Study
It is indicated in statement of the problem section that there is a question why female are underrepresented in school leadership position. The study explored the extent to which females teachers take in secondary school leadership, the extent to which female teachers are motivated to take the position, to explore the challenges that affect and finally the possible strategies that enhances the scenario. Having this in mind, the study had the following significances.

➢ This study contributed by identifying the extent to which female teachers participate in school leadership.

➢ The study contributed by pointing the strategy on the way leadership position can be shifted to balance male and female that may shift the trend in poor quality of education.

➢ This study benefit female teachers in study area and also for school management and wereda Education Office as they draw initiatives that motivate female teachers to leadership position based on research findings.

➢ Female teachers can be benefited in that major pit falls hindering them from leadership position so that woreda and zone education office can   take corrective action.

➤ The results of this research may serve as a stepping stone for further studies to be conducted on similar issues in both the site and some other areas.

1.6. Delimitation of the Study

In order to concretely respond to the research questions, the study was delimited geographically and conceptually. To make the study manageable, geographically the study was delimited to 8 government secondary schools in Ilu Aba Bor Zone. Conceptually, the study was delimited to assessing the extents of participation of female teachers in leadership position and major challenges hindering females in engaging in school leadership typically in the area of organizational and personal factors with in time frame of 2020-202 GC.

1.7 Limitation Of the study

Any research study has its own limitations and this study has no exception. The researcher has encountered a number of problems during the study. It was difficult for the researcher to get all the questionnaires back from the teachers. Nevertheless, this was possible because she made frequent follow-ups with the coordinating secondary school principals. In addition, the researcher worried that some respondents were reluctant to provide valuable information on factors that affect females 'participation on educational leadership. However, proper orientations were made to reduce such limitations and multiple methods of data collection.

1.7 Operational Definition of Key Terms

School Leadership: According to this study, school leadership is taking leadership position as principal, unit leader and department head.

1.8 Organization of the Study

The study was organized in to five chapters; the first chapter introduced the overall study consisting of background, problem statement, research question, objectives, significance, delimitation, limitation, and operational definition of terms. The second chapter focuses on review of literatures in which results of previous studies were summarized. In this chapter general concepts and definitions, basic issues and empirical evidences about educational leadership, school leadership and women participation in educational and school leadership from major previous research findings were presented.

In the third chapter, research design, research method, source of data, data collection procedures, sample size, sampling techniques, instruments of data collection, methods of data analysis as well as ethical considerations were included. The fourth chapter focuses on data presentation, analysis and interpretation in which the collected primary data were analyzed

and organized in meaningful manner so as to meet the objectives. The final chapter of the report of the study focuses on summary of major findings, conclusions and recommendations. At the end, necessary appendices were attached in order to make the study resourceful.

CHAPTER TWO

Review Of Related Literature

2.1 Introduction

Education is a tool for national development(Ocho ,2005). It is central to socioeconomic and technological advancement of any nation. It is critical to self-sustaining and self-generating process for positive transformation of society. Education is the process through which individuals are made functional members of the society. In order for education to serve the purpose it is aimed for there should be proper leadership. Since male and female are created equal as human being, this leadership position is equal for male and female though there are significant difference in the extent of male and female in occupying school leadership position. In this chapter, the concepts of leadership definition of leadership, theories of leadership, school Leadership, overview of school leadership in Ethiopia, personal characteristics and Leadership , female and educational leadership, socio- cultural Stereotype and their influence, socio-economic factors and its influence on female sex segregation against female and elf-image of women towards themselves and etc are reviewed from different sources.

2.2. The Concepts of Leadership

2.2.1 Definition of Leadership

Many scholars define leadership differently. This means no common meaning is given by scholars. In relation with this, Yukl(2010) Stated that "the term leadership is a word taken from the common vocabulary and incorporated into the technical vocabulary of a scientific discipline of leadership without being precisely redefining it and as a consequence, it carries extraneous connotations that create ambiguity of meaning". He further mentioned that researchers usually define leadership according to their individual perspectives and the aspects of the phenomenon of most interest to them. The above argument implies that there is no common definition but leadership is defined differently in a way that is understood by researchers.   Some of the definitions are given below as stated by Yukl(2010).

> ➢ "Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished." (Richards & Engle, 1986:206). It is clear that vision make difference in an organization. Each organization may have different situations or problems. The problem will be solved through creating vision and organizing applicable values and conducive environment

that enables the realization of the vision. This definition has similar sense with that of Jacobs & Jaques(1990) who expressed leadership as "a process of giving purpose to collective effort, and causing willing effort to be expended to achieve purpose.

➢ Leadership "is the ability to step outside the culture to start evolutionary change processes that are more adaptive." (Schein, 1992). This is the functionalists perspective where culture of organization can be created under managerial control and manipulation (Mark, 1998).According to this definition a leader can change the culture or go beyond the pressure of culture than being changed by the culture in order to create organizational environment conducive to the intended objectives.

➢ Leadership is "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization (House et al., 1999, pg. 184). This definition also remarks that a leader should have ability to inspire his followers and make them share their best potential for the success of the organization". In support of this definition Yukl (2010: 8) also defines leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives".

Yukl(2010) argues that most definitions of leadership reflect the assumption that it involves intentional influence exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization. Despite this they differ in who exerts influence, the intended purpose of the influence, the manner in which influence is exerted, and the outcome of the influence attempt. According to Yukl(2010), researchers who have a very narrow definition of leadership are less likely to discover things that are unrelated to or inconsistent with their initial assumptions about effective leadership.

According to Hersey(2001) leadership is the process of influencing the activities of an individual or group in efforts toward goal achievements in given situation. From this definition of the leadership, it follows that the leadership process is function of the leader, the follower and other situational variables. Johnson and Johnson (2003) define leadership as "the process through which leaders exert such influences on other group members. Throughout your life you will lead others and be led by others, providing leadership and following someone else's leadership .pervade all aspects of life, including work, school, play and citizenship. Leadership can be understood as a process

of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders.

2.3 Theories Of Leadership

2.3.1 Trait Theory of Leadership

As it is stated by Bolden, Gosling, Marturano, and Dennison(2003) trait approach to leadership arose from the Great Man theory and considers personality, social, physical, or intellectual traits to differentiate leaders from non-leaders. Its focus is more on the inherent traits of leaders. A person having specific critical type of trait that makes the leader different from regular people could be selected, and nominated into leadership position. Trait theories are among the earliest attempts to provide an explanation for why only some leaders are successful. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders.

According to this theory, leaders are strong based on the qualities or traits that they display, alert to social environment, ambitious, achievement oriented, assertive, cooperative, decisive, dependable dominant, energetic, persistent, self -confident, tolerant of stress as it is expressed in supporters of the theory. Such leaders are charismatic which inspires devotion in their followers. They have confidence that enable inner perception of their ability to fulfill a particular role and is built through their experiences and dealings during their life. They are assumed to be clever, conceptually skilled, creative diplomatic and tactful, fluent in speaking, knowledgeable about group task, organized, persuasive and socially skilled. Amanchukwu, Stanley and Ololube (2015).   Even though, nature has a potential influence on people; this kind of leadership is not relevant to school situations in these days. Because these days, it is not by the gene or quality inherited from birth but through education that a leader in general and school leader in particular can be created.

2.3.2 Behavioral Leadership theories

Behavioral theory concentrates on what leaders do rather than on their qualities they inherit from birth or their personal characteristics. Leaders have specific behaviors or activities that differentiate them from non-leaders. This theory focuses on their action, observable behaviors and what they did Amanchukwu et al(2015). The leadership behaviors are classified into two categories as initiating structure and consideration. Initiating structure refers to the extent to which a leader is likely to define and structure his or her role and those of employees in the

search for goal attainment(Bolden, Gosling, Marturano, and Dennison,2003).A leader with initiating structure is generally task oriented, with focus on performance of employees and meeting of deadlines.

According to consideration view, a leader pays more attention to the employee of the organization rather than the task and shows concern for the well-being, comfort and satisfaction of employees. Advocators of this theory believe that leaders can be made, and not born with special gene that makes them lead. Successful leadership is based on definable, learnable behavior. Leaders can be trained to lead. Leaders can and should change their style to fit their followers' degree of readiness. This type of leadership can be applied in educational institutions because it is about learning. Schools usually use punishment and reward for negative and positive behaviors and this can facilitate learning of students.

2.3.3 Situational (Contingency) leadership theories

This approach sees leadership as specific to the situation in which it is being exercised. Situational leadership theory (Hersey and Blanchard,1982) stated that effective managers possess a range of styles to vary in response to the environmental variables they encounter. The context in which a leader exhibits her/his skills, traits and behavior matters, because the same style of functioning may not be suitable for different situations. Thus the effectiveness of leadership depends upon situations. This theory views leadership in terms of a dynamic interaction between a number of situational variables like the leader, the followers, the task situation, and the environment. Fiedler's contingency theory postulates that there is no single best way for managers to lead.

Situations will create different leadership style requirements for a manager (Krumm, 2001). Another aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. In a favorable relationship the manager has a high task structure and is able to reward and or punish employees and in unfavorable relationship the task is usually unstructured and the leader possesses limited authority. According to Tannenbaum and Schmidt's Leadership Continuum Contingency theories leadership behavior varies along a continuum and that as one move away from the autocratic extreme the amount of subordinate participation and involvement in decision taking increases. Four main leadership styles of this approach includes autocratic, persuasive, consultative and democratic. According to this theory ,the best action of the leader depends on a range of situational factors and it assumes that there may be differences in required

leadership styles at different levels in the same organization. Hence, situational variables make the leader to modify his or her leadership style.

As stated by Hersey and Blanchard (2005) as the level of readiness of a follower continues to increase in terms of accomplishing a specific task, the leader should begin to reduce task behavior and increase relationship behavior. To determine the appropriate leadership style to use in a given situation, the leader must first determine the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behavior and increase relationship behavior until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behavior but also relationship behavior.

2.3.4 Transactional Leadership Theories

The transactional theory of leadership was first discussed by Max Weber in 1947 and was later developed by Bernard M Bass in 1981. As Jim(2014) stated transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improved organizational efficiency. Transactional leaders are effective in getting specific tasks completed by managing each portion individually. Transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward and punishment.

It is sometimes referred to as "management by exception". The transactional leader helps followers identify what must be done to accomplish the desired results, taking into account the person's self-concept and esteem needs. The leader frames the rewards for the expected performance and then utilizes path-goal concepts to clearly show the follower how to achieve the rewards. The leader then steps aside and does not intervene unless the goals are not being achieved; hence, it is called management by exception.

In using transactional leadership, the leader relies on contingent rewards-rewards that depend on the follower doing what needs to be done in order to get the rewards. For example, followers may need to increase sales to get better salaries; to lower costs to get bigger bonuses; or to increase the workload to obtain promotions. The transactional leader uses

path-goal concepts as a framework; but the leader will also adjust goals, directions, and missions of the organization in order to achieve effectiveness (Uhl-Bien, 2006).

2.3.5 Transformational leadership

Transformational leadership is a process of engaging with followers to create a relation that increases motivation. Leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential. The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders (Suresh,2013) The transformational leaders are proactive in many different and unique ways. These leaders attempt to optimize development, not just performance. They convince their associates to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Leaders inspire followers for the betterment of the organization. Two major components of transformational leadership are Charismatic leadership and stewardship and servant leadership.

Transformational leadership theory claims that a relatively small number of leadership behaviors or practices are capable of increasing the commitment and effort of organizational members toward the achievement of organizational goals (Leithwood, 2012). The values and aspirations of both leaders and followers are enhanced by these practices. Transformational leadership theory argues that, given adequate support, organizational members become highly engaged and motivated by goals that are inspirational because those goals are associated with values in which they strongly believe or are persuaded to strongly believe. This theory does not, however, predict the behaviors of organizational members resulting from the influence of transformational leadership practices. Northouse(2004) also indicated that this form of leadership emphasizes emotions, values, and high levels of personal commitment to goals.This type of leadership practice involves a scope of influence that moves followers to accomplish more than what is generally expected of them.

2.3.6 Spiritual Leadership Theories

Spiritual leadership theory is developed based on intrinsic motivation model and other characteristics such as hope, faith and altruism (Fry & Cohen, 2009). Basically these descriptors express the social expectation of spiritual individual and spiritual leader. A spiritual individual would have certain characteristics, but spiritual leader is expected to have the same characteristics in deeper level than other people. The purpose of spiritual leadership is to create vision and value congruence across the strategic, empowered team, and individual

levels and, ultimately, to foster higher levels of organizational commitment and productivity. Spiritual leadership is relationship oriented. Spiritual leaders are often considered to be inspirational, visionary and able to move beyond the existing limitations (Sikula and Sikula, 2005).

The rapid development of the spiritual leadership research agenda shows that the topic "has the potential to emerge as a powerful and courageous innovative management paradigm for the twenty-first century" (Crossman,2010). Spirituality at work means, according to some researchers, an alternative to religion, particularly in the USA, where there is a relatively strong discussion on the topics. For other researchers, however, it is a means of harmonization. For example, for Hicks (2003), workplace spirituality is about accepting and committing to a particular way of thinking about oneself, about the meaning of work, and about the workplace or the organization and finding a balance.

Compassion and caring, courage, hope, honesty, humility, inspiration, integrity and sense of purpose, intuition, optimism, unity, openness and transparency, forgiveness, gratitude, patience, service, stillness and peace, thankfulness, tolerance, meaning making or sense making, experience, vision are all in spiritual leadership. In spiritual leadership, there is capability of increasing the level of motivation and morality of others so that they can achieve performance beyond expectation. As transformational leadership, this leadership style can have the combination of expert, legitimate, reward, and, information, coercive powers. They take over situations and influence other people's attitude and action with the objective of achieving a common goal which would in the end bring benefit for the group as a whole. Observation shows that spiritual leaders have the capacity to build trust and compassion which help them lead the people and situation. This type of leadership is not significant in educational leadership.

