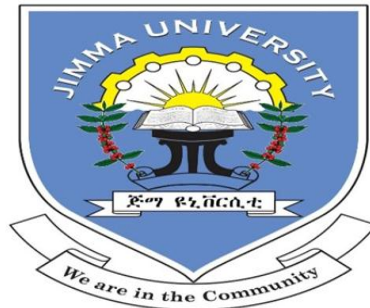


**FEMALE'S EMPOWERMENT IN EDUCATIONAL LEADERSHIP IN
SECONDARY SCHOOLS OF JIMMA ZONE**

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATION
PLANNING AND MANAGEMENT FOR PARTIAL FULFILLMENT AND
REQUIREMENTS OF MASRER OF ARTS DEGREE IN SCHOOL
LEADERSHIP**



BY: GAROMA BEKELE

ADVISOR: FREW AMSALE (MA)

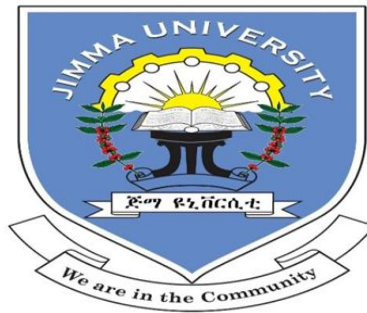
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**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

October,2020

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Garoma Bekele Jirata entitled “Female’s Empowerment in educational leadership in secondary schools of Jimma Zone”. In addition, submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

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DECLARATION

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

This thesis, **“Female’s Empowerment in Educational Leadership in Secondary Schools of Jimma Zone”** is approved as the original work of Garoma Bekele.

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ABSTRACT

The purpose of the study was to investigate the attitudinal change of the stakeholders (teachers, principals, vice principals, woreda education office) towards female's empowerment in educational leadership in secondary schools of Jimma Zone. The study sites were at Chora Botor, Limmu Kossa and Nono Benja woreda education office and secondary schools. The study population consists 3 woreda education office , 20 secondary schools, 20 principals, 14 vice principals, 41 female teachers and 120 male teachers . From these 100% of female teachers and 70% of male teachers were included to fill the questionnaires which consists of 41 female teachers and 120 male teachers were selected using simple random sampling specifically lottery method. The data was collected using questionnaires and interview as instrument. The study employed descriptive survey design because it was preferred as it enables to make investigations with prediction, narration of events, comparisons and drawing conclusions based on the information obtained from relatively large and representative sample of the target population. The findings of this study indicated that there is still low empowerment of females in educational leadership of secondary schools and aspiration, administrative strategies and challenges like misperception of stakeholders, female conflict of roll between their professional duty and family issues, female's poor self-image remain unchanged. It also revealed that there is a gap in creating awareness to empower female's in secondary school leadership. Recommendations such as female should be given opportunities of training and higher educations were made on the basis of conclusions.

Keywords: *aspiration, administrative strategies, challenges, stakeholders, female's empowerment in educational leadership and Jimma Zone.*

ABBREVIATIONS

UN -United Nations

NAP- National Action Plan NAP

FDRE- Federal Democratic Republic of Ethiopia

M- Mean

S.D- Standard Deviation

E.C – Ethiopian Calendar

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CHAPTER ONE

INTRODUCTION

1. 1. Background of the Study

As it is known female have a vital role in the community transformation and in developing transformational leadership in a given country. As per UN Global Compact (2011), ensuring female involvement and representing them in leadership across sectors of all government services is essential to build good governance, transparency, accountability, and to improve the quality of female's life. Panigrahi (2013), states that the presence of females in leadership position at worldwide brings development, and ensures social justice through gender equity at leadership and decision making levels. Hence, the report of expert group meeting of 2010, believed that female's equal participation in decision- making is not only a demand for simple justice or democracy but can also be seen as a necessary condition for female's interests to be taken into consideration. However, females are under-represented in decision position in different public sectors (especially in educational sector); i.e., participation in political, social, economic and leadership is negligible which becomes a challenge to many developing countries (the UN Global Compact, 2011).

Especially, females in Africa have been faced with challenges and obstacles to their wellbeing and development including discrimination, marginalization, violence, abuse, deprivation, and exclusion among others (Genet and Habtu, 2011). Which is not unique to Ethiopia and though the number of females in Ethiopia represents half of the population, their participation of females in leadership and decision making position were totally dominated by males (UNDAF, 2012), Surprisingly, during Hailelassie's regime when the first parliament was introduced, no female had allowed to be nominated as a member of parliament until 1957, though two females in 1965 and five females in 1969 have joined the emperor's parliament; similarly, though the Derg 1987 constitution and the subsequently proclaimed electoral laws had ensured the equality of citizens and their right to elect and be elected (in principles), in practice these constitutions and electoral laws were far from increasing the empowerment of females in leadership and decision making activities (Meaza, 2009;42).

Following this, the government of Ethiopia had adopted some measures to benefit females, i.e., relevant passages in the most recent version of the Constitution of Ethiopia (1995), the Revised Family Law (2000) and the Revised Criminal Code (2005), Ethiopian Females Development and Change Package (2006) and the National Action Plan (NAP-EG) and adoption of MDGs as guiding framework for planning (UNDAF, 2012). Moreover, following 2018 elections in Ethiopia, a record-breaking number of females now hold leadership positions in the country's government and females assuming leadership positions at the highest levels of government; and able to see a female president (Addis Ababa, Apr 19 2019 (IPS)).

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

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

Barriers that hinder females from leadership empowerments are categorized into two, in terms of socio-cultural factor. These categories are internal and external barriers. Both barriers still persist and active affecting the leadership empowerment of females (Aretha, 1993).

Internal barrier is manifested and developed in social activities and interactions as follows.

Socialization at home

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

Socialization at school

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

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

1.2. Statement of the Problem

It was believed that females hold half of the world population statistically. This logic should have let them possess high proportion of female's empowerment in educational leadership in secondary schools. So that they could play significant role in economic, social, cultural and political development of a country. However, the reality was the opposite in most cases. They were underrepresented in much status posts (Abebayehu, 1995:1).

From research experience or the research which has been done regarding to female's empowerment in educational leadership I considered so many gaps. For example: - males were the numerous and visible gender at the top leadership and management position in almost the entire sector worldwide (Whitehead, 2006). Here there was a gap of inequality between male and female in the sharing of power and decision making at all levels, female's share of the administrative and managerial labor force was less than 30% in all regions of the world in the year 2000 (The United Nations' world women report 2000). Here there was a gap of inequality between male and female in the sharing of administrative and managerial labor force and female's participation in our country's parliament, they covered 2.7% in 1987;1.7% in 1992;21.2% in 1997; and above 30% in 2002 elections (Meaza, 2009;42). According to the 2012 Annual report of Chora Botor Woreda education office, 7(14%) of females were involved in the educational leadership position, and 43(86%) of males were involved in leadership position in all kebeles of primary and secondary schools of Chora Botor Woreda. This indicates that the total number of female's empowerment in educational leadership was too less relatively from male's involvement and this issue has received the attention of Chora Botor Woreda education office (Annual report, 2012). Hence, the study was designed to assess the major factors for low female's empowerment in educational leadership.

Female's scarcity in educational leadership of secondary schools and decision making sphere is global phenomena. However, one obvious destination between developed and developing region lies on female's access to education. In most countries where feminism has the most impact, females account for no more than 10% managers and 3% of company director and this issue has received the attention of international organizations (Onsong ,2004). Several reports and research findings noted that there are females who have succeeded in their school leadership roles and initiated other females to be outstanding role models among teachers of adolescent girls that have

contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing females in school leadership (Bacon, 2008). It was a very much exposed secret that females have been much marginalized (left aside) from educational leadership in secondary schools and technical positions than males workers. Females in that educational leadership, technical and scientific positions were very low (Jayaweera, 1997; Abebayehu, 1995).

Yalew (1997: 65) also states that it is well-known global fact that female's proportion in educational leadership positions is very small in relative to their statistics in the world population. And the researcher believes that Ethiopia is not free of this defect. Ethiopia also has similar back ground with other countries in relation to the underrepresentation of females in status posts in general and educational leadership in secondary schools in particular. In order to understand the aspiration to which females were excluded from educational leadership in secondary schools of Jimma Zone, it was imperative and sees the proportion of female's shared in the teaching force.

According to Abebayehu (1995) the effect of female's family commitments were not evidenced as so severe as had been conceived in blocking their initial entry to educational leadership in secondary schools. However, family related factors were still influential variables in limiting the up-ward mobility of females who ones secured entry level to educational leadership positions. This research outcome may give some insight about the factors for low empowerment of females in educational leadership of Jimma Zone. However, the generalizability of the results was questionable. This was mainly because the research was carried out in Jimma Zone; particularly in Chora Boter Woreda, Limmu Kossa Woreda and Limmu Seka Woreda. In addition it was evaluated and the effectiveness of female versus male principals in their administrative roles, only leadership styles. But my research focused on investigating the major factors for the under representation of female teachers empowerment in educational leadership in secondary schools of Jimma Zone.

Thus, as the above facts indicate, the problem of underrepresentation of females in educational leadership in secondary schools of Jimma Zone seems worth stressing. To the researcher's knowledge, no research has so far been conducted in response to this problem in the zone. Ethiopian female's empowerment in different social and developmental sector's leadership was

supported by international, continental, regional and national conventions and agreement, FDRE constitution, leadership theories and various above all, the government. Various factors that impede female's empowerment were identified and recommended by many researchers, for example female's participation in our country's parliament, they covered 2.7% in 1987;1.7% in 1992;21.2% in 1997; and above 30% in 2002 elections (Meaza, 2009;42). Although it was stated in the 1994 education and training policy that special attention should be given to the empowerment of female in recruitment training and assignment teachers (TGE, 1994; 22). The number of female in professions decrease as the level of the positions increases from primary, secondary and higher educational institutions.

1.3. Research Questions

1. Does female's level of aspiration affect their empowerment in educational leadership?
2. What are the administrative strategies used by secondary school principals to Enhance female teachers' empowerment in educational leadership?
3. What are the major challenges that draw back females from empowerment in educational leadership?

1.4. Objectives of the Study

1.4.1. General Objective:-

- This study attempt to investigate the major factors for low female leadership preparation and empowerment in educational leadership in Jimma zone, Oromia Region.

1.4.2. Specific Objectives:-

- To assess the aspiration of females preparation and empowerment in educational leadership positions in Jimma Zone.
- To assess the trend of females preparation and empowerment in educational leadership positions in Jimma Zone.
- To identify the major challenges that draw back females from actively involving in educational leadership in Jimma Zone.

1.5. Significance of the Study

It was true that females have been stereotyped and considered as dependent, acquiescent and ungifted of leadership qualities. As a result, they were highly ignored from leadership positions and their contribution to the country development in every aspect has been neglected (Whitehead, 2006).

Nowadays the females in the world, jointly with the governments, are in opposition to struggle for the consideration of equal opportunity of females' empowerment in different global activities such as social, economic, political, etc.

1.6. Delimitation of the Study

In order to make the study easily managed, I delimited it to investigate the major factors contributing for low females' empowerment in educational leadership. This could be possible because educational leadership is a broad term that encompasses leadership from lower level of educational institution to the higher one. To delimit the scope of the study, I restricted it to study the factors that contribute for low empowerment of females' in educational leadership in Jimma Zone.

1.7. Limitations of the Study

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

Another problem I encountered was, no current and latest data were available especially in secondary schools which are established in rural area. To solve the problem, I closely approached the directors of each school to get current data for the research and this took extra time to get the required information.

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Leadership Defined

Leadership has been a topic of interest to historians and philosophers since ancient times but scientific studies began only in the twentieth century. Scholars and other writers have often more than 350 definition of the term leadership (Warren & Bennis, 2009, p: 45). Leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. Some have even suggested that leadership is nothing more than a romantic myth, perhaps based on the false hope that someone will come along and solve our problems (Meindis, et al, 2009:56).

A Google search of articles and books about leadership indicates, Leadership has probably been defined in many ways, and here is several other representative definition of leadership.

These are:-

- Interpersonal influence, directed through communication to ward goal attainment.
- The influential increment over and above mechanical compliance with directions and orders.
- An act that causes others to act or respond in a shared direction.
- The art of influencing people by persuasion or example to follow a line of action.
- The principal dynamic force that motivates and coordinates the organization in the accomplishment of its objective (Andrew, 2008:17).

This shows that there is no single definition; a major point about leadership is that it is not found only among people in high level positions. Leadership is needed at all levels in an organization and can be practiced to some extent even by a person not assigned to formal leadership position. According to Kotelniko (2001:1), Leadership is the process of directing the behavior of others towards the accomplishment of some common objectives; Leadership is influencing people to get things done to a standard and quality above their norm and doing it willingly.

Therefore, according to Kotelniko, Leadership is a complex activity involving; Process of influence, Actors who are leaders and followers, Range of possible outcomes, the achievement of goals and the commitment of individuals to such goals and the enhancement of group co-culture.

Others such as, sexily and Starke (1995:39), define leadership as ‘the ability to influence others to pursue the goals the leader thinks is important and desirable. Leadership also involves many specific activities such as creating a vision which motivates followers to action.‖ Koontz, et al. (cited in, MOE, 2004:2) forward the most comprehensive definition of leadership as —...the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals —they put influence as a key Concept in the definition, and state that the source of influence may be the position a person has in a formal organizational structure or recognition and respect given to a person due to his/her professional or social acceptance in a group.