2.3.7 Servant Leadership Theories

Servant leadership offers a multidimensional leadership theory that encompasses all aspectsof leadership, including ethical, relational, and outcome based dimensions(Pekerti, 2010). Servant leadership can be defined as a multidimensional leadership theory that starts with a desire to serve, followed by an intent to lead and develop others, to ultimately achieve a higher purpose objective to the benefit of individuals, organizations, and societies. Servant leadership cuts across a variety of leadership theories, but is unique in the sense of its philanthropic characteristics, leadership intent and focus, and multi-dimensional leadership

attributes. It focuses on serving people first aims to achieve an extraordinary vision that creates value for the community, and includes situational, transformational, as well as personal trait dimensions of leadership.

Servant leadership is employee-oriented leadership that aims to empower subordinates with greater ownership and responsibilities. The leader acts as self-sacrificing facilitator. However this doesn't imply that leader is less concerned with the business or other objectives of the organization, but rather formulates a collective vision that serves both employees and the organization's stakeholders. Servant leadership culture has been found to be related to customer service, creativity, organizational identification, employee and organizational performance, and intention to remain with the organization (Liden, Wayne, Liao, and Meuser, 2014).The relationship that exist between servant leaders and their followers rest upon the leaders' personal values and their desire to serve.

These leaders are supposed to use reward, expert, legitmate, referent and or mixture of leadership power. Within servant leader-follower relationships, followers reciprocate their leaders 'support, thus creating a virtuous cycle of influence that affects leadership, organizational climate, follower attitudes, and performance Schein (2010) noted that once an organizational culture is in place, the organizational values will serve as a selection tool in identifying leaders who fit within the culture. Culture also influences leadership behaviors, shaping perceptions and decisions.

2.4 School Leadership

It is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership. The term educational leadership came to currency in the late 20th century for several reasons. Demands were made on schools for higher levels of pupil achievements and schools were expected to improve and reform. These expectations were accompanied by calls for accountability at the school level. The term "educational leadership" is also used to describe programs beyond schools.Leaders in community colleges, proprietary colleges, community-based programs, and universities are also educational leaders.

2.5 Overview of Instructional Leadership in Ethiopia

Throughout Africa, there is no formal requirement for principals to be trained managers. They are often appointed on the basis of a successful record as teachers with an implicit assumption that this provides a sufficient starting point for school leadership. In Kenya, for example, "deputy principals as well as good assistant teachers are appointed to the leadership without any leadership training. But good teaching abilities are not necessarily an indication that the person appointed will be a capable educational leader" (Kitavi & van der Westhuizen,1997).Principal ship in schools is one of the influential administrative positions in the success of school plans with respect to the historical back ground of principal ship, authorities give their own argument.

The position developed from classroom teacher with a few administrative duties to principal teacher and then to supervising principal. The history of Ethiopian education system traces back its origin to the introduction of Christianity about fourth century A.D. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik second school. In 1943 the first high school which was dominated by expatriates was opened. According to Ahmed at its early stage the history of principal ship in Ethiopia was dominated by foreign principals. In all government owned schools that were opened before and few years after the Italian occupation expatriates from France and Britain were assigned as school principals. After the restoration of independence in 1942, education was given high priority which resulted in opening of schools in deferent parts of the country. However, there was not enough educated Ethiopians to teach and run schools, most of the teachers and principals in school were from foreign countries such as USA, Egypt and India (ICDR, 1999).According to MoE (2002) prior to 1962 expatriate principals were assigned in the elementary and secondary schools of different provinces of Ethiopia.

Gradually, the history had developed in to a new phase where Ethiopians began to replace expatriates which started in 1964. According to Ahmed(2006) this new phase of principal ship started with supervising principals such leaders were responsible for the school and the education system of the community where the schools located. From 1960"s the Ethiopian schools principals were directly assigned in elementary school without competition among candidates. Only educational level and teaching experience were given highest priority for principal ship. However, during the first few years of

1960‟s it was understood that those graduates of certificate in teaching were directly assigned in primary schools.

On the other hand, the promotion that were issued from 1973-1976 show that primary school principals were those who had at least worked for a limited time as a unit leader, department heads or teacher. It is also stated in the job description of the MoE issued in 1989 that primary school principals should have certificate in school administration and supervision including sufficient work experiences. But in Ethiopia most principals are appointed by the government without enough training, experience and development in leadership.

School principals had been political appointed by major problems of primary schools in instructional leadership are: lack of professional training for principal ship, lack of required qualification and commitment in making maximum use of environment resources and negative attitude toward leadership.This shows that instructional leadership as professions has been given little attention.To sum up, considering education as key elements for economic, social and technological development, many countries invest substantial amount of their national resources for the improvement of their education.

Similarly the government of Ethiopia recognizing the role of education in developing the country economy, the ministry of education has placed great emphasis on professional development for school principals, vice principals, department heads, teachers as well as officers in charge of education at different levels. In its education sector development program four(2010) the ministry of education stated that although the decentralization reforms have been implemented some years ago and important responsibilities have been transferred to the woreda offices and school functioning also needs further improvement in particular concerning school leadership. It was thus being fully aware of the importance of school in its blue print (MoE, 2007) acknowledged that educational leadership are professional by their own with established theories and practices and indicated that those who assumed these roles should be equipped with the necessary knowledge and skills to exhibit proper professional ethics that are necessitated at school levels.

instructional leadership play roles to improve students' learning outcomes, teachers‟ profession and produce well educated citizens at all levels. Finally the approaches of

instruction and create an environment and situation which can lead them to practices effective instructional leadership role in their respective schools

2.6. Leadership   and Personal Characteristics

Personal characteristics are factors which are most commonly used in selecting leaders for principal ship, Researchers also recognize the potential influence they have on how principals enact their role. The first factor is age. Little attention is given to age as a requirement for certification as well as selection of school leaders, one may expect the older principals tend to have greater experience in education and therefore, will offer more instructional leadership. Others, on the contrary, may expect that younger principals show more energy and capacity, and therefore ,strong instructional leadership.

Research findings, however, are inconsistent about the relationship between age and leadership effectiveness, (Gross & Herriott ,1965) for instance, found negative relations that dictate older principals provide less leadership t han do the younger, whereas. (Jacobson, et al,1973), reported very little relationship between age and successful leadership. Work experience as a second factor, has been commonly used as criteria in selecting principles and assistant principals (MOE, 1996). For instance has set criteria for selecting principals who requires at least five years teaching experience or experience as a unit leader, department head, and head of pedagogical center or school supervisor.

However, research findings do not support this. For example,(Gross & Herriott,,1965; p.68-73), found that the length of experience as teacher, previous administrative experience and even the number of years at the principal ship position have no significant relationship with leadership effectiveness. Educational attainment and qualification are other personal factor more often used as criteria for selecting leaders for principal ship. For instance, (MOE,1996; P: 8) requires educational attainment of at least a MA and more preferably qualified in educational planning and management. For instructional leadership role, training in educational areas is highly considered fore leader effectiveness. In this connection with (Halinger and Murphy ,1987:P.55) suggested that lack of knowledge in curriculum and instruction determine the instruction leadership role. The other thing that women have that will positively contribute to leadership is emotional intelligence. Regarding this, Tomlinson(2004) noted that

gender differences in emotional intelligence are important with the feminization of the teaching profession, and the stereotypical assumption that women will have greater emotional intelligence.

2.7 Women and Educational Leadership

Gender egalitarianism is the extent to which men and women receive equal treatment, and both masculine and feminine attributes are considered important and desirable. In cultures with high gender egalitarianism, sex roles are not clearly differentiated, and jobs are not segregated by gender. Women have more equal opportunity to be selected for important leadership positions, although access is still greater for public sector positions than in business corporations. In the absence of strongly differentiated gender-role expectations, men and women leaders are less limited in their behavior, and there is less bias in how their behavior is evaluated by subordinates and by bosses. Examples of countries with strong gender egalitarian values include Norway, Sweden, Denmark, and the Netherlands. Countries with a low level of gender egalitarianism include Japan, Italy, Mexico, and Switzerland.

Cultural values for gender egalitarianism have implications for the selection and evaluation of leaders, and the types of leadership behavior that are considered desirable and socially acceptable (Dickson et al., 2003; Emrich et al., 2004). In cultures with strong "masculine" values for toughness and assertiveness, "feminine" attributes such as compassion, empathy, and intuition are not viewed as important for effective leadership (Den Hartog, 2004; Den Hartog et al., 1999). Leaders are more likely to use direct, confrontational forms of interpersonal influence rather than indirect, subtle forms of influence (e.g., Fu & Yukl, 2000; Holtgraves, 1997). Leaders whose actions display humility, compassion, or conciliation are more likely to be viewed as weak and ineffective in a "masculine" culture. Participative leadership, supportive leadership, and relations-oriented aspects of transformational leadership are viewed less favorably in such cultures

Some publications have reported the trend of women participation in school leadership. Among this, for instance Grace(2005) remind the work of Charol Shakeshaft, first published in 1987 and revised and updated in 1989, stated that administrative and management studies in education had, in effect, been gender blind. What had claimed to be a comprehensive field of study was in fact only a study of male educational leadership. It is not a book on how to make it in administration, nor is it a book instructing women to be more like men. It is a book that asks us to question the assumptions of the so called 'self-help' tracts that have first analyzed how men manage and then urged women to do the same.

While recognizing the notions of male culture and female culture applied to educational leadership do not refer to entirely distinct categories (i.e., cultural overlap does exist), Shakeshaft nevertheless contends that women approach the leadership and management task in education with different sets of priorities, values and modes of working. Her proposition is that 'this female world exists in schools and is reflected in the ways women work in school. If this is the case, then women head teachers in England might be expected to encounter sharper professional dilemmas than their male colleagues, as English school culture moves towards a line-management, business executive and market commodity style of operation. Women head teachers in primary schools might, in particular, feel a growing disjuncture between their interpersonal and pupil relationships and their increasing preoccupation with management and financial control issues more sharply than male head teachers.

Feminist theory does not ask merely to include women as objects in the patriarchal discourse, in which sameness is emphasized rather than difference. It rapidly becomes evident that it is impossible to incorporate or'add on' a feminist perspective. Rather, a feminist critique ultimately leads to the need to reformulate the methodologies, criteria of validity and merit…Feminists demand not just equality, but that they become the subjects and objects of an alternative, autonomous discourse which chooses its own measures and criteria. Education management, like management elsewhere, is largely done by men and is therefore defined by men. Such a definition may be very restricted: at best it may be inappropriate for women; at worst it is hostile to the fostering of management qualities which may represent more ethical and also more effective ways of managing people and managing people is what educational management is primarily.

People are both the ends and means of development. The women and men are the main actors, and each constitutes half of the population in the world. Therefore the development has to succeed the untapped potential of women has to be utilized in the process (Aynalem, 2003). Women play a crucial role in food security and food production in most developing countries. They are responsible for half of the world's food production. Similarly, women are the health agents of the household and they have a key role in household maintenance, family nutrition and education.

However the ability to produce enough food and earn adequate income which would insure food security is hindered by unequal resource allocation that is access to input, credit, extension service, and access to technology. Similarly Zewdie (2003), describes

that gender-biased planning and unequal resource allocation have left women little room, if any, to increase their role in production; in this regard, development activities have to be geared towards increasing the capabilities of both men and women thereby to satisfy their basic needs and aspirations as a basis for a healthy society.

Because of gender biased planning women have not benefited for the development process. They have limited access to productive resources, higher education and training, and they have little educational opportunities. The majority of women earn their meager incomes from the informal sector. The informal sector doesn't offer adequate job opportunities to all women and those who are already engaged in this sector have little income for survival. In many of the developing countries, women are over-represented among the poor, with in adequate basic abilities and facilities. The number of female headed households shouldering family responsibilities is increasing rapidly. In relation to human rights all over the world, women are denied their rights. Gender differentiations are about inequality about relations between women and men. Half of the world's people are subordinate to other half, in so many different ways because of the sex they are born with.

Despite international human rights law which guarantees all people equal rights, irrespective of sex, race, caste and so on, women are denied equal right rights with men to land, to property, to education, to implement opportunities, to shelter, to food, to worship and over the lives of their children. Based on less participation of women in leadership many authors wrote different ideas. Augsburger (1992) states that possess many powers, but they are limited, channeled, suppressed, and denied by men"s power. The more valuable, crucial or brilliant the gifts of woman, the more males and male dominated structures are willing to exploit them or the credit for them. The author maintains that, the man who dominate the judicial system in Egypt have been able to prevent women from becoming judges on the assumption that a women, by her very nature, is unfit to shoulder responsibilities related to a court law.

This assumption built on the fact that Islam considers the testimony of one man equivalent to that of two women. The argument, therefore, is that testimony only consists in witnessing to something that has not happened, and if a women cannot be trusted to the same degree as men on such matters, how can she consider the equality of man when required to give a decision on a point over which two parties are disagreement. Although women maybe

appointed as a minister in Egyptian government with administration over thousands of 12male and female employee, she is not allowed to mediate disputes even as a pretty court judge or become a head of village who will mediate quarrels and conflicts. Male power is used to limit, channel, suppress, or deny women"s powers.