Terry and Franklin (2003:327) mention that a leader influences subordinates based on one or more of five source of power: coercive, reward, legitimate, expert and referent. Where the first three are formal organizational factors and the last two are personal elements that contribute to the strength of a leader. All these theories used influence and vision as important aspects of leadership.

2.2. The Concept of Educational Leadership

According to Tarnve (2000) educational leadership is the Continuous work of mobilizing People to believe and behave in regard to shared vision that result in high achievement for every child. It is the ability to support people in doing inquiry about the result of their works honestly, without the fear of blame and judgment. In other words educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod, 2009).

Besides, educational leadership influences and manages pedagogical goals and Visions undermining instructional program to promote teachers learning and development for students’ improvement (Liyod, 2009).

Tarnve in Essayas (2012) further argues educational leadership that enhances students' outcomes through the creation of an environment where learning permits the Organizational culture. Besides he states as: —I believe that the core work of teachers is seeking to promote quality learning for all children that all management tasks serve that core work. Educational leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future.

Sergiovanni (Cited in Harris, et al, 2003:1), has indicated the dependability of school success on effective leadership and stated that. —Tomorrows schools success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility.

Again, Warren & Bennis, (2003:54) has argued that thus, one may say that effective leadership is at the core of every successful organization. In broader context, Harris and Chapman (2002:87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

2.3. Gender Associations of Leadership

Socialization and culture influence perceptions of female's leadership qualification and effectiveness. Eagly and Carli explored the mental associations of leaders based on gender, noting that gender prejudice aligns with social constructions of masculine and feminine based on cultural perceptions and influences. Associations develop, with females often associated with communal qualities of compassion, affection, and gentleness, and males associated with argentic qualities of assertion, self-confidence, and dominance. Prejudices may result when mismatches or role incongruity between stereotyped attributes of females traverse the leadership roles they fill. Thus, favoritism toward male over female leaders may develop.

Females may be accused of being too pushy or too soft. According to leadership research, a female who leads with behaviors traditionally perceived as masculine may find herself at a disadvantage. Females who are feminine may be perceived as less competent, causing a —double bind of mutual exclusivity between the two, creating a delicate balancing act.

For example, Hillary Clinton, who is often dismissed as being too masculine in her leadership behavior, has also been criticized for showing emotion, such as during the 2008 New Hampshire primary when she teamed up during a question and answer session. Cultural expectations also contribute to the notion that females should be polite in every situation. Furthermore, when an incongruity exists between gender role and leadership role, prejudice often results, which may account for why it is more difficult for females to become leaders and achieve success than for their male counterparts.

2.4. Gender and Leadership Styles

The examination of gender's impact on leadership style is another area that has been widely researched. Much of this proposal will be conducted on the more common distinction between task oriented styles (or initiation of structure) and interpersonally-oriented styles (also labeled consideration), and the dimensions of democratic versus autocratic (similar to the dimensions of participative and directive). Previously, Eagly and Johnson (1990) cited in Gibson (1995) conducted a meta-analysis of gender and leadership style that examined studies comparing males and females on task and interpersonal styles as well as democratic and autocratic styles.

While the authors concluded that the overall search for sex differences in leader style was not demonstrated, significant gender differences were reported in the use of democratic or participatory styles of leadership. Their research revealed that female's leaders are less directive than males.

The study of Druscat (1994) on gender and leadership styles of Roman Catholic Church shows that both females and males leaders will be rated to exhibit more transformational leadership behaviors than transactional leadership behaviors. However, female's leaders will be rated to exhibit significantly more transformational behaviors than males leaders and males leaders will be rated to exhibit significantly more transactional behaviors than females leaders. The researcher also added that in all-female contexts, female's leaders' exhibit feminine styles of leadership.

Eagly, et al. (2003) cited in Smith, Matkin and Fritz, (2004) shows females to be more transformational than males, suggesting that stereotypes associated with transformational leadership may be less negatively biased against female's leaders than stereotypes associated

with other leadership styles. Additionally, females may favor a transformational leader style because it provides them with a means of overcoming the dilemma of role incongruity—namely, that conforming to their gender role can impede their ability to meet the requirements of their leader role.

2.5. Leadership from a Feminist Perspective

According to Marshall (1995:484), the feminist paradigm grew from the dominant male and structural-functionalist perspective. Marshall (1995:488) further contends that females who are educational administrators are more attuned to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers.

Marshall (1995) further contends that when females talk, supervise or lead in ways that are not consistent with the dominant paradigm of leadership, their work is not credited as leadership. The researcher is of the opinion that androcentric philosophy has prejudiced and disadvantaged females who endeavored to attain leadership positions in organizations such as schools. According to Blackmore (1989:113), feminist reconstruction of leadership would involve females in meaningful discourse of organizational life and values as autonomous individuals rather than as objects of patriarchal discourse, with the focus on relationships between individuals and leadership. The researchers of the opinion; that at least the view should be —Empowering others rather than power over othersl.

According to Gossetti and Rusch (1995:1), the power of a feminist paradigm is that it focuses on the gaps and blank spaces of dominant cultures, knowledge bases and behaviors. Using those spaces, feminism can focus on females and their experiences, so that feminist theory can become part of contemporary dialogue and experiences, rather than just a —add-onl to the dominant culture. In the researcher’s opinion, many females leaders see discrepancies between the dominant culture and their own experiences as females leaders. They do not necessarily propose the eradication of current knowledge bases, but to challenge current theories, knowledge and assumptions about leadership, replacing them with dialogue and ideas that are more inclusive, open and democratic. Considering leadership from the foregoing perspectives provides a realistic picture of the various views held by individuals working within schools. What is imperative is that females in leadership provide a different view and interpretation of leadership.

2.6. Females and Leadership

Good school administration is more attuned to feminine than masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are increasingly associated with effective administration. While these characteristics are innate and valuable, females possessing the qualities of a good leader still face higher attrition and slower career mobility particularly in educational administration (Porat, 1991).

Data on equality of opportunity in educational administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education (Whitaker & Lane, 1990).

Transformational Leadership associated mainly with females are increasingly praised for having excellent skills for leadership and, in fact, females, more than males, manifest leadership styles associated with effective performance as leaders (Eagly, 2007:1).

Unlike males females have communal qualities, democratic and participatory, typically focusing on relationships and creating positive working atmospheres (Eagly and Johnson, 1990).

Therefore, the researchers strongly support this idea from the fact that if this quality of females' leadership is potentially released to school environment and provided that female access to leadership, they contribute their quality of leadership to schools.

Moreover, writers of popular books on leadership have argued that effective leadership is congruent with the ways that lead (Helgesen, 1990; Rosener, 1995). For example, Rosener (1995) labelled female's leadership as interactive, involving collaboration and empowerment of employees, and male's leadership as command and control, involving the assertion of authority and the accumulation of power.

Even though, some writers stated female's effective leadership is attributed to a transformational leadership style which frequently brings effective leadership, there is a lack of females in higher level of leadership (Eagly, 2007).

In this regard considerable research could be conducted so as to identify the barriers that cause female underrepresentation in educational leadership. To different authors males and females are

quite different in the ways that they lead. While males relying on somewhat antiquated leadership style that does not fit the needs of most contemporary organizations (Aburdene and Naisbitt (1992) described in their book, *Megatrends for females*, 25 behaviors that characterize females leadership. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. GilletKaram (1994), on the other hand, used four behaviors: (a) a vision behavior -in this category, females leaders would take appropriate risks to bring about change; (b) a people behavior–females leaders provide care and respect for individual differences; (c) influence behavior–females are acting collaboratively; values behavior in which females leaders spend time building trust and openness (Getskow, 1996).

No matter how the leadership behaviors of females are delineated, the fact is that females do possess the capabilities and skills to be excellent educational leaders. Gross and Trask (1976) listed capabilities of females in leadership. Females principals have a greater knowledge and concern for instructional supervision, supervisors and teachers preferred females over males, Students‘ academic performance and teachers‘ professional performance rated higher under females principals. Females were more effective administrators, supervisors and teachers preferred the decision-making and problem-solving behaviors of females, female’s principals will be more concerned with helping deviant pupils. Female’s principals placed more importance on technical skills and organization responsibility of teachers as a criterion for evaluation (Allan, 2004).

2.7. Female’s Qualities

The research and literature cited to this point in this review confirm that females have long been denied their rightful place in administrative positions. If females should in fact be in leadership positions, is it fair to ask, "Do they have what it takes?" "Do they have qualities that contribute to success as a principal?" I believe it is and I believe the answer is females not only have what it takes to be in leadership positions, they have what it takes to do such jobs well.

Characteristics that have been traditionally viewed as being "female" have long been regarded as being less valued than those characteristics traditionally associated with males. Terms such as nurturing, sensitive, empathetic, intuitive, compromising, caring, cooperative, and

accommodative are often used when referring to females. Rather than seeing these qualities as being "weak", however, some current leadership theories celebrate this "feminine" model of leadership. Mahoney (1993) cites Shakeshaft as saying that school environments led by females tend to have a teaching and learning focus, are less concerned with standardized achievement, and tend to be close communities where individuals feel cared about.

Kristjanson, as cited by Mahoney (1993), mentions that empowerment is the main goal of feminist style leadership. Females seem to be used to empowering people, talking to people and allowing them to decide. Many females do not tend to lead by the once favored autocratic "bossing" style, but rather by inspiring and empowering people to find solutions to problems.

Helgesen (1990) in her insightful book, *The Female Advantage: Females 38 Ways of Leading* studied the strategies and organization theories of our successful female leaders. Helgesen proposes that there are several differences in the ways males and females typically approach management. Females see themselves at the center of a network, or "web of inclusion", where communication, or the flow of information throughout the organization, is so vital. They are concerned with keeping relationships in good standing, and are able to pace themselves and integrate their work and home life. Females exhibit strengths in planning and communication, human relations and skills, and the ability to focus on ends as well as means. Female's experiences and expectations as females and mothers, in addition to their acquired management and human relations skills, often make them better managers (Helgesen, 1990).

Helgesen (1990) also discusses how females use the metaphor of voice to depict their intellectual and ethical development. She concludes that female's ways of leading emphasize the role of voice over that of vision. A vision may exist alone in the mind of person and can be a vision without being communicated to anyone else. But a voice cannot be a voice unless someone is there to hear it; it finds its form in the process of interaction. This suggests that females engage in two-way processes of communication by listening and speaking; a process in interaction and interconnectedness, rather than the quest for authority and autonomy.

Shakeshaft (1989) documents the strengths that females offer educational systems: "Females enter education with clear educational goals, supported by a value system that stresses service, caring, and relationships" (p: 197). Females are seen to spend more time interacting with

students and staff, more time in discussion about programming, viewing their job from the perspective of master-teacher or educational leader as opposed to a managerial-industrial perspective. Their democratic, participatory style of communicating and decision making leads to a greater sense of community and inclusiveness.

Shakeshaft (1989) further explains that female's commitment to education is evidenced by their academic preparation and increased membership in professional associations; their greater knowledge of teaching methods and techniques, and their focus on teaching and learning, methods, techniques, programs and progress that stress achievement within a supportive atmosphere. Because females enter administration later than males, and have generally taught longer than males, female administrators not only have more experience in the classrooms, but they also have more knowledge of curriculum, qualities that are vital for an administrator.

Ortiz and Marshall (1988) summarize extensive research documenting female leaders' strengths in management and teaching and their emphasis on instructional leadership. In a study of 142 female educators aspiring to positions of leadership, the authors note "an overriding concern for children's welfare propels the females in this study to become school leaders." Similarly, Gaskell's (1992) work shows females tend to be more nurturing, less hierarchical and more consultative as administrators. Females are capable in the areas needed to strengthen our educational organizations. Research in the United States has shown that in schools and districts with female administrators, achievement scores in reading and math are higher, there is less violence, and staff morale is higher (Mahoney, 1993). Schuster (1989), in a national study in the U.S., reported data from 183 superintendents in 1986 and compared data from a survey of 762 superintendents in 1984. Female superintendents scored significantly higher than their male counterparts on every measure: better academic preparation, more knowledge of literature, more hours spent on the job, and more teaching experience. Sergiovanni summarizes this nicely when he states, "that while females are under-represented in principal ships, they are over-represented in successful principal ships" (Brandt, 1992:48).

2.8. Gender Differences in Social Behavior

Expectations for females and males are still so different in some domains that observers are surprised, even shocked, when an individual female or male "crosses the line" to behave in a way

that is thought normative for the other group. Females and males are, in fact, often described as "opposite sexes." How different are we really? A look around Ethiopia quickly shows that, in terms of how we spend our time, females and males are very different indeed:

Females do most of the housework, males play most of the football, females do most of the typing, males run most of the corporations, females do most of the child care, and males commit most of the violent crimes. Small wonder if the casual observer were to conclude that human males and females differ dramatically in abilities, motivation, and temperament.

However, an observed gender difference in behavior can often be shown to result from a complex interaction between characteristics of the individuals involved and characteristics of the social environment. The observation that males commit more violent crimes than females cannot automatically be interpreted as proof that males are always and under all conditions more aggressive than females; the fact that females do most of the child care does not itself prove that females are generally more nurturing than males. This section surveys the research evidence for the existence of gender differences in several areas of social behavior: aggression, influence ability, dominance, nurturance, empathy, and altruism. These particular behavioral areas are chosen partly because they are all aspects of the qualities stereotypically assigned to females and males in our society.

Males are supposedly more aggressive, dominant, and independent of influence than females are; females are believed to be more nurturing, empathetic, and altruistic than males are. Perhaps because each of these qualities is stereotypically either feminine or masculine, they have been the focus of a good deal of research aimed at exploring gender differences. Our overview of this proposal will show, however, that while large gender differences sometimes exist in the probabilities that people will perform particular behaviors, sweeping statements about general differences, such as "Females are more altruistic than males," are usually difficult to justify. What do we know about the differences and similarities between females and males?