Similarly Ruth (1998) argues that the proportion of women in top administrative jobs in America is quite low, but women may be encouraged to pursue the traditional "female" specialties such as pediatrics, psychiatry, and preventive medicine. More than 95% of senior strangers at major industrial and fortune 500 companies are male. The proportion of engineers is who are women has increased considerably in recent decades- from less than one to more than eight percent. Nevertheless, even when they have the same education, time on the job, and occupational attitudes, women are less likely than men to achieve high-status position or to move in to management

But the right to equal economic opportunities only begins at the point of gaining employment. However, there is discrimination both in hiring and in promotions, including discrimination in the sense that women are often discouraged from entering certain occupation. In any occupational categories, women are found disproportionately in the lower jobs. Hughes (1999) asserts that, both male and female managers in fortune 100 company were interviewed and completed surveys about how they influence upward how they influence their own bosses. The result generally supported the idea that female managers" influence attempts showed greater concern for others, while male managers" influence attempts showed greater concern for itself. Female managers were more likely to act with the organization"s broad interest in mind. Consider how others felt about the influence attempt involve others in planning, and focus on both the task and interpersonal aspects of the situation. Male managers, on the other hand, were more likely to act out of self-interest, show less consideration for how others might feel about the influence attempt, work alone in developing their strategy, and focus primarily on the task alone even though, the participation of women in higher position is low.

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

increased presentation. Women's increased representation is potential contribution towards their increased empowerment.

2.8. Socio- Cultural Stereotype and Their Influence.

Abebayehu (1995) noted that females at the highest level of leadership in education usually run a solo act but with many spectators and critics. The origin and source of these critics is the result of socio cultural background that we were brought up in, and general process of acquiring culture that refers to socialization. During socialization, we learn the language and the culture we are born to and learn the gender roles to play in life. The same way we learn about the occupational roles that society has stored for us since its existence and development. According to Clausen (1986) socialization is defined as the term socialization is used by sociologists, social psychologists and educationalists to refer to the process of learning others culture and how to live within it". Thus, Socialization is the process by which an individual becomes integrated into a social group by adopting its values and attitudes. This process of socialization makes the society to think that boys and girls are supposed to be different, they treat them differently and give them different opportunities of development and formation of behavior to act within a given social framework.

This process creates the preconceived cultural stereotype about gender. The process repeats itself over and over in an endless way through generation. Women and men are forced through the process of socialization and sex stereotype to know their cultures reality without knowing that other realities are also possible. They limit themselves to a "gender-appropriate" career and these results in self-limitation of women not to participate in educational leadership or any other leadership position. Socialization and sex stereotype forms the mind set of children since their exposure to immediate environment accepting gender division of labor as the job naturally assigned for them. As Pigford (1993) states even if women are in educational leadership position, women found still more barriers to overcome. She further expressed that, Although women afforded the title director, women leaders were afforded neither the status nor the respect given their male colleagues .The above mentioned statements of barrier in one way or another, is the result of socialization and sex stereotype process that established through the progress of generation.

The impact of socialization on women's leadership participation established through internal and external barriers, certainly affect the representation of women in educational leadership. Being socialized to be followers, many women have developed self-limiting belief about their roles andabilities. This made them to restrict their professional choices to roles viewed as "gender appropriate" (Pig ford (1993).Internal barrier is concerning women's feeling about themselves and their roles, while external barriers is related to institutional structures and practices that restrict women's access to leadership position in education and other sector of leadership. These barriers are first developed through socialization at home and at school.

2.8.1 Socialization at Home

People carry out their daily life without thinking about who they are and how they become what they are. They are the result of what they have been tough, and the experience they have had as a result of their immediate exposure to their family. Here they acquire "gender appropriate role and start acting accordingly. The boys aggressiveness and sense of experiencing power and viewing oneself as power-full (feminisms) starts here, while girls are molded to behave in a polite and sensitive manner so as to go in line with the approved cultural way defined for women. Parent's approval or disapproval has a great impact in developing the future personality of men and women and their leadership aspiration and self-concept about their leadership participation and performance. Susan Witt (1997) states: In a society which is rife with gender stereotypes and biases, children regularly learn to adopt gender roles which are not always fair to both sexes. As children move through childhood into adolescence, they are exposed to many factors which influence their attitude and behaviors regarding gender roles.

These attitudes and behaviors are generally learned first in the home and are then reinforced by the child's peers, school experience and television viewing. However, the strongest influence on gende role development seems to occur within the family setting, with parents passing on, overly and covertly, to their children, their own belief about gender. This overview of the impact of parental influence on gender role development leads to the suggestion that an androgynous gender role orientation may be more beneficial to children than strict adherence to traditional gender roles.As stated, it is at home through parental influence that children develop the deep concept of gender role and start limiting themselves to a given sector of job assignment distinct for them. This

initial behavior continues and affects their later life and their leadership participation.

2.8.2 Socialization at School

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

The concept and impact of sex role stereotypes, developed through socialization has been stated by Brovermam et al in Abebayehu (1995) as, Male manifest characteristics associated with "competency" or "agented" clusters being independent, objective, active, competitive, logical, adventurous, ambitions etc. This has been taken as the major identification of male characteristics, while communal or warmth and expressive clusters like being gentle, sensitiveto others feelings and tactful are identification of female characteristics. Sex-role stereotype concept may have some biological basis as stated by Bukato and Marini,(1992); Marini and Macoby,(1975) in Abebayehu Aemiro (1995), stated as follows: "sex hormones can influence the physical characteristics of boys and girsl showing how they potentially behave". According to these researchers, there is an element of reality in sex role stereotype in influencing male and female characters based on their biological and physiological traits but not a determining factor to their leadership role and other professions.

Gender bias of men towards women"s leadership participation and performance is another aspect that may hinder their access to educational leadership and other leadership positions. According to (Shakeshaft, 1993; Skrla and Young, 2003; Thurman, 2004), female directors not only have to deal with internal and external pressures to lead successfully, but are scrutinized because of their gender. Female school directors leading

complex and dynamic tasks, who are also scrutinized because of their gender, face a manifold challenge that is projected, related to gender bias of men and other part of society. As Aretha (1993) indicates, in the United States,   various strategies have been exercised to continue male   dominance   in   schools   leadership.

The main purpose of this limitation is to block women   from   getting, the   necessary information   that   fosters them to reach   leadership status in education and other sectors of leadership positions. The attitude reflected in gender bias is that "men lead and women follow is dominantly preoccupying the mind of men; leading them to arbitrary gender bias. The issue of gender bias is not only limited to men as an individual or as small group. It is also widely exercised in the society due to socio- cultural experience and impact of socialization in terms of sex role stereotyping and gender appropriate career assignment.

2.8.3 The Impact of Institutional Structures on Women

In any part of the world, women are either excluded or marginalized from higher level of leadership. Men"s position in   any leadership is over whelming   and   dominating women's role   of   leadership. The situation in Ethiopia is not different with women undoubtedly underrepresented within various organizations and institutions in the country. The   challenges of institutional and   organizational structure   that   hinder   women's participation   in educational   leadership   are   expressed as follows: The   ways   in which institutions are organized do   not take into account   the   different   needs   of women as to favoring men. This is manifested in both practical and physical arrangements of jobs. Work arrangements often do not consider women's domestic roles, such as childcare, which are often the responsibility of women as a result of gender role and socialization process.

It may   also   reflect   male   characteristics   in   terms   of   management   styles, organizational   principles   and   delegation   of   authority   (Education   and   Gender Equality Series), Program Insights, Oxfam GB (December 2005), As   Shakeshaft,   (1999) indicated, women continue tobe underrepresented at leadership position. Underrepresentation of women in schools directorship was observed as a result of unwillingness to apply for the career, due to the inconvenience of the structure and total arrangement   of   job scheduling so as   not   to   favor women, related   to   their   dual responsibility,   making it   to   appeal to both gender.

Redesigning   and   reinventing   the directors" role is one that should be considered to avoid institutional constraint of women"s educational leadership participation.The   problem of   balancing   professional   (leadership)   duty   and   family   obligations   more

frequently affects women. As (Shakeshoft1989) argues in"Educational Administration Quarterly 2003, 39, 504", the division of labor in the home whereby women assume primary responsibly for family care, discourages women from applying for vacant positions. In the above mentioned statement, (Kochan, etal, 1999) argue, " women are twice as likely as men to identify, "overwhelming work load" as a major challenge facing directors" The above leadership constraints of women can be avoided by the proper institutional organization and proper job arrangement and scheduling as to foster women to balance their household responsibility with their professional or leadership duties.

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

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

Hence all the educational organization are structured, tailored and jobs are arranged in the above concept to magnify men's dominance and women's under representation as a result of institutional barrier to hinder women from educational leadership participation. According to UNDP Human Development Report 1996, To encourage women to leadership position, the structures and total job arrangement of an organization must incorporate women's concerns, perspectives and needs reflecting their primary roles as mothers, wives, and care givers in balancing with their professional duties as leaders. Women in educational

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

2.9. Socio-Economic Factors and its Influence on Women

Among the various barriers that hinder women from leadership participation, socioeconomic factor is the major one. As Virginial Sapiro (1990;) states, women's marital status and whether they have children both affect their employment rates being one major economic constraint blocking women's access and advancement to leadership position. Even if women employed and earn an income, it may not be enough to support the household expense and cover other educational and training expenses to acquire further leadership skills that empower them to access to leadership position, while men widely get the opportunity to further update and upgrade their skills and knowledge of leadership. This economic constraint lags women behind than men to access leadership position. Women frequently face a serious challenge to advance to leadership position. This economic constraint, affects women to freely compete like their men counterpart for leadership status. Women work fewer hours, and they don't stay at job as long as men do. Whether it is nature or socialization, driving their decisions, women tend to choose lives that allow them to spend more with their families.

2.10. Sex Segregation Against Women

Women are predominantly discriminated and marginalized from proper employment and work, starting from recruitment and selection, by systematically destined mechanism, exercising sex segregation, sex stereotyping and stratification.

The work place is sex segregated, that is, men and women are not equally treated by so many organizations. As a result of sex segregation, women face a glass ceiling or invisible barriers that limit them from up word occupational progress or mobility.

According to Morrison, White, and Van Velsor, in Hugher, Ginnett and Curphy, (2006). A glass Ceiling is a barrier that keeps women from rising past a certain point, but a barrier that is transparent, and therefore virtually invisible until the person crushes into it. Glass ceiling is an apt label for the phenomenon faced by women who aspire to

positions of leadership. As opposed to women, we observe Glass Elevator (or Glass Escalator), that means, the rapid promotion of men over women, especially into management fields. Everyday life of women is bounded by glass ceiling and breaking the glass ceiling is one that leads women to the advancement of leadership position. The researcher stresses on the concept of glass ceiling, because the challenge is typical example for Ethiopian women. As expressed in (Wikipedia the online free Encyclopedia, 2007),"This situation is referred to as "Ceiling" as there is a limitation blocking upward advancement, and "Glass" (transparent) because the limitation is not immediately apparent and is normally an unwritten and unofficial policy" It is in this invisible challenge that women are combating for leadership access.

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

As (Aretha(1993)) expresses, starting from recruitment, selection and screening for educational leadership status, systematic sex segregations is exercised by the management groups that is dominated by men and organized in male model structure in the form of external barriers to women"s educational leadership advancement.In Aretha B., (1993), Truesdale, indicated that, during advertisement for the position of educational leadership, the criteria of administrative experience is deliberately given more emphasis than teaching experience to discriminate women candidates as one feature of indirect sex segregation. As women have less access to higher educational qualification, high quality credentials are also deliberately required to make the competition bottle neck to women to hinder their access to leadership position.

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

and Marshall, 1988), than being employed as full time workers, provided that they possess the intended qualification and academic performance.

2.11 Self-Image of Women towards Themselves

In most societies, women lack experience of decision making and leadership interest or aspiration in the public arena; because, girls, as opposed to boys, are socialized to manifest a passive and given no or little opportunity to develop leadership sprit outside or within the family context. In most part of societies, girls are kept to a household task where they are confined and taught to accept the lack of experience to play a leadership role in a public context. Hence, girls tend to lack self-confidence and skills needed to accept leadership position and function effectively in position of formal leadership. In addition to the impact of socio cultural influences due to socialization, there are also other factors that affect women's confidence to participate in leadership.

As indicated in(Shakeshaft,(1999), Women are not fully confident to engage in school director position due to the organizational structure and job arrangement, scheduling and setting of school programs, that are men dominated and tailored in men model as to marginalize and discriminate women. The total job arrangement and setting creates conflict of role on women because of their dual responsibility at school and at home or conflict between family issue and accomplishing leadership task.As indicated in (Abebayehu ,1995), "the structuring or modeling of school leadership that inclines to managerial rather than educational leadership or instructional leadership does not suit much of women's exposure and experience to educational leadership".

CHAPTER THREE

Research Design And Methodology

This chapter is concerned with research design and methodology of the study with the details of the sources of data, data collection procedures, sampling techniques and ample size, instruments of data collection, methods of data analysis and ethical considerations in the study.

3. 1 Research Design

In this study, descriptive survey design was employed. This design was preferred since it enables collecting data from large numbers of participant using questions about their behaviors, attitudes, and opinions(Louis Cohen et al, 2007). Hence, the researcher collected data about women participation in school leadership and the challenges that limit the practices in the study area. This design was also preferred since it enables a 'snapshot' of a population at a particular point in time .

3.2. Research Method

It is noted in Creswel(2012) that when a researcher intends to describe a research problem through a description of trends or a need for an explanation of the relationship among variables, a quantitative research method is preferred. Therefore, in order to address the objectives mentioned in chapter one, a quantitative research method was employed. Quantitative method is preferred since it enables the researcher to collect data from vast number of participants and enables generalization.

3.3. Sources of Data

In order to strengthen the findings of the research the relevant data for the study were generated dominantly from primary sources. The major primary sources were teachers (female), principals of secondary schools, girls' club head, and Woreda Education Office expert. The selection of them as a primary source of data was based on the expectation that they have better information and experiences in relation to the study. Moreover, woreda education office strategic plan were also crosschecked if the issue has been getting concern from government especially in the education sector.

3.4 Study Population

The study intends to identify the practices of women participation in school leadership position in government secondary schools of Ilu Aba Bor Zone. The target population of the study involves teachers, girls club, principals, and woreda education Office expert.

3.5. Sample Size and Sampling Techniques

In order to arrive at the participants of the study, the researcher used multi stage sampling. Concerning the zone, Ilu Aba Bor zone was selected as area of the study since it was the place where she has been observing the problem under study. The zone has 14 woredas and since the woredas are relatively wider the researcher divided in to four clusters as Nopa Cluster, Mettu cluster, Doreni Cluster and Uka Cluster. From these, eight woredas: Algie sachi, Bilo Nopa, Mettu Town, Mettu Woreda, Becho, Hurumu, Doreni, Didu Gordomo are included as sample Woredas by simple random sampling. Also, one sample secondary schools are taken from each sample woredas by simple random sampling.

Then, Bata Duresso secondary school, Nopa secondary school, Abdi Bori secondary school, Sonta secondary school, Becho secondary school, Elemo secondary school, Didu secondary school and Kemise secondary schools are taken as target school of the study by simple random sampling. Creswell (2012) and Cohen et al. (2000) described that simple random sampling technique enables the researchers to randomly choose subjects from a population which could provide necessary data. There are about 101 female teachers and all are taken by purposive sampling since they are limited in number.

In addition to this, all sample secondary school principals, vice principals, girls club head and woreda education office gender issue expert are included by purposive sampling since they are assumed to have necessary information in relation to the study. The Summary of samples and sampling techniques are expressed below.

Table 3.1: Participants of the Study

SN	Secondary Schools	Role											
		Teacher(female)		Vice P.		Principal		Girls club		WEO representative		Total	
		N	n	N	n	N	n	N	n	N	n	N	n
1	Bata duresso	14	14	1	1	1	1	1	1	1	1	18	18
2	Nopa	9	9	1	1	1	1	1	1	1	1	13	13
3	Abdi Bori	23	23	1	1	1	1	1	1	1	1	27	27
4	Kemise	11	11	1	1	1	1	1	1	1	1	15	15
5	Becho	13	13	1	1	1	1	1	1	1	1	17	17
6	Elemo	12	12	1	1	1	1	1	1	1	1	16	16
7	Sonta	8	8	1	1	1	1	1	1	1	1	12	12
8	Gordomo	11	11	1	1	1	1	1	1	1	1	15	15
11	Total	101	101	8	8	8	8	8	8	8	8	133	133

3.6. Instruments of Data Collection

In this study, questionnaire and focused group discussion were used to collect data. Each of them were discussed separately as follows.

3.6.1. Questionnaire

In the current study, the student researcher used closed ended questionnaire as major data collecting item and few open ended item in order to help respondents add some points if they have additional points to strengthen or their response. The questionnaires are developed from related literature depending on the objectives of the study. The closed ended questionnaire enabled collecting data from large number of participants (Haines, 2007). The questionnaire have two parts. The first part of the questionnaire focused on enquiring the respondents' background information, categories include: sex, marital status, level of education and experience in teaching position. The second and the largest part incorporate the whole items that are assumed to answer the basic research questions. The questionnaire is prepared in English and presented for sample teachers, vice principals, principals and girls club head.

3.6.2. Interview

As Cohen et al. (2007) described, interview is used as the principal means of gathering firsthand information. It is an interchange of views between two or more people on a topic of interest. Hence, in this study the interview were conducted with woreda education office gender issue expert. They are preferred for interview because they are assumed to provide necessary information in great detail.

3.7. Validity and Reliability Of the Items In data Collecting Instruments

Reliability is the consistency of scores from an instrument. Crewel (2012) discussed that instruments of data collection are reliable and accurate if an individual's scores are internally consistent across the items on the instrument. The reliability of the items in current research questionnaire was tested by randomly selecting 21 teachers from Hurumu secondary school since they are not part of the final study. Thus, the researcher conducted a pilot test and any irrelevant or ambiguous statements and questions were edited and eliminated and necessary modification or replacements of unclear questions were made.

Therefore, after the questionnaires were filled and returned, the reliability of items were measured by using Crobanch's alpha method by the help of SPSS version twenty two. The obtained test result was on average 0.75. Then as the result indicated it was a good indication of the internal consistency of items. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.75 (7s % reliability) and above as reliable(Cohen,2007: 506). The result is indicated in table 3.2 below.

Table 3.2 Coefficient of Reliability

Basic questios	Number of items	Crobanch's alpha	Assumption
Basic question 1	5	0.62	Acceptbale range
Basic question 2	7	0.86	
Basic question 3	4	0.75	
	4	0.72	
	3	0.85	
	4	0.89	
	Total	0.83	
Basic question 4	5	0.71	
Total	32	0.75	

3.8 Procedure of Data Collection

To answer the research questions raised, the researcher went through a series of data gathering procedures. Accordingly, questionnaires and interview questions were prepared in relation to the research questions. These helped the researcher get authentic and relevant data from the sample units. Letter of support was received from Jimma University and Zone Education Department via woreda education office and secondary schools. To make the data more valid and reliable, the draft instruments were pilot tested in Hurumu secondary school before the actual study was carried out. Consequently, the questionnaires were dispatched independently according to the time schedule given for each selected secondary school. The questionnaires were collected by data collectors. Likewise, interview was conducted with woreda education office gender issue expert by arranging convenient time with them.

3.9 Method of Data Analysis

Both descriptive and inferential statistics were used to analyze the data collected through questionnaire. The quantitative data collected from teachers, principals and girls club through closed ended questionnaire were processed and analyzed using frequency, percentage, mean and standard deviations. The quantitative data which were gathered through closed-ended questionnaires were cleaned, coded and entered into a computer and analyzed by using SPSS version 22.The mean ratings were taken as : below three to be low and above 3 to be high. Moreover, by taking three as population mean (since the mid-point of the rating scales 1-5 is three) one sample t test were used to check difference in perception of sample average from population mean.

The data collected from the semi structured interview, were analyzed and interpreted qualitatively. The hand written notes of interview were used to support quantitative findings.

3.10 Ethical Considerations
The following ethical issues were taken into consideration in relation to this study. Letter of permission were taken from Jimma University to Illu Aba Bor Zone education office. Zone education office was requested to write letter of support to sample words education offices and the Woredas in turn was requested to write letter of permission to corresponding sample school. The letters of permissions were given to principals and the content and objectives of the research were briefed. The participants' rights to privacy were respected. This means that

the names of the participants were not mentioned and any information obtained in connection with this study remained confidential. Any raw data like recordings and images which clearly show the identity of the participant are kept private to the researcher. Findings and recommendations of the research will be given to Woreda and Zone education offices.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

4.1 Introduction

This study was intended to explore women participation in leadership in secondary schools of Ilu Aba Bor Zone. More specifically, it was aimed to assess the extent of female teachers participation in secondary school's leadership position, to what extent do female teachers are inspired to participate in school leadership position in secondary schools, what major factors affect female teachers' participation in secondary school leadership position and finally what strategies are in place to promote female teacher's participation to secondary school leadership position in Ilu Aba Bor Zone.

In order to achieve the objectives of the study, a questionnaire was distributed to 97 teachers, 8 vice principals, and 8 principals and 8 girls club head. Out of these 91 (93.8 %) teachers, 8(100%) girls club head, 8(100%) principals, 8 vice principals returned the questionnaire for analysis. The first part of the analysis focuses on category of the participants. The second part focuses on assessing the extent of female teachers participation in secondary school's leadership position, the third focuses on the extent of female teachers inspiration to participate in school leadership position in secondary schools, the third on intends to analyze major factors that affect female teachers' participation in secondary school leadership position and finally the last part focuses on strategies in place to promote female teacher's participation in the study site.

4.2 Participants Background Information

The table 4.1 below summarizes the general backgrounds of participants of the study .Accordingly, the sex; total work experience, academic qualification and marital status were discussed.

Table 4. 1 Background Information of Participants

N	Category		Teacher		Principal/Vice		Girls club		Total	
						Position				
			N	%	N	%	N	%	N	%
1	Sex	F	91	100	2	12.5	8	100	101	87.82
		M	0	0	14	87.5	0	0	14	12.17
		T	91	100	16	100	8	100	115	100
2	Experience	below 6	0	0.0	1	6.3	0		1	0.86
		6-10	16	17.6	2	12.5	3	37.5	21	18.26
		11-15	54	59.3	9	56.3	4	50	67	58.26
		16-20	18	19.8	2	12.5	1	12.5	21	18.26
		21-25	2	2.2	2	12.5	0	0	4	3.47
		26 and above	1	1.1	0	0	0	0	1	0.86
		Total	91	100	16	100	8	100	115	100
3	Academic	Certificate	0	0	0	0	0	0	0	0
	qualification	Diploma	2	2.2	0	0	0	0	2	2.8
		BA/BSC	86	94.5	10	62.5	8	100	104	89.7S
		MA/MSC	3	3.3	6	37.5	0		9	8.4
		Total	91	100	16	100	8	100	115	100
4	Marital	Single	15	16.5	1	6.3	0	0	16	15
	status	Married	76	83.5	15	93	8	100	99	85
		Total	91	100	16	100	8	100	115	100

In the study, as can be seen from table 4.1 above, 91 female teachers, 8 principals, 8 vice principals and 8 girls' club head were participated. This implies that the researcher collected data from majority of female participant from whom true perception of practices of women leadership can be obtained from.

The second category of characteristics of respondents collected during the study was total school work (teaching, expert and leading as principal) . In relation with this, the table 4.1 above depicts that 1(6.3 %) of the principals have experience below 6 years; 16(17.6 %) of teachers and 2(12.5 %) of principals have experience range between 6-10; about 54(59.3%) of teachers and 9(56.3) of principals have experience range between 11-15; 18(19.8 %) of teachers and 2(12.5%) of principals have an experience of the range 16-20 years; about

2(2.2 %) of teachers and 2(12.5 % of principals lies in respondents having age range of 21-25 while the rest have an experience of 26 and above years. This implies that the majority of female teachers in the sample school have an average experience of experience of 8 years indicating that they fulfill the prerequisite criteria to serve as school principals/vice principals. It is stated in the school leaders' selection criteria of OEB (2010) that anyone who wants to compete for school leadership position should have an experience of at least three years of teaching experience.

Thirdly, educational status of sample respondents was investigated as indicated in item 3 of table 4. 1 above. In relation with this, it was found out that none of the female teachers have educational status below diploma; 2(2.2%) of the teachers were diploma holders; 86 (94.5 %) of teachers and 10(62.5 %) of principals have first degree education level; about 3 (3.3 %) of teachers and 6(37.5 %) of principals have education level of second degree. This also implies that majority of female teachers didn't fulfill the criteria to be nominated as secondary school leadership position since the criteria of OEB(2010) demands MA/MSC degree education level with leadership training. However, this could not be the only limiting factor since there were male principals who have first degree education level.

According to item 4 of table 4.1, the other demographic element seen in the study was marital status. Regarding this it was found out that 15(16.5 %) of the teachers and 1(6.3 %) of the principals were single while majority of the teachers (83.5 %) and principals (93%) were married. This may imply that most of the female teachers were under the influences of family burden which probably affect their participation in secondary school leadership.

4.3 Female Teacher Participation in School Leadership
Under this section, the status of women teachers' participation in different leadership position are presented and analyzed from data collected from sample schools.

Table 4.2 Trends of Female Teachers' Participation in School leadership

Year	Sex	Head of Club		Department Head		Unit Leaders		Vice principals		Principals		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
2017	M	74	74	54	78	17	81	9	100	7	100	161	78
	F	26	26	15	22	4	19	0	0	0	0	45	22
	T	100	100	69	100	21	100	9	100	7	100	206	100
2018	M	84	71.8	59	74	22	96	10	100	8	100	183	77
	F	33	28.2	21	26	1	4	0	0	0	0	55	23
	T	117	100	80	100	23	100	10	100	8	100	238	100
2019	M	89	74	54	67	22	92	9	90	8	100	182	75
	F	31	26	26	33	2	8	1	10	0	0	60	25
	T	120	100	80	100	24	100	10	100	8	100	242	100
2020	M	94	77	63	78	25	89	9	90	8	100	199	80
	F	29	23	18	22	3	11	1	10	0	0	51	20
	T	123	100	81	100	28	100	10	100	8	100	250	100
2021	M	92	75	63	76	47	89	8	80	8	88.8	218	79
	F	31	25	20	24	6	11	2	20	0	0	59	21
	T	123	100	53	78	53	81	9	100	8	100	246	78
Total	M	433	74.27	293	80.7	133	89.	44	91.66	39	100	942	79.6
	F	150	25.7	100	27.9	16	10	4	8.33	0	0	270	22.8

In this portion of the analysis of the study, the overall participation of female teachers in different school leadership position was investigated from data collected from sample schools as indicated in the study. In relation with this table 4.2 above shows that there is less participation of female teachers in department head position. For instance, the largest female participation in club coordinating position was 33(28.2 %) in 2018 but it was less than this in the five consecutive years. Relatively speaking, leading club is simpler responsibility since it is providing leadership to students' curricular activities through organizing students. Despite this, they are not well represented. Interview with one woreda education office also noted that "in schools female teachers are dominantly represented as member of the club than club coordinators except in girls club since they are provided in school blue print". This implies that the trends of female teacher's participation in club coordination.