The research provides us with limited answers. Despite the popular habit of referring to females and males as "opposite sexes," psychological research finds little evidence for such dramatic distinctions in many areas of social behavior. Males are found to be more aggressive and dominant than females, but females are aggressive and dominant too under certain

circumstances. Females show a small but reliable tendency to be more easily influenced than males; this difference appears in some situations but not others.

Females self-report more nurturance and empathy than males do; no across-the-board differences in behavior are found, but the range of behaviors studies has been small. Gender differences in altruism seem to depend on the circumstances (Beam, 1993).

2.9. Gender and Educational Leadership Discourse

With the exception of some literature Alder, et al (1993) when one looked at literature on educational administration and leadership, much of it has been written based on the view of one gender-male.

According to Grace (1995), this patriarchal and male power has shaped the construct of leadership, its culture, discourse, imaging and practice for centuries. This view is also shared by Alder et al (1993) who found that —most of the literature on educational management and on theories of management and organization ignores females, either by making the assumption that all managers are male or by assuming gender-free position (P:3).

As defined by the international Labor organization Bureau of Gender-equality GENDER, (2000) gender refer to the social differences and relation between males and females which are learned, changeable overtime, and have wide variations both within and between cultures. The differences and relationship are socially constructed and learned through the socialization process and are context specific and can be modified (ILO, 2000; Williams and Sheehan, 2001). Depending on this definition, I tried to explore the role that gender plays in educational leadership discourse. As Blackmore (1989) states:

“Leadership is a concept central to theories of how organizations such as schools and educational institutions work since, historically, schools have been organized in hierarchical ways. Authority is seen to be legitimately accorded to the principal, generally a male. Increasingly the way in which schooling and school knowledge are defined and organized have been contested” (P: 93). To get a clear picture as to why this has been the case for females in the western world Reiger (1993) gave historical account of gender dynamics of organizations. She looked at how the formation of masculinity and femininity in the eighteenth century, promoted the ideology of

separate spheres for females and males based on the bourgeois model of the family. This became institutionalized in modern organizations. Thus, the public sphere was for the male and the private or domestic was for the female (Blackmore, 1993; Reiger, 1993).

Nevertheless, Blackmore (1993) noted —Female’s entrance in to the public sphere in the early 20th century, particularly at the top as leaders completely threatened this simple dichotomization of life into the public and private or male and female spheres (P:134). She argued that the values, ideologies and structures associated with dominant theories of administration and association with cultural practice, famous certain image of masculinity at any one time.

Females moving in to the public sphere treated many of the basic conceptions of the rational bureaucratic world. Thus, steps were taken by top male administrators and male dominated school boards to make ascertain that females administrators were concentrated in the lower administrative echelons and that the male old-boy’s network was promoted (Blackmore, 1993).

Mostly, past theories of educational leadership that developed, have been dominated by one gender, the male and have taken the instance of the male as the norm, public expression and writings has been a chronicle of man’s experiences where their view point’s predominate and their needs are expressed (Marshall, 1984).

In constructing a feminist critiqued of leadership in education, Blackmore (1989) has undertaken a critical analysis —of and a reflection the way females have been displaced from or submerged in both organizational and political theory, and how much of this visibility has permeated the everyday common sense notions of leadership (P:98).

2.10. Females in Educational Leadership in the Developing Countries

The literature on female’s leaders with in developing countries is sparse. The knowledge base in educational leadership has developed mainly in Anglo American courtiers, so they lack context, specificity and relevance because educational systems in developing countries may not be similar (Walker & Dimmock, 2002). This can also be said about research on females in developing countries and their leadership experiences. We know very little about the levees and careers of females in educational leadership with in developing countries (Oplatka, 2006).

In developing countries, women are leaders and some times, women are among the most oppressed (Drake & Owen, 1998).

As identified by Drake & Owen (1998), in developing countries, females are —cast as both bringers of change and guarding of the old culture (P: 37). For some developing countries like Ethiopia, it is considerable advances which will supposedly improve the economic health and living of the developing countries. At the same time it is through females that family values and traditions are transmitted and maintained.

Advancements in the condition of females have been made in some developing countries (Brown and Ralph, 1996; Drake and Owen, 1998). This involved a strategy that abandoned an old principle of seniority. Promotion was automatically considered for those with most experience at the previous rung of the promotion ladder...this strategy enabled females to raise through the ranks (Drake & Owen, 1998: 3).

In Uganda, similar strategies were used Brown & Ralph (1996). One such strategy was the sensitization program which aimed to increase the number of girls and females in education (Brown & Ralph, 1996). This program run at local level and is aimed at demonstrating to parents the benefits of educating their girl children as well as boys.

In principle, most countries in the developing world are committed to eliminating gender inequalities in education (Brown and Ralph 1996: Morris, 1998, Strachan, 2002) but in reality progress is slow. Some of the reasons outlined for this slow progress is a lack of financial and human resources, and haphazard planning and policy development and difficulties in data collection (Strachan, 2002).

According to Strachan (2007) —females in developing countries face barriers to accessing leadership not experienced to the same extent or in the same way by females in developed countries.

10.11. Theoretical Framework of the Study

The theoretical framework of this research is based on female empowerment in educational leadership in secondary schools. This assumes that the focus of leadership ought to be on functions, tasks and behaviors and that if these functions are carried out competently, the work of

others in the secondary schools were facilitated. The leadership also assumes that the behavior of secondary schools members were largely rational. The educational leadership and administrators must be able to develop and implement a cyclical process. The educational leadership should be able to work effectively if given the support that he/she deserves. However, in many instances, female empowerment does not get full support from the institutional members because of cultural prejudices, political influence or there are no supportive education structures for her to execute her mandates (Commonwealth Secretariat, 1999). Therefore, for improved educational standards, female empowerment should be accorded an enabling working environment.

This is also true especially when looking at the different contexts that females are in and the cultures that are embedded in those societies.

2.12. Conceptual Frame Work of the Study

This study conceptualizes challenges facing females' empowerment in educational leadership.