The second school leadership position the female teachers can participate to is department head. As can be seen from table 4.2 above, the highest proportion of female participation as department head was in 2019 which was 26(33%) while it was below this in the other four academic years. Schools have different mechanisms to bring female teachers to department heads which includes directly assigning by school principals, selecting through democratic meeting of staff as well as department meetings. However, the above data shows that there is under representation of them as department head. This implies that the potential that they

have to contribute to lead instruction as well their influence in decision made at curriculum committee was nearly missed which can have serious impact on students learning.

A relatively stronger leadership position in school which is seen as second to vice principal is unit leader. It is generally conceived that any one working as unit leader get the important experience necessary to lead schools and such experiences have their own qualitative value during competition for principal position. Regarding this from the last five consecutive years the highest female teachers participation was seen in 2021(19%) but in the other academic years the data shows under representation to the position. This implies that there are weak trends of involving female in unit leaders and school management become male dominated. As a result they are rarely represented in school management to influence every decision and are marginalized from getting experience for higher leadership position.

According to table 4.2 above, the other school leadership position investigated was vice principal. Accordingly, there were only 10 % in 2018 and 2020 and 20% in 2021 female teachers taking vice principal position in the sample secondary schools. There was a progress in taking such position but it was not significant and promising progress to show gender balance in school leadership. Also, the data show that in all the sample secondary schools the principals were all (100%) male in the five consecutive academic years. This implies that there are weak trends of involving female teachers in school higher leadership position. Furthermore, this is more illustrated in the figure 4.1 blow. This implies that despite the enormous contribution that the female teachers can make to school improvement through their leadership, they are not given an opportunity as their male counterpart.

In general, from 2018- 2021 there were about 25.72 % female in club head, 27.54 % in department head, 10.7 % in unit leaders, 8.33% in vice principal and 0% in principal position in secondary schools of Ilu Aba Bor Zone. This indicate that as can be seen from below graph, though there are potential number of female teachers to take part in school leadership, there are low proportion of them who took   part in secondary school leadership.
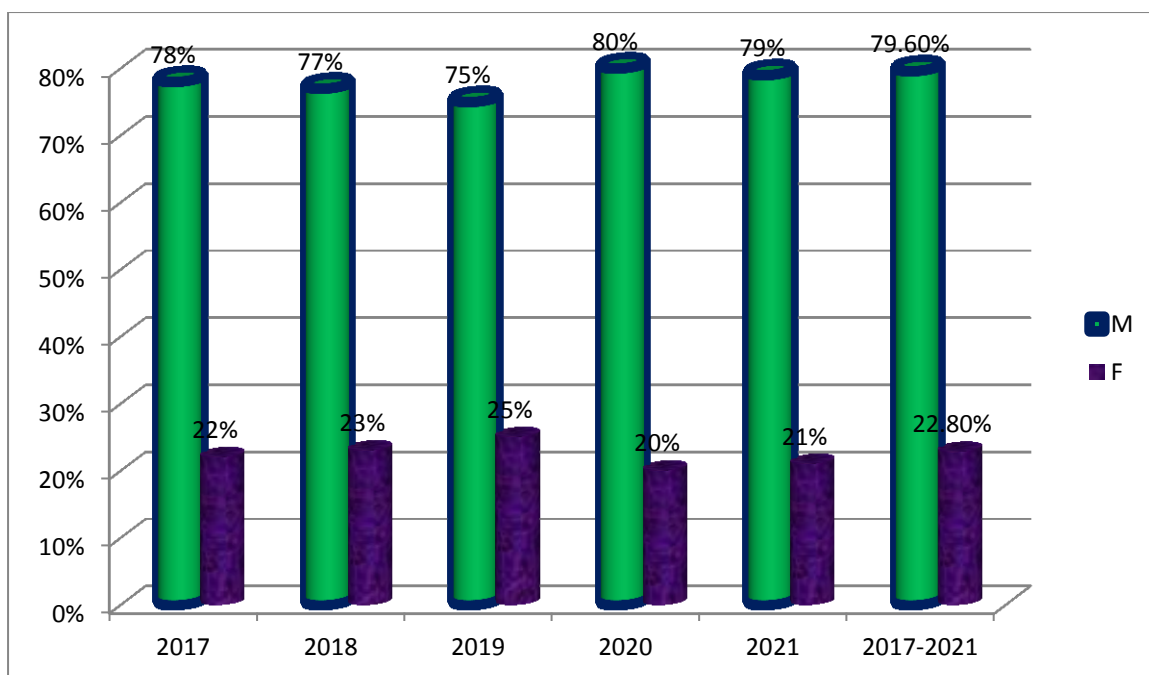
Figure 1: Comparison of Male and Female School Leaders in the Years 2017 -2021

From figure 1 it is possible to see that from 2017 to 2021, the involvement of female in school leadership didn't exceed 22.8 percent. This indicates that female were rarely involved in school leadership of secondary schools of Ilu Aba Bor Zone though there is progress over years,

The following table 4.3 presents the extent to which female teachers are assigned to leadership position depending on opinions of respondents in the sample secondary schools of Ilu Aba Bor Zone.

Table 4.3. Female Teachers Participation in School Leadership

	Items	Mean	SD	DF	t	P
1	Women Teachers are encouraged to be a leader in school	2.45	1.03	114	-5.44	.000
2	In Secondary schools more priority is given for women	2.73	1.03	114	-2.71	.008
3	Women are encouraged to leadership position by training	2.54	.974	114	-4.76	.000
4	Female teachers apply willingly to be principal/vice principal	2.6	.929	114	-4.37	.000
5	Average	2.58	0.990	114	-4.32	0.002

A one sample t-test analysis was carried out to examine the extent to which women teachers are encouraged to be a leader in school. As can be seen from item 1 of table 4.3 above,

respondents disagree with mean rating (M = 2.45, SD = 0.1.03). This shows that women teachers are not properly encouraged to be a leader in secondary school. Further analysis was carried out to examine if differences exist between population mean (t value at 3 since the rating scale from one to five have mid-point at three) and computed mean. It was found that there is statistically significant difference (t (114) = -5.4, p= 0.000) in encouraging female teachers to take leadership position in school. This implies that with statistically significant difference from expected mean, female teachers have no encouragement to be a school leader. Therefore, it is possible to say that the existing situation (both from home and school) do not support or encourage them to be school leader. This is also supported by interview report from woreda education office expert.

Respondents were also requested to rate the extent to which they agree on providing priority for female teachers to bring to leadership position. The analysis from item 2 of table 4.3 above reveals that respondents disagree with mean rating (M = 2.73, SD = 1.03). This shows that teachers in the sample schools have no priority to participate in school leadership as expected by guide line for affirmative action for female teachers. Beyond this the level to which the responses rate mean is different from the population mean was also tested (t (114) = -2.7, p = 0.008). Hence this shows that female teachers are not given priority to motivate them to be a school leader in secondary schools of Ilu Aba Bor Zone.

In the case of item 3 of table 4.3 above, the level of provision of training to encourage female teachers to leadership position was assessed. Accordingly respondents disagree with mean score (M = 2.54, SD = 0.91). This shows that there is low level of providing training to female teachers to empower them to come to leadership position. Further analysis using one sample t test was carried out and the result t(114) = -2.9, P = 0.000) shows the level of agreement of sample teachers was relatively below average with statistically significant difference. This may imply that female teachers are not provided with training by concerned bodies to empower female teachers to come to the leadership position. This shows that there is no organized system of developing female teachers to make them engaged in school leadership.

In the study, the extent to which female teachers apply willingly to be principal/vice principal was also investigated. As can be seen from item 4 of table 4.3, respondents disagree with mean score (M = 2.6, SD = 0.929) that the trends of female teachers in applying willingly to leadership position was low. A more analysis using one sample t test shows that there is statistically significant difference between the expected and computed average of respondents

opinion (t(114) = -4.3, p = 0.001). This means when vacancies are announced by education offices for different leadership position, female teachers show low interest to apply for competition. Therefore, it is possible to say that the extents of female teachers in applying willingly to be principal/vice in secondary schools in Ilu Aba Bor zone are weak.

The factor level analysis was also carried out to identify the average level of female teachers' participation in secondary schools of the study site was also computed. The average level was computed using item level responses since each item was prepared considering the issues related to the factors under investigation. In relation with this, the result (M = 2.58, SD = 0.99) shows that there is weak level of female teachers participation in secondary school of Ilu Aba Bor Zone as perceived by respondents. This was also confirmed by the one sample t test (t(114) = -4.32, p = 0.002). Therefore it is possible to conclude that women teachers in secondary schools of Ilu Aba Bor Zone rarely involve in school leadership. It was found out that female teachers are less represented in school leadership position including lower position like club head, unit leaders, department heads and none of them have been secondary school principal for the last five years.

In relation with this interview questions were forwarded for Woreda education office experts who work on gender issues. One of the gender issue expert noted the following.

"...We have three high schools. Of course female teachers are participating in primary schools. There are principals and vice principals as well. Despite this, there are no female teachers serving in higher leadership position in school. There was one vice director in one of the secondary school but now she is a principal at primary school after school leadership position was restructured depending on educational status..."(EX 003,19/06/2021).

From the above interview transcript it is possible to understand that totally there are no female secondary school principal/Vice principal. As to the idea of the interviewee because of educational status one the vice principal was made to work at primary school.

In relation with this, other studies (Murakami and Tornsen(2017); Leliftu (2014) reported similar findings. For instance, Leliftu (2014) reported that the involvement of female teachers in educational leadership seems to show an increment each year from 2010-2014 but the increase rate were insignificant and not promising that there was not gender balance in the educational leadership positions in Ilu Aba Bora Zone secondary s464464chools. Therefore, it is safe to conclude that female teachers are not well represented in secondary school leadership s evidenced from qualitative and quantitative findings.

4.4 Women Teachers Aspiration to Take School Leadership Position

In this section the extent to which female teachers are aspired to take leadership position were assessed as shown in table 4.4 below.

Table 4.4. Women Teachers Aspiration to Take School Leadership Position

	Item	M	SD	DF	t	p
1	Female teachers have interest to be school leader	3.49	.66	114	-8.008	.000
2	Female educational leaders have confidence to show leadership role.	3.33	.65	114	-10.6	.040
3	Females are patient and antagonistic than their men counterpart.	3.35	.92	114	-10.03	.060
4	Women in the professions and educational leadership do dedicate to their work	3.15	.53	114	-12.67	.0420
5	Females are frequently worried with family and extra work responsibilities.	3.42	.71	114	-8.39	.000
6	Women have interest to participate in decision making and problem solving issues in school	3.53	.61	114	-7.80	.000
7	Female teachers do not fear additional responsibilities that will increase pressure on them.	3.86	.84	114	-1.72	.087
	Average	3.44	0.66	114	-8.45	0.012

As can be seen from the above table 4.4 above, respondents were requested to rate their opinion concerning the extent to which female teachers are inspired to lead schools. Accordingly, from item 1 of table 4.4 above, respondents agree with mean rating (M = 3.49, SD = 0.66) that female teachers have interest to take leadership position in school. Regarding this a one sample t-test was carried out to examine the extent to which there is statistical significance between expected and computed mean and the result (t(114)= -8.008, p = 0.000) shows that there is no statistical difference showing that respondents agree on female teachers to have interest to act in positions of principal ship. Therefore, from item 1 of table 4.4 it is safe to conclude that female teachers have interest to take leadership position in secondary schools of Ilu Aba Bor Zone.

As can be seen from item 2 of table 4.4 above, sample teachers also rated the extents of female educational leaders to have confidence to show leadership role. Regarding this it was agreed as (M = 3.33, SD = 0.65) that female teachers have high confidence to lead schools. Additional analysis using student t test (t(114) = -10.6, P = 0.040) also shows that there is

statistically insignificant difference between computed and population mean. This means participants agree on female teachers to have confidence to take school leadership position. This item was incorporated and analyzed in terms of the fact that confidence is important to lead. As to the perception of respondents, it was found out that female teachers didn't lack confidence and readiness to lead schools.

According to item 3 of table 4.4 above, respondents were requested to rate the level to which female teachers has patience to lead schools. The intention of this item was to analyze respondent's opinion regarding level of female teachers' patience to lead in challenge overcoming stress. It is known that leadership requires patience to overcome stresses and burden from complex work structure. Regarding this descriptive value (M = 3.35, SD = 0.92) shows that female teachers are slightly above average in experiencing patience in carrying out leadership loads. Beyond this, the analysis (t (114) = 3.35, p = 0.060) of item 3 indicates that there is statistically insignificant difference between expected and computed mean of respondents opinion. Item 4 of table 4.4 above also indicates that women in the teaching professions do dedicate to their work (M = 3.15, SD =0.53) and t(114) = 0.53, p = 0.042) which shows that females show commitment for their work and can perform leadership task dedicatedly. This implies that female teachers can overcome burden of leadership and cross challenges in leadership and hence can take secondary school leadership position.

On the bases of item 5 of table 4.4 above, respondents were requested to rate the extent to which female teachers is worried with family burden not to be initiated to lead schools. Respondents agree with mean ratings (M = 3.42, SD = 0.71) that there is family load which may block their aspiration to take leadership role. Also to the view point of the researchers, female teachers are overloaded with extra job from home in handling family issues which make them busy in their home. This can limit their interest to lead schools having open heart for their work. This was also confirmed by the additional one sample t test (t(114) = -8.39, p = 0.000) which shows that there is statistically significant difference implying female teachers are not inspired to take leadership role due to family load. This indicates that females are overloaded with other home responsibilities that might discourage them from being educational leader as this may also make additional pressure on them.