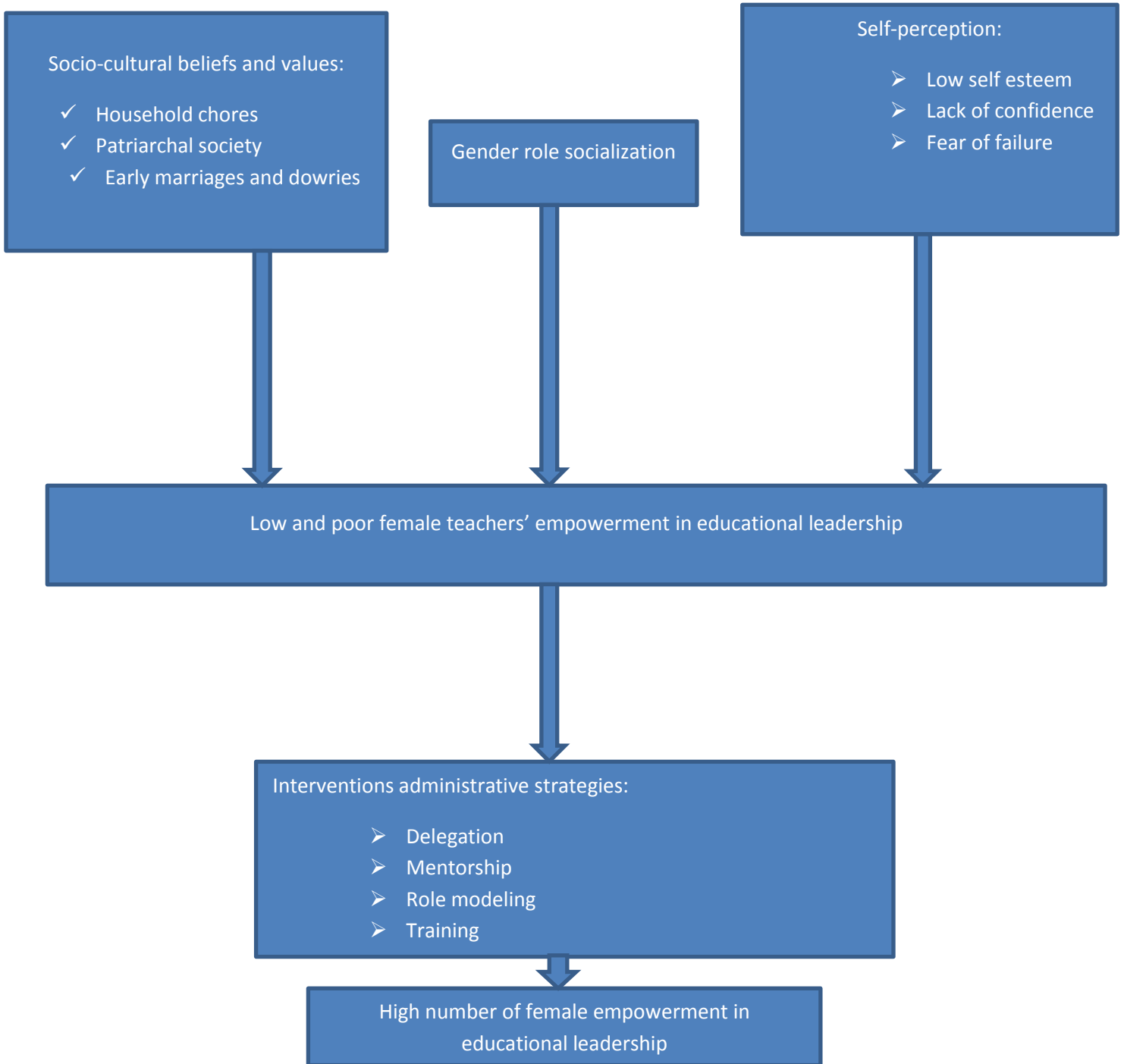


Figure 1.1: Conceptual framework on challenges influencing female teachers' empowerment in educational leadership of secondary schools

The conceptual framework for the study shows the interrelatedness of challenges that influenced female teachers' empowerment in educational leadership.

These challenges were socio-cultural beliefs and values such as early marriages, household chores and patriarchal society, self-perception in relation to leadership, gender role and socialization. All these challenges influence female in educational leadership. An intervention was therefore deemed of importance.

Administrative strategies such as delegation, mentorship, role modeling and training were used as interventions. When these interventions were employed high and effective female leadership may be realized in the district without which low and poor empowerment of female teachers in educational leadership is experienced. The independent variables were socio-cultural beliefs and values, gender role socialization, female teachers' self-perception in relation. When the dependent variable (high number of female empowerment in educational leadership) and independent variables interacted positively they impacted on female teachers' empowerment positively thus yielding to high and effective female teachers empowerment in secondary school leadership and closing the gender gap.

It is indicative that productive educational leadership requires a conducive environment devoid of gender prejudice, financial challenges, lack of promotions and retrogressive cultures. Such an environment was provided by strategic educational awareness campaigns and female empowerment. The conducive environment for the female empowerment was improved educational standards such as the schools' mean grades, increased students enrolments, increased female empowerment being promoted and improved financial management in educational institutions. As UNESCO (2000) assessment report noted that when educational opportunities were opened to girls and female such benefits were even greater and widely spread across the social and economic divided.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part of the research presents the methodological aspects of the research, which includes research design, research method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretations and also ethical considerations.

3.1. Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods Creswell & Planoclark (2007). The purpose of this study is to assess the major factors that contribute for low females' empowerment in educational leadership at secondary schools of Jimma Zone. Hence, descriptive survey research design is employed in under taking the study. Survey is preferred over other design as it enables to make investigations with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005). Moreover, Prakash (2005) described that survey is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

3.2. Research Method

The general aim of the study is to look in to the challenges for females to inter leadership positions in some selected secondary schools of Jimma Zone. It includes both the internal and external challenges affect to be a leadership and how targeted up on. The study aims more specifically at finding in educational leadership and external factors females leaders perceive as dominant challenges in their career. The above mentioned issues are worth investigating to do so the perceptions and experience of females in educational leadership is important to have a full – fledged view of the problem .Keeping this in mind; descriptive survey design has chosen as the appropriate method of carrying out this study. The term descriptive refers to the type of research questions, design, and data analysis that are applied to a given topic. It does not “fit neatly into the definition of either quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study” (AECT, 2001). This method has chosen for

its appropriateness to the nature of topic, which needed wider description and investigation of facts and opinions related to the current status of the problem as well as to collect and analyze data so as to find possible solutions or to forward recommendations.

3.3. Sources of Data

Both primary and secondary sources of data were used. The primary data sources were principals, teachers, and woredas education officials of secondary schools. The decision to use these subjects as a source of primary data is based on the expectation that they have better information on the factors that contribute for low females' empowerment in educational leadership at secondary schools. The secondary sources of data will be unpublished documents such as annual reports obtain from government offices and schools.

3.4. Population

Population is the entire group of people to which I intended the results of a study to applied female empowerment in educational leadership (Aron, & Coups, 2008, p: 130). Therefore, the population of my study were staffs in 20 secondary schools of Jimma Zone; specifically, secondary schools of male and female teachers (402), principals (20), and head of woreda education office (3), a total of 425.

3.5. Sample and Sampling Technique

The main purpose of this research was to assess the major factors that contributed for low females' empowerment in educational leadership at secondary schools in Jimma Zone. For the case of this study, both probability and nonprobability sampling technique was used to obtain the representative sample units for this research. First, out of 20 secondary schools from three woredas found in the Zone, 3 (14.28%) has taken by using simple random sampling technique. I thought (judged) that this amount of woredas was enough to represent the zone. The sample was drawn from three woredas found in Jimma Zone. The total population of teachers in the sample schools was 402. The sample size 161 (40.04%) of teachers has taken by simple random sampling technique based on my judgment. The number of teachers in each school varied due to the number of students as well as the broadness of the community served by the school. Thus

making proportional allocation to teacher in each school equalized the representativeness of the larger as well as the smaller secondary school for the study.

3.6. Data Collection Tools

I used questionnaires as instrument of data collection from 161 teachers out of which 41 was female and 120 was male teachers. In addition I used semi- structured interviews as instrument of data collection from principals, Head of woredas education office and female secondary school teachers and document review was additional instrument of data collection.

3.6.1. Questionnaire

To secure the reliability and adequacy of information, questionnaire comprising both open and close ended questions was collected from sample secondary school teachers. This was because questionnaire was convenient to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. It allowed the respondents to give information with no threat. In line with this, it made likely an economy of time and expense and high proportion of usable response (Best & Kan, 2003).

The questionnaire has two parts. The first part was about background information of the respondents. The second part of the questionnaire contain items on characteristics of females' leadership, the aspiration of female to hold educational leadership positions, status of females empowerment in educational leadership position, others perception towards female leadership and challenges of female educational leadership. In this part each items was prepared in the form of five scale likers type scale ranging from strongly agree to strongly disagree that was helped to measure the level of conformity of the respondents.

3.6.2. Interview

Besides questionnaire, semi- structured interview questions were conducted with principals, head of woredas education office, male teachers and female teachers of secondary schools. The main reason to select the semi-structured interview was because it helped to found out different persons perspectives and views deeply and to triangulate the validity of the information with the questionnaire.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis method was employed in order to answer the basic research questions and achieved the objectives of the study. In the case of quantitative data analysis, the data from the questionnaire was entered into computer using statistical package for social science (SPSS) version 25 computer programs for data analysis and quantitatively analyzing by using survey. The independent sample ANOV was applied to check whether there was any significant difference happened in the response of male and female teachers.

Thus, the frequency and percentage was derived from the data as it well serves as the basis for interpretation of the data as well as summarized the data in simple and understandable way (Aron et al, (2008). Qualitative data was analyzed by transcribing respondent's idea and views through narrations, descriptions, and discussions to help capture aspects of the study that could not be done through the quantitative method and triangulated research findings derived from the literature review and primary sources.

3.8. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew, 1998). Ensured validity of instruments, the instruments was developed under close guidance of the advisors and also a pilot study was carried out on 31 teachers of Chora Bage and Golu secondary schools to pre-test the instrument. The pre-test was provided an advance opportunity for the investigator checked the questionnaires and to minimized errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007).

3.9. Ethical Consideration

Research ethics refers to the type of agreement that I entered into my research participants. Ethical considerations play a role in all research studies, and I must be aware of and attended the ethical considerations related to my studies. Therefore, there were a number of ethical considerations were made during the study. Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupted the respondents' regular activity. For this reason, I explained the objectives and significance of the study to the respondents and allowed them and

exercised their right to voluntary participation. To avoid any psychological harm, questions were framed in a manner that was not offensive and disturbed their personality. They were assured that the information they provided would be kept confidential. Ensured this, I removed information that required identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation and provided the required information for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

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

From 161 respondents (41 female and 120 male teachers) of the respondents fully answered the entire questionnaire. In addition, interview was conducted with 11 principals, 9 vice principals, 3 head of woreda education office. The relevant information they provide enabled me to set a ground from which I could sub stained the analysis of the response.

The analysis and interpretation had four sections. The first section deals with the characteristics of respondents, the second section deals with the issue related to extent of female empowerment, the third section deals with the role of secondary school leadership in female empowerment and the forth section deals with the challenges/ factors those hinder female empowerment in secondary school.

4.2. Data Presentation and Analysis

4.2.1. Characteristics of Respondents

Even though the information on the respondent's set, educational background, experience and related features are not directly believed to relate to the research questions raised, such data is collected with an aim of providing an overall profile of the research participants. The gathered data is summarized in table one (1).

Table 1: Characteristic of Respondents

No	Item		Respondents	
			No	%
1	Sex of respondents	Male	120	74.5
		Female	41	25.4
		Total	161	100
2	Age of respondents	Below 20 years	-	-
		21-25 years	31	19.2
		26-30 years	63	39.1
		31-35 years	27	16.7
		36-40 years	19	11.8
		41-45 years	12	7.4
		46-50 years	9	5.5
		51-55 years	-	-
		56-60 years	-	-
		Above 61 years	-	-
		Total	161	100
3	Level of Educational attainment	Certificate	-	-
		Diploma	5	3.1
		BA/BSC/BED	155	96.2
		MA/MSc	1	0.6
		Other	-	-
Total	161	100		
4	Work experience in years	below 5 years	3	1.8
		6-10 years	83	51.5
		11-15 years	41	25.4
		16-20 years	24	14.9
		21-25 years	10	6.2
		Above 26 years	-	-
Total	161	100		
5	Training attended relevant to school leadership	Did not take at all	153	95.0
		Less than 1 week	-	-
		1-2 week	-	-
		3-4 week	-	-
		1-3 month	8	4.9
		More than 3 month	-	-
Total	161	100		
6	Your role in school	Director	20	12.4
		Vice director	16	9.9
		Dept. head	80	49.6
		Unit leader	20	12.4
		Teacher	25	15.5
Total	161	100		

As shown in table 1 above, 120(74.5%) males and 41(25.4%) females were secondary school teachers. The great majority of the secondary school teachers, principals and vice principals were males. And it could be possible to say not only the principal ship but also the teaching in secondary school is male dominated. In terms of age of respondents, in secondary schools the majority of the teachers 63 (39.1%) of them were 26-30 years. When we see the rest of the teachers in secondary schools of age of respondents 21-25 years were 31 (19.2%), 31-35 years were 27(16.7 %), 36-40 years were 19 (11.8%), 41-45 years were 12 (7.4 %), 46-50 years were 9(5.5%) and the average age of respondents were 26 years. Generally the above analysis helps to show the age of respondent's distribution.

Regarding level of educational attainment, in secondary schools, 5(3.1%) had diploma, the vast majority of teachers 155(96.2%) were bachelor degree holders and that is very encouraging. As may be expected 1(0.6%) was master's degree holders. Therefore this analysis indicates the distribution of level of educational attainment of respondents. In terms of experience, in secondary schools the majority of the teachers 83(51.5%) of them has worked from 6-10 years' work experience in years. When we see the rest of the teachers in secondary schools who worked below 5 years were 3(1.8%), teachers who served 11-15 years were 41(25.4%), and who worked 16-20 were 24(14.9%) also the teachers who served 21-25 years were 10(6.2%). Generally the above analysis helps to show the work experience distribution of respondents.