With regard to item 6, the extent to which female teachers have motivation to be involved in decision making process in school was investigated. In relation with this, it was found out that respondents agree with mean rating (M = 3.53, SD = 0.61) that females have internal motivation to be involved in different leadership position. As to the point of view of

researcher, the internal motivation to participate in decision making came from interest to change the situation or problem by taking part in having innovative ideas. Such changes actually can come by proper decision which can be true involving different stake holders requiring their own interest. Further investigation of the study through dependent t-test (t (114) = -7.8, p = 0.000) witness that there is significant difference in the perception of respondents and assumed mean (three). Therefore it can be said that female teachers have motivation to take leadership position but become reluctant because of different barriers. This indicates that female teachers have internal motivation to lead schools to contribute their potential to school improvement.

To sum up, the factor level analysis was also made to find out the extent to which female teachers are aspired for school leadership position using item level response. Accordingly, he it is possible to see from table 4.4 that respondents agree with mean ratings (M = 3.44, SD = 0.66) that the level of female teachers aspiration to take leadership role in secondary schools of Ilu Aba Bor Zone high. Further analysis from t test (t(114) = -8.45, p = 0.012) also witness that there is statistically significant difference between population and computed mean. This reveals that female teachers have aspiration to be at the position of secondary school leadership. This implies that they have courage to achieve, confidence to plan in ambition and overcome obstacles to realize vision.

Woreda education office expert was also requested to react on the level to which female teachers are motivated to take leadership position. In relation with this they reacted according to the following.

"...one years a go there were reforms at secondary schools. All the positions of principals, vice principals and supervisors were made open for competition and in the announcement female teachers were invited. However, no female teachers were registered to compete. I don't think they have no inspiration but they may think that leading high school may be unachievable"(EX 001, 22/05/2021).

As can be understood from the above interview, there are possible gates for female teachers to come to school leadership. They have also motivation but they do not need to compete since they think that leading high school is beyond their capacity.   Internal motivation is the key to leadership since anyone who fulfills the criteria to lead can be successful leader without inspiration. Moreover, related studies of Grogan and Brunner (2005) support this. They reported that women may be aspiring to leadership Positions, but systemic barriers can

prevent them from acting upon these aspirations. Consequently, it can be said that lack of aspiration cannot affect females not to participate in school leadership position. This implies that female teachers did not lack inspiration but they were not participating in school leadership position for different reason they have.

4.5: Major Factors that Affect Female Teachers' Participation in School Leadership

In the following section factors that affect female teachers' participation in secondary school leadership are assessed.   To this end, the study addresses the issues related to; major factors that affect female teachers' participation as presented in the four consecutive tables. The factors that were assumed include socioeconomic issues, attitude of women towards themselves, family and home responsibility, and institutional issues.

Table 4.5 Socio Cultural   Factors

	Items	M	SD	DF	t	p
1	Girls are socialized differently to assume different roles	3.7	.87	114	-3.10	.002
2	People think women do not have the ability and skills to be leader	3.0	.89	114	1.00	0.540
3	Male dominated culture affects women`s participation	2.8	.75	114	-.383	.703
4	Men feel more competent, capable and efficient in leadership	3.6	.78	114	-4.30	.000
	Average	3.3	0.8	114	-1.67	0.027

In analyzing factors that were assumed to affect female teacher's participation in leadership, socio cultural factor was the first among the four factors. In relation to this, in item 1 of table 4.5 respondents were requested to rate if girls and boys are socialized differently to assume different roles. Hence, the analysis (M = 3.74, SD = 0.87) shows respondents agree that there is prejudices in the society which may result in stereotyped attributes of women which in turn will favor male over female in leadership position. Hence, as the result of their socialization process   and   sex   stereotyping, majority of women teachers assume that males are better in leadership and leave the space for others.

As can be seen from item 2 of the table 4.5 respondents were requested to react if "people think women do not have the ability and skills to be a leader". Regarding this, respondents agree with mean ratings (M = 3, SD = 0.89) that there is medium level of perceiving that female teachers do not have the potential wisdom to be secondary school leader. This was also tested for significance of this value and the analysis (t (114) = 1, p = 0.56) implying that

there is no statistically significant difference between the expected and computed value meaning that in the society there is negative attitude that take female teachers to lack skills for school leadership. At this spot it is possible to tie up that though female teachers have aspiration to take leadership position, the prejudice from society become burden on their over their motivation to limit their participation in leadership.

According to item 3 of table 4.5 above, data was also collected regarding the extent to which female teachers are affected by the domination of male over women in culture. In relation with this they rated such factor to be below average (M = 2.87, SD = 0.75). In addition the t test analysis (t(114) = -0.383, p = 0.73) shows that the existing norms and values do not welcome only male. In relation with this MoE(2006) also noted that in Ethiopia, school administration has been male dominated and the government has set a plan to increase the number of model   female students and   teachers in school as well as appointing those able women leadership position. Despite this, the researcher argue that there is negative attitude from society assuming that female teachers are less competent in providing leadership and for this show less support and criticize more than showing respect and synergy.

Besides, the extents to which men feel more competent, capable and efficient in leadership over female teachers were also seen in the study. Regarding this analysis (M = 3.67, SD =0.78) shows that there is assumption that male is competent over female. This was also confirmed from statistically significant difference between population and computed mean (t(114) = -4.32, p = 0.27). The underlying assumption is that if female teachers come to leadership position, male may undermine them or female themselves may prevent themselves thinking that they are less competent than male.

The overall perception of participants' ratings was computed. Consequently, it was found out that socio cultural factors were among the barrier (M = 3.3, SD = 0.8) that affect female teachers not to take leadership position in secondary schools. This was also confirmed by t test that there statistically significant difference between the computed and population mean indicating that the perception of society over women has been barrier to take school leadership position.

Woreda education office expert in interview were also requested to forward their view regarding the factors that push female teachers to be under represented in secondary school leadership. One of the interviewee reacted according to the following.

"...as to the experience have, I didn't see any one having principal/vice principal position in secondary school of this Woreda. There are many problems among which the attitude of society for female teacher is the main. There is a belief that male are more competent than female teachers and if female teachers take higher leadership position, the school performance will automatically collapse. Hence the society does not have confidence on female leadership..." (EX 001, 22/05/2021).

Therefore, it is possible to say that the participation of female teachers in secondary school leadership lower because of the community's attitudes towards women capability, performance, attitudes, decision making and skill was low. Previous research findings (Leliftu, 2014) reported that school society does not trust the female teachers 'leadership not because of tangible practice but because of the cultural background of the people. According to this report there is a saying that a "female bears a leader but she does not lead". This idea means that female teachers are not equality accepted by society to serve as school leaders. Therefore the social norms do not welcome female teachers as a result they cannot feel comfortable to compete for and take leadership position as to the opinion of respondents.

Table 4.6 Attitude of Women Related Factors

	Item	M	SD	DF	t	p
1	Female teachers exhibit poor risk taking behavior	3.36	.85	114	4.43	.000
2	Female teachers underestimate their abilities and perceive themselves as less skillful	3.09	0.9	114	.869	.387
3	Female teachers consider themselves to have low level of acceptance than men	3.26	.71	114	3.76	.000
4	Female teachers perceive that they are confined at lower tasks	3.2	.87	114	3.00	.003
	Average	3.22	0.8	114	3.01	0.09

According to the above table 4.6, the second element considered to be the factor for underrepresentation of female in leadership position was attitude of women towards themselves. Regarding this, from item 1, the extents of female teachers in exhibiting poor risk taking attitude were assessed and the results of analysis (M = 3.3, SD = 0.85) witness that female teachers are suffered from under representation from leadership position because of their low level of risk taking behavior. This was also confirmed from t test analysis (t(114) = 4.43, p = 0.000) implying that there is statistically significant difference between population

and sample mean. As to the experience of the researcher, female teachers assume that taking higher leadership position in school leads them to complex challenges which exhibit them to risks. This implies that they are not ready enough to take risks and take leadership roles.

As can be seen from item 2 of table 4.6 above, the extents to which the attitude of female teachers in underestimating their abilities and perceiving themselves as less skillful were also assessed. Regarding this results of analysis (M = 3.09, SD = 0.9) shows that female teachers perceive themselves as having lower competency in skill which may result themselves not to compete and take leadership position. It was indicated earlier that female teachers do not fulfill the minimum criteria necessary to take secondary school leadership which may result in perceiving themselves to be less skilled.

Thirdly, analysis was also made to determine if there is a belief from female teachers in taking themselves to have low level of acceptance which makes them not to participate in leadership. Regarding this, item 3 of table 4.6 shows that respondents agree (M = 3.26, SD = 0.71) which shows that female teachers think that they are not well accepted by their subordinates. Such belief may make female teachers not to be motivated to compete and take school leadership position. Which was also revealed by one sample t test (t (114) = 3.76, P = 0.000). Hence, it is possible conclude that the perception of female teachers towards themselves is among the factor that leads to their underrepresentation in school leadership.

In average, according to table 4.6 above the overall analysis (M = 3.22, SD = 0.8) shows that respondents agree to more than average level that female teachers have no strong positive attitude for themselves to take leadership position in school. As can be seen from above table, their risk table behavior, undervaluing their potential, taking themselves to be not accepted by followers and believing that they are followers of male than leading male were found to be the factor that limits their participation in leadership. Further analysis was also made to investigate the significance of this value and the result (t(114) = 3.01, p = 0.09) shows that there is statistically significant difference between expected and calculated average explaining that the attitude that female teachers have for themselves has been a barrier to take leadership position.

In addition to thus, interview transcript supports this quantitative analysis. Regarding this one Woreda education office expert reacted according to the following.

"...there are female teachers who fulfill minimum requirement to take leadership position at higher leadership position in school. Despite this they I think that they do not trust in

themselves to lead school. Tough some female teachers are more competent in their performance than male counterpart; they undermine themselves as a result of acquired inferiority complex. Therefore I can say that the attitude they have for themselves matters than any other factor…"(EX 004, 29/06/2021).

Hence, the quantitative and qualitative data collected support each other that female teachers have negative attitude for themselves on taking leadership position. This means that female teachers believe on male than female to take leadership position. There is a custom of taking themselves as less competent and cannot take possible risks of leading school and underestimated by school society.

The following table represents analysis in relation to a barrier that minimizes female teachers from participating in school leadership position.

Table 4.7 Family Responsibility Related Factors

	Item	M	SD	DF	t	p
1	Women are affected by responsibility child bearing caring	3.79	.833	114	-2.55	.012
2	Women lack support from family (partner)	3.12	.774	114	1.625	.107
3	Women are affected by managing household properties	2.83	.574	114	-3.03	.003
4	Average	3.24	0.72	114	-1.33	0.05

As can be seen from table 4.7 above, respondents were requested if child caring responsibility has affected their participation in school leadership. In relation with this it can be seen from item 1 of table 4. 7 that female teachers are in burden with caring for children (M = 3.79, SD = 0.83). Additional analysis were also conducted (t(106) = -2.55, p = 0.012) which shows that male and female teachers are not taking proportional amount in leadership position since there is a burden on females in caring for children. Of course this is a reality in Ethiopian context. There is no conducive environment for female teachers to hold both family care and leadership at the same time.

Moreover, the above table 4. 7 also consider the extent to which women lack support from family (partner).With regard to this it is possible to see that respondents agree more than average (M =3.12, SD = 0.774) which implies that families of female teachers do not encourage and support if they are school leaders. It is clear that for anyone to be a successful leader in school, home background with respect to moral support and sharing other

responsibility from home takes lion's role. As to the researchers' point of view, family members expect majority of home responsibility, and believe that the burden will be on the other family member and as a result do not provide support to female teachers to take leadership responsibility.

However, it is indicated from item 3 of table 4.7 above that respondents disagree (M = 2.8, SD =0.57) that women are not affected by managing household properties. On one hand this means that either there are no as such many properties that female teachers can be busy of from home. On the other hand this can also be interpreted that male partners care of home properties as a result such factors cannot be a barrier in turn to prevent from secondary school leadership.

To sum up the over analysis with respect respondents opinion on the dimension of family responsibility being a barrier to female leadership was found to be above average (M = 3.24, SD = 0.72). This was also revealed by t test that (t (106) = -1.33, p = 0.05) which shows statistically significant difference between population and sample mean. This implies that female teachers are underrepresented from school leadership position because of burden from family responsibility. This implies that they worry to get time to plan, organize, evaluate, report, and make meetings with different stake holders. As they are worried about household responsibility, the tendency to compete for the position declines.

Related studies also report similar findings. For instance (Giddens, 2001) noted that homemaking and child care tasks to women, even in dual-career families is barrier to female leadership. According this source, many employed women carry a double burden of responsibility; the consequent stress, fatigue, and time pressure may well limit their capacity to take the steps necessary to move out of female-dominated occupations. However, research indicates that both women and men benefit when they take on a balance of occupational and family responsibilities.

Besides this, according to interview with experts the following ideas were found.

"… there are competent female teachers whose performance exceed may male. However, there are family load like managing house hold activities including caring for children. This may make them not to be school leader…" EX 003,19/06/2021).

Therefore, from the quantitative and qualitative data as well as related studies it can be said that family responsibility has been barrier that limit women from secondary school leadership in secondary school of Ilu Aba Bor Zone.

Table 4.8 Institutional factors
The last factor explored as a barrier to female teachers under representation in secondary school leadership was organizational factor. The following table presents the opinion of respondents.

Table 4.8   Institutional factors

	Items	M	SD	DF	t	p
1	Lack of transparent selection and promotion policies	2.7	.63	114	-3.53	.041
2	Lack of official effort to make females actively participants in leadership	3.6	.95	114	-4.13	.061
3	Sex segregation that favor men	2.5	0.1	114	-4.16	.040
4	Criteria for recruitment affect women	2.5	.66	114	-8.53	.070
	Average	2.8	0.8	114	-5.05	0.05

In the above three consecutive tables, factors other than institutional factors were assessed and in the following phase organizational related factors will be investigated as rated by respondents. According to table 4.8 above, respondents rated their opinion regarding" lack of transparent selection and promotion policies". They disagree (M = 2.79, SD = 0.63) that the selection criteria to come to leadership position cannot be very crucial barrier that need attention. It is clear that principals come to leadership position with clear criteria though the way they are implemented may have problems. However, in lower school leadership position like department head and unit leaders there is no clear guide line. Though it is not paid for such lower position lay foundation for higher position and serves as the first stepping stone.

Respondents were also requested to rate the level to which organizational effort contributes to lower participation of female teachers from leadership position. Regarding this sample teachers agreed (M = 3.62,SD = 0.95) that there is low level of organizational effort to bring female teachers to leadership position. It is known that there are different mechanism including preparing female teachers through succession, providing on job training and putting mandatory legal delegations like 50: 50 ratio. However, this analysis shows that offices are underperforming with regard to preparing female teachers which is supported by further t-test analysis (p > 0.05).

As can be seen from item 4 of table 4. 8, respondents rated below average on criteria for recruitment (M = 2.50, SD = 0.66) indicating that there the criteria for coming to leadership position are not dominant limiting barrier. The statistically significant difference between expected and calculated mean also shows that such factor are not significant factor for underrepresentation of female teachers in school leadership. It is known that the criteria of selecting principals do not favor male rather female according to affirmative action which point that if male and female score similar result in examination, females will be given priority. However, as viewpoint of researcher, this is paper wise guide line she has never observed being the criteria in practice.

In the interview, respondents were also requested to rate if school related factor become barrier. On elaborating the factors that affect their representation on of the interviewee noted the following.

"…there is transparent selection. The office have no as such negative attitude towards female teachers. I cannot say education office and government is free from the problem. Education sector corresponding offices can change the situation by long term plan and working on female teachers to change their attitude, upgrading education level and changing attitude of society. The only thing office has been making was to post vacancy spaces during recruiting principals. Even, we do not consider ratio of male and female in lower leadership positions like clubs…"…"(*EX 002, 16/6/2021*).

In relation with this, Allan(2004) noted institutional barriers (such as lack of female role models, differential treatment at anticipatory socialization, lack of mentoring and support systems etc.) which, in one way or the other, discourage women from aspiring for positions. However, Leliftu (2014) didn't address issues related institutional factors influencing female teachers from properly involving in secondary school leadership. In general, it can be said that organizational related factor cannot be significant factor for under representation of female in school leadership.

4.6 : Strategies In Place To Promote Female Teacher's Participation In School Leadership

Under this section, the strategies that can be employed to improve level of female teachers participation in leadership are discussed.

Table 4.9 Strategies to promote female teacher's participation In school Leadership

	Items	M	SD	DF	t	p
1	Providing gender related training to school community	3.8	.72	114	-2.9	.004
2	Providing more educational opportunities to female teachers	3.42	.79	114	5.5	.080
3	Properly applying affirmative action	3.54	.88	114	6.3	.020
4	Women and children affairs to give more attention for female leadership	3.6	1.19	114	2.4	.040
5	Providing mentoring activities to enhance women's participation	3.5	.82	114	4.2	.050

According to table item 1 of table 4.9 above, respondents agree (M = 3.8, SD = 0.72) that training that improves gender stereo type can be given to secondary schools. In relation with this it is known that there are beliefs that female teachers are incompetent which requires shaping by providing gender related training for school community. This means in order to improve both the attitude that female teachers have for themselves as well as the attitude that society have on them can be improved if proper training is given to school community. This was also confirmed by further analysis (t(114) = -2.9, p = 0.04) implying that there is statistically significant difference between expected and computed mean.

The second item from table 4.9 above tells that respondents rated above average (M = 3.42, SD = 0.79, t(114) = 5.5, p = 0.80) that if female teachers are given educational opportunities that make them competent it is possible to improve their participation in secondary school leadership. It is known that government has been giving on the job educational opportunities as a result of which teachers are upgrading their status. As government provides more educational opportunities to the level, female teachers' capacity and confidence to lead secondary school will be increased. As seen in background information, the proportion of female teachers having master's degree education level is lower. Thus, one strategy to increase proportion of female school leader is to increase educational status of female teachers.

In addition to this as to the item 3 of table 4.9 above, data collected from respondents to assess implementation of affirmative action to improve level of female teachers in leadership position was also assessed. Respondents agree (M = 3.54, SD = 0.88) that among the possible strategy that government can use to scale up proportion of female teachers is to implement affirmative action.   This is possible by providing more education opportunities to female

teachers, assigning female teachers even below master's degree education level, providing top up payment and making school environment more conducive.

According to item 4 of table 4.9 above, it was found out that respondents agree(M = 3.6, SD= 1.19) that if women and children affairs give proper attention for female teachers to participate in leadership, their participation would increase. This shows that the organization that was founded for female should properly work to enhance female teacher representation in leadership. As to the experience of the researchers, such organizations have not been working on the problem. Even Woreda education office have expert who works on gender issue. However, it is possible to see from interview with Woreda education office that they are not working any progressive act. For instance, one of the interviewee noted that "… bringing female teachers to leadership position is not their duty and has not been working on such issue. There is committee from woreda education office who select principals…"(*EX 002, EX 002, 16/6/2021).*From this it is possible to see that*, though their prior responsibility is to work for the benefit of women, they are not involving as required by the situation.

According to item 5 of table 4.9 above, mentoring activities to enhance women's participation in leadership (M = 2.5, SD = 0.82) is among the means to increase wome to school leadership position. This means experienced teachers who served in different sections of leadership position can give guidance service to motivate and provide experience share activities which enhances their leadership process. Therefore, it is possible to create culture of mentoring one another to enhance female who come to leadership position.

In general, it is possible to see that improving the status of women leaders in secondary school is not unachievable. Secondary schools and higher education office level can apply different strategies to improve the proportion of female teachers. From the point of view of the student researcher, in primary schools of the study site, there was significant progress of women teachers' principal vice principal. This was taken as impossible few years back but now it is achieved by applying different mechanisms. The case of secondary school will not be a dream anymore and can come to reality if the above mentioned strategies are applied coupled with other strategies not included above.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

This chapter summarizes the main findings of the study, state possible conclusion and provides recommendation based on the findings and conclusions. The purpose this study was to assess the extent of females' participation in school leadership and to identify possible pitfalls hindering women in achieving their leadership position in secondary schools of Ilu Aba Bor Zone. A quantitative approach with descriptive survey design was employed. To achieve the desired objectives of the study, 8 secondary schools were selected by using simple random sampling. The source of data was female teachers, girls club head, principals, vice principals, and woreda education office gender issue expert selected by purposive sampling. Data collection instruments were questionnaire, semi-structured interview and document analysis.

To this end, the study was conducted to find out answer to the following basic questions:

1. To what extent do female teachers participate in secondary school's leadership   position (as principal/vice principal) in Ilu Aba Bor Zone as perceived by respondents?

2. To what extent do female teachers are inspired to participate in school leadership position in secondary school of Ilu Aba Bor Zone?

3.   What major factors affect female teachers' participation in secondary school leadership position in Ilu Aba Bor Zone?

4. What strategies are in place to promote female teacher's participation to secondary school leadership position in Ilu Aba Bor Zone?

In order to achieve the objective set under the above basic questions, the data collected from specified source were analyzed in chapter four and in this chapter summary, conclusion and recommendations are presented.

5.2 Summary of Major Findings

1. Majority (87.5%) of principals/vice principals were male. About 101(86.8 %) of respondents were female while the rest are male which implies that the female were properly represented to express their feelings concerning issues related to female participation in school leadership in Ilu Aba Bor Zone secondary schools. The largest proportion (59.3 %) of teachers and 9(56.3) of principals have experience range between 11-15 years of service. Majority (94.5 %) of teachers and of principals (62.5 %) have first degree education level. It was found out that majority of the teachers (83.5 %) and principals (93 %) were married.

2. The first basic question of the study was concerned with identifying the extent to which female teachers participate/assigned in secondary school's leadership position (as principal/vice principal) in Ilu Aba Bor Zone. From document collected it was revealed that from 2018- 2021 there were about 25.72 % female in club head, 27.54 % in department head, 10.7 % in unit leaders, 8.33 % in vice principal and no principal position in secondary schools of Ilu Aba Bor Zone. The analysis also show that female teachers are less represented (M = 2.54, SD = 0.99, T(114) = -4.55, p < 0.05) in school leadership position including lower position like club head, unit leaders, department heads and none of them have been secondary school principal for the last five years.

3. The second basic question in the study was to identify to what extent female teachers are inspired to participate in school leadership position in secondary school of Ilu Aba Bor Zone. The study show that female teachers have moderate and above average (M = 3.30, SD = 0.66) level of willingness to be a secondary school leader. That means respondents perceive female teachers did not lack inspiration but they were not participating in school leadership position for different reason they have. However, a close look in to the analysis using interview show that they have aspiration but are limited by personal and institutional barriers.

4. The third basic question was aimed to answer the major factors that affect female teachers participation in school leadership. It was found out that socio cultural factors like; girls and boys being socialized differently to assume different role, low level of community to accept female as leader; attitude of women towards themselves including underestimating their potential, low level of willingness to accept risk in leadership, perceiving that they are less accepted with in school community if they are leader; family responsibility; institutional related factors like lack of official effort to make females

actively participants in leadership were among the core factor that limit women teachers participation in leadership of secondary school.

5. Finally, the mechanism that improves the proportion of female school leadership was also assessed. Regarding this it was found out that providing training that improves gender stereotype(M = 3.8,SD = 0.72), providing educational opportunities(M = 3.42), implementing affirmative action(M =3.54) and proper follow up and support from organizations established for women(M =3.6),   starting mentoring services to enhance women's participation in leadership (M = 2.5, SD = 0.82) were among the strategies that improves women leadership in secondary schools.

5.3 Conclusions

Depending on the findings of the study the following conclusions were made.

➢ The study revealed that the women teachers participation in secondary school leadership in the last five years (2018/19/2020/2021) were negligible. From this it is possible to conclude that female teachers are given less focus in secondary school leadership in the last five consecutive years.

➢ Leadership in secondary school is male dominated which shows that the potential, quality and vision of women is not given focus. Women teachers have their own individual difference and wisdom and if they are given opportunity they could contribute more to take out secondary school from their low performance.

➢ The second important findings from the study were that female teachers have high level of willingness to be a secondary school leader. This reveals that female teachers did not lack inspiration but they were not participating in school leadership position for different reason they have. It can be concluded that this internal inspiration is a potential to work on to bring them to proportionally take school leadership position.

➢ It was revealed that socio cultural factors like socialization, low level of community to accept female as leader, women underestimating their potential, low level of willingness to accept risk in leadership, family responsibility, and institutional related factors like lack of official support were among the barrier that limit women teachers' participation in leadership of secondary school. From this it can be concluded that women teachers are masked by barriers both from home and society which draw them back to leadership position. Despite this, it is possible to see that these factors can be solved if their family partner, society and government work on.

➢ The last crucial finding was that there are mechanisms that can be implemented to overcome the barriers and increase women teachers' participation in leadership. It can be concluded that providing training that improves society attitude towards women contribute to increase in ratio of women school leaders. By doing so the confidence that society can have on women leaders and the confidence that women have for themselves would be developed.

➢ The other mechanism is providing more educational opportunities. It is possible to upgrade women teachers' participation in leadership by increasing their educational status .This confirms that as education level increases the confidence and potential they have as well as confidence of community towards them will increase.

5 .4 Recommendations

In order to increase females 'participation in secondary school leadership positions, some important recommendations are stated below based on the finding of the study.

Secondary School Leaders

➢ It was indicated earlier that female teachers are rarely represented in secondary school leadership. For this the secondary schools are recommended to involve women teachers in lower leadership position such as club head, department head, unit leaders as well as different committee in proportional ratio with male counterpart.

➢ Moreover, secondary school leaders are also advised to strengthen girls club by reorganizing the club, inviting women leaders and experts from different positions, allowing experience sharing opportunities both within the Woreda and abroad.

❖ Secondary school leaders are also recommended to provide awareness creation programs to minimizes stereotypes that school community have on school leadership

Woreda Education Office

➢ It is known that there are experts at woreda education office working on gender issue. Therefore, they are advised to provide periodic training for school community on leadership and gender related issues and contributions that women can make for school success

➢ They are recommended to support schools to assign male and female proportional in taking leadership position.

❖ They are also recommended to provide educational opportunity in areas of leadership to make them up to the standard as well as attract them to leadership position.

Zone education office

➢ Zone education office should be able to push Woreda to make school leaders to be proportional in gender; make experience sharing programs and providing training for women teachers

Regional Education Bureau

➢ They are strongly recommended to assess gaps observed in the ratio of male and female in secondary school leadership.

➢ Theya are also firmly advised to provide sufficient budget to provide regular short and long term training to capacitate women teachers.

➢ They are also recommended to prepare guide line that support Wowen teachers and recognize best performing women teachers and school leaders.

REFERENCE

Addis Tesema (2001).The attitudes of teachers towards their female teachers secondary school principals in AA (Unpublished Senior essay) AAU

Alemayehu Tesema (2011). Educational leadership problem of government secondary school principals. (AAU,Unpublished MAThesis).

Anderson, C. (2008). *The end of theory*: The data deluge makes the scientific method Obsolete.WiredMagazine16(7).http://archive.wired.com/science/discoveries/magazine/1-07/pb_theory/.

Aragawe Ahmed (2006).A comparative study of managerial effectiveness between government and private high school of Addis Ababa. AAU(Unpublished MA thesis).

Ayalew Shibeshi. (2000). *Theories of educational management*,(EDAD 611). Addis Ababa University: unpublished teaching material.

Appelbuam, S. H., Audet, L. and Miller, J. C. (2003). Gender and leadership? Leadership and gender? *A Journey through the Landscape of Theories, Leadership and Organization Development Journal, 24(1), 43-51.*

Bass, B.M. (2008). *A handbook of leadership* (3rd ed.). New York: Free Press.

Bass, B. M. and Avolio, B. J. (2003). Multifactor Leadership Questionnaire (MLQ). http://www.miq.com.

Bergeson, T.(2007). Characteristics of high performing schools. *Lianda Dobbs northwest ESD 189*

BergesonT.(2006).Race, poverty, and academic achievement. *Available on http://www.doh.wa.gov/SBOH/ESS/documents/Race&Poverty.*

Bruce J. Avolio T ,and William L. Gardner(2005). Authentic leadership development: Getting to the root of positive forms of lea dership

Brundrett, M.et al. (2003). *Leadership in education*. New Delhi: Sage Publication

Bolden,R., Gosling, J., Marturano, and Dennison, P(2003): a Review of leadership theory and competency frameworks Based Leadership Kanjuruhan University of Malang Indonesia

Christine, F. (2012). The Spiritual Leadership Dimension In Relation to Other Value

Dereje Melese(2013). Women's participation in educational leadership in selected high schools in Addis Ababa City Administration

Emebet Gessesse (2014). *Women's participation in educational leadership in government and private secondary schools of Addis Ababa City Administration*

Enomoto (2000). *Notes to Athene: Mentoring Relationship for Women Colour*: Urban education. .35(5), (567-583

Gary, Y.(2012). Leadership in Organizations.Seventh Edition.New York

Greenfield, T. (1986). The decline and fall of science in educational administration', re-printed in T.GREENFIELD and P.RIBBINS (1993) Greenfield on Educational Administration: Towards a Humane Science ,London, Routledge.

Gunter , M. (2001). Leaders and Leadership in Education , Paul Chapman Publishing, London

Helen, T.(1996).Transforming schools through collaborative leadership

Hersey, P., Blanchard, K. H., & Johnson, D. E. (2001). Management of organizational behavior: Leading human resources (8th ed). Upper Saddle River, NJ: Prentice-Hall.

House, R. J., Wright, N. S., & Aditya, R. N. (1997). Cross-cultural research on organizational leadership: A critical analysis and a proposed theory. In P. C. Earley & M. Erez (Eds.), New perspectives on international/organizational psychology. San Francisco: New Lexington Press, pp. 535–625

Holtkamp, L.A. (2002). *Advancing Women in Leadership; Crossing Borders: An analysis of the Characteristics and Attitudes of Female Public school Principals*. Texas, USA.

Hopkins.D. (2005).Instructional Leadership and School Improvement. In Harris et.al (eds)

Effective Leadership for School Improvement. Rutledge Flamer

Jacobs, T. O., & Jaques, E.(1990). Military executive leadership. In K. E.Clark & M. B. Clark(Eds.),Measures of leadership. West Orange, NJ: Leadership Library of America, pp. 281–295.

Johnson, R. B. (1999). Cases in qualitative   research. In A. K. Milinki   (Ed.), Los Angeles CA: Pyrczak Publishing.

Jones Johnson, G., & Johnson,W.R. (2000). Perceivedover qualification and dimensions of job satisfaction: A longitudinal analysis. Journal of Psychology, 34(5), 537-556.

Karin, Klenke(2009).Authentic Leadership: A Self, Leader, and Spiritual Identity Perspective .Leadership Development Institute (LDI) International

Kendra, W. (2005). *Major Leadership theories*

Kevin G. Bezy(2012):*An Operational definition of spiritual leadership.* Blacksburg, Virginia

Leithwood, K. (1994) 'Leadership for school restructuring', Paper presented at the International Congress for School Effectiveness and Improvement, Melbourne, Australia, January

Leithwood, K. (2006). Assessing leadership effects on student learning: Selected challenges for research and program evaluation. In W. K. Hoy & C. Miskel (Eds.). Educational leadership and reform. Greenwich, CT: IAP.

Lesia Yasinski(2013): Authentic leadership: develop the leader within, Ornac journal

Leithwood (2004).Successful school leadership, New York, NY: The   Wallace Foundation.

Leith wood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning.   New York, NY: The Wallace Foundation.

LeiwthWood, K.A and Rich. (2008).What We Know About Successful School Leadership.

Retrieved October 10/2011 from www.cepn.gse.retgers.org

Leliftu Mekonnin(2013). ғemales participation in educational leadership insecondary

      schools of Ilu Aba Bora Zone, Unpublished MA Thesis

Melaku T. Tesema ,Johan(2018).Regional inequalities and gender differences in academic

      achievement as a function of educational opportunities: Evidence from Ethiopia

Michael E. Brown and Marie S. Mitchell(2010): Ethical and Unethical Leadership

MoE (1994). Educational and Training policy. Addis Ababa EMPDA

MOE (2008). General education quality improvement package. Addis Ababa, Ethiopia

MOE (2009). Secondary school standards. Addis Ababa Ethiopia. Unbublished

MoE(2019). Annual educational abstract, Addis Abeba

Ocho, L.O(2005).Issues and Concerns in Education and Life.Enugu: Institute!of Develop

      ment Studies, University of Nigeria

National Association of Secondary School Principals (NASSP). (2004). Promoting

      Excellence in School Leadership

Phillip Bryant(2010):Servant leadership ,theory and practice

Rrichard,halverson,jeffrey,grigg,reid prichett,christhomas(2007): The New Instructional

      Leadership: Creating Data-Driven Instructional Systems in School

Schein, E. H. (1992). Organizational culture and leadership, 2nd ed. San Francisco:

      Jossey-Bass

Shakeshaft,(1999), Educational Administration Quarterly, 2003; 39;504:506

Shephered S.(2000).Barriers to women in educational Administration,Women as

      executive; Texas A and M. University press.

Suresh.A; Rajini. J(2013):Transformational leadership approach in organizations.

      International Journal of Social Science & Interdisciplinary Research

Teyba Hasen(2010).Women participation on leadership, Addis Abeba

UN.WPP (2008).Women in the World.USA .inc.

Yukl, G. (2002). Leadership in organizations. Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. (2010). *Leadership in Organizations. (7th ed.).* New Jersey: Pearson Education, Inc.

Yukl, G., & Mahsud, R. (2010). Why Flexible and Adaptive Leadership is Essential.*Consulting Psychology Journal: Practice and Research, 62(2), 81-93.*

Zewudu Negassa(2018). Practices and challenges of school based supervision in government secondary schools of East Wollega Zone

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The purpose of this questionnaire is to collect data for the study entitled "Women participation in secondary school leadership of Ilu Aba Bor Zone". The success of this study depends on your genuine participation. The information you provide remains confidential and used only for academic purpose. Therefore, would you please assist the research by filling the items in the questionnaire?

Please follow the following before you start filling the questionnaires.

1. You do not need write your name on the questionnaires.

2. Read all instructions before attempting to answer the questionnaires.

3. Please provide appropriate response by using tick mark '' √ " to choose one of the suggested liker scales

Section I: Personal Information

Direction : Write The Name Of Your School On The Blank Space Provided And Put (√) Mark On Questions Holding Choices

1. Name of your school: ---

2. Sex   Male ☐   Female   ☐

3. Marital status 1. Single ☐   2. Married ☐

4. Educational Background: 1. Certificate   ☐ 2. Diploma   ☐

                          3. BA/BSc ☐   4.   MA/MSc ☐

5. Total teaching experience in years: 1. Under   6 ☐   2. 6-10 ☐   3. 11-15 ☐

        4.16-20 ☐   5. 21-25 ☐   6. 26 and above years ☐

6. Current Work position: 1. Teacher   ☐   2. Department head ☐   3. Unit leader ☐

                       4. Girls club head ☐   5. Principal /Vice principal ☐

Section   II –Main Part of the Questionnaire

A. The Extents To Which Female Teachers Are Participated In School Leadership

The numbers shows: 5 = Strongly Agree, 4 =Agree , 3 = Undecided ,2 = Disagree,   1 = Strongly Disagree

	Items	Level				
		1	2	3	4	5
1	Women Teachers are encouraged to be a leader in school					
2	In secondary schools more priority is given for women leadership					
3	Women are encouraged to leadership position by training					
4	Female teachers apply willingly to be principal/vice principal					
5	Proportional ratio of female teachers are leading at different structure in school					

In Your opinion what other things exist in relation to the extent of women participation in secondary school leadership

----

Section III: The Extents To Which Female Teachers are aspired in school leadership

	Items	Level				
		1	2	3	4	5
1	Female teachers have interest to be at the level of educational leadership					
2	Female educational leaders have confidence to show leadership role.					
3	Females are patient and antagonistic than their men counterpart.					
4	Women in the professions and educational leadership do dedicate to their work					
5	Females are frequently worried with family and extra work responsibilities.					
6	Women have interest to participate in decision making and problem solving issues in school					
7	Female teachers do not fear additional responsibilities that will increase pressure on					

In Your opinion what other things exist in relation to The Extents To Which Female Teachers are aspired in leadership

----

Section IV: Factors That Affect Female Teachers Not To participate In school leaders

   a.   Socio Cultural Factors

	Items	Level				
		1	2	3	4	5
1	Girls and boys are socialized differently to assume different roles					
2	People think women do not have the ability and skills to be leader					
3	Male dominated culture affects women`s participation					
4	Men feel more competent, capable and efficient in leadership					

4.2 Attitude Of Women Towards Themselves

	Women:	Level				
		1	2	3	4	5
1	Female teachers exhibit poor risk taking behavior					
2	Female teachers underestimate their abilities and perceive themselves as less skillful					
3	Female teachers consider themselves to have low level of acceptance than men					
4	Female teachers perceive that they are confined at lower tasks under men					

4.3 Family and Home Responsibility

	Women:	1	2	3	4	5
1	Women are affected by responsibility child bearing caring					
2	Women lack support from family (partner)					
3	Women are affected by managing household properties					

4.4 Institutional factors that affect women`s participation in secondary school leadership

	Items	Level				
		1	2	3	4	5
1	Lack of transparent selection and promotion policies					
2	Lack of official effort to make females actively participants in leadership					
3	Sex segregation that favor men					
4	Criteria for recruitment affect women					

In Your opinion what other things exist in relation to   The factors that affect women participation in secondary school leadership

----

Section V: Strategies in place to promote female teacher's participation In school Leadership

	Items	Level				
		1	2	3	4	5
1	Gender stereotype training has been given for the school community					
2	Educational opportunities on leadership have been given to increase educational status					
3	Affirmative action have been properly implemented					
4	Women and children affairs have given more attention for female teachers to participate in leadership					
5	Mentoring activities have been given to enhance women's participation					

Thank You Very Much !

APPENDIX 2: INTERVIEW FOR EDUCATION OFFICE EXPERT

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview items for Woreda education office expert. Frist I thank you for agreeing to take part in interview of this study at your school. The purpose of this interview is to collect relevant data regarding the study entitled "**Women Participation in Secondary School Leadership In of Ilu Aba Bor Zone".** Please would you answer accordingly?

Background Information

➢ Name of Office _____

1. Educational background_____

2. Experience_____

3. Place of interview?

Semi structured Interview Items

1. How do you see the participation of female teachers in secondary school leadership?

2. To what extent do female teachers are inspired to participate in school leadership position in secondary school of Ilu Aba Bor Zone?

3. Is there any priority to women to bring them to a leadership position in secondary school?

4. Could you tell me about the major factors that might contribute to the underrepresentation of women in secondary school leadership in your Woreda?

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

6. What Strategies were there to improve level of women teacher participation in secondary schools?

Appendix 3: Reliability Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.622	.624	5

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Women Teachers are encouraged to be a leader in school	107	2.4579	1.03048	.09962
In secondary schools more priority is given for women leadership	107	2.73	1.033	.100
Women are encouraged to leadership position by training	107	2.55	.974	.094
Female teachers apply willingly to be principal/vice principal	107	2.61	.929	.090
Proportional ratio of female teachers are leading at different structure in school	107	2.46	1.021	.099

One-Sample Test

	Test Value = 3					
					95% Confidence Interval of the Difference	
				Mean		
	t	df	Sig. (2-tailed)	Difference	Lower	Upper
Women Teachers are encouraged to be a leader in school	-5.441	106	.000	-.54206	-.7396	-.3445
In secondary schools more priority is given for women leadership	-2.714	106	.008	-.271	-.47	-.07
Women are encouraged to leadership position by training	-4.766	106	.000	-.449	-.64	-.26
Female teachers apply willingly to be principal/vice principal	-4.370	106	.000	-.393	-.57	-.21
Proportional ratio of female teachers are leading at different structure in school	-5.490	106	.000	-.542	-.74	-.35