Regarding to training attended relevant to school leadership the vast majority of teachers 153 (95.0%) were did not take at all and 8(4.9%) were take 1-3 month. In terms of the role of respondents in school 20(12.4%) were directors, 16(9.9%) were Vice directors, 80(49.6%) were dept. heads, 20(12.4%) were unit leaders and 25(15.5%) were teachers. So the overall information of respondents can be acquired.

4.2.2. Female Empowerment in Secondary School

Table 2: Female Empowerment

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Females have clear vision to empower in educational leadership of secondary schools.	Strongly disagree(1)	13	8.1	3.3	1.6
		Disagree (2)	27	16.8		
		Undecided (3)	44	27.3		
		Agree (4)	51	31.7		
		Strongly Agree (5)	26	16.1		
2	Females have interest to become empower in educational leadership of secondary schools.	Strongly disagree(1)	9	5.6	3.4	1.6
		Disagree (2)	14	8.7		
		Undecided (3)	56	34.8		
		Agree (4)	63	39.1		
		Strongly Agree (5)	19	11.8		
3	The school leaders encourage females to empower in educational leadership.	Strongly disagree(1)	16	10.0	3.7	1.8
		Disagree (2)	14	8.7		
		Undecided (3)	22	13.7		
		Agree (4)	52	32.3		
		Strongly Agree (5)	57	35.4		
4	The back ground of female can affect to empower in educational leadership.	Strongly disagree(1)	17	10.6	3.8	1.8
		Disagree (2)	13	8.1		
		Undecided (3)	21	13.0		
		Agree (4)	49	30.4		
		Strongly Agree (5)	61	37.9		
5	The academic achievement of female can affect to empower in educational leadership.	Strongly disagree(1)	25	15.5	3.1	1.5
		Disagree (2)	50	31.1		
		Undecided (3)	12	7.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		
6	Level of education can affect female to empower in educational leadership of secondary schools.	Strongly disagree(1)	12	7.5	3.4	1.6
		Disagree (2)	49	30.4		
		Undecided (3)	13	8.1		
		Agree (4)	37	22.9		
		Strongly Agree (5)	50	31.1		
7	The school leaders consider ideas and suggestion of females in educational leadership.	Strongly disagree(1)	13	8.1	3.6	1.7
		Disagree (2)	14	8.7		
		Undecided (3)	16	9.9		
		Agree (4)	93	57.8		
		Strongly Agree (5)	25	15.5		

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
8	The school leaders provide good ideas for females that enable to participate in educational leadership.	Strongly disagree(1)	25	15.5	3.6	1.7
		Disagree (2)	12	7.4		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	62	38.5		
9	Females can work cooperatively with school leaders for solving problems and making participatory decisions.	Strongly disagree(1)	25	15.5	3.4	1.6
		Disagree (2)	12	7.4		
		Undecided (3)	37	22.9		
		Agree (4)	37	22.9		
		Strongly Agree (5)	50	31.0		
10	The school incentives can motivate females to empower in educational leadership of secondary schools.	Strongly disagree(1)	25	15.5	3.3	1.6
		Disagree (2)	12	7.4		
		Undecided (3)	12	7.4		
		Agree (4)	100	62.1		
		Strongly Agree (5)	12	7.4		
11	Females take more of their time to practice in educational leadership.	Strongly disagree(1)	12	7.4	3.0	1.1
		Disagree (2)	62	38.5		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	25	15.5		
12	The attractiveness of the school compound can affect female to empower in educational leadership.	Strongly disagree(1)	13	8.0	3.4	1.6
		Disagree (2)	37	22.9		
		Undecided (3)	12	7.4		
		Agree (4)	62	38.5		
		Strongly Agree (5)	37	22.9		
13	The school situation is suitable for female to empower in educational leadership of secondary schools.	Strongly disagree(1)	12	7.4	3.3	1.6
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
14	The school leader's influence and support females to empower in educational leadership.	Strongly disagree(1)	12	7.4	3.7	1.7
		Disagree (2)	12	7.4		
		Undecided (3)	25	15.5		
		Agree (4)	62	38.5		
		Strongly Agree (5)	50	31.0		
15	The school leader's influence and support females to participate in decision making.	Strongly disagree(1)	25	15.5	3.1	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		
16	Female teachers aspire for position in educational leadership.	Strongly disagree(1)	25	15.5	3.2	1.5
		Disagree (2)	12	7.4		
		Undecided (3)	49	30.4		
		Agree (4)	50	31.0		
		Strongly Agree (5)	25	15.5		

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
17	The school leaders can give short trend for a female which is support to empower in educational leadership.	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	12	7.4		
		Undecided (3)	50	31.0		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		
18	The school leaders motivate female teachers to become a leader in different team works.	Strongly disagree(1)	12	7.4	3.3	1.6
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	62	38.5		
		Strongly Agree (5)	25	15.5		
19	The school leaders motivate female teachers to become a role model in the school.	Strongly disagree(1)	25	15.5	3.4	1.6
		Disagree (2)	12	7.4		
		Undecided (3)	37	22.9		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
20	The school leaders provide chance for female teachers to sharing experience with each other.	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	49	30.4		
		Strongly Agree (5)	25	15.5		

M=mean

S.D= standard deviation

As shown in table 2- item 1 of secondary schools teachers 13(8.1%) responded strongly disagree, 27(16.8%) responded disagree, 44(27.3%) responded undecided, 51(31.7%), responded agree and 26 (16.1%) responded strongly agree. This means here in table 2 item-1 female empowerment has a mean value of approximately M=3.3. Since 51(31.7%), responded agree females have a clear vision to empower in educational leadership of secondary schools. Table 2- item 2 of secondary schools teachers 9(5.6%) responded strongly disagree, 14(8.7%) responded disagree, 56(34.8%), responded undecided, 63(39.1%) responded agree and 19(11.8%) strongly agree. These shows item no 2 has a mean of M= 3.4 and females have interest to become empower in educational leadership due to 63(39.1%) responded agree.

Referring to table 2- item 3 of secondary schools teachers 16(10.0%) responded strongly disagree, 14(8.7%) responded disagree, 22(13.7%) responded undecided, 52(32.3%) responded agree and 57(35.4%) responded strongly agree. Referring to item no.3 (the school leaders encourage females to empower in educational leadership) has a mean value of M= 3.7. Table 2-

item 4 of secondary schools teachers 17(10.6%) responded strongly disagree, 13 (8.1%) responded disagree, 21(13.0%) responded undecided, 49 (30.4%) responded agree and 61(37.9%) responded strongly agree. When this is analyzed item no 4 (due to 37.9% responded strongly agree there is a great problem at the back ground of female to empower in educational leadership) responded with a mean value of $M= 3.8$.

Table 2- item 5 of secondary schools teachers 25(15.5%) responded strongly disagree, 50(31.1%) responded disagree, 12(7.5%) responded undecided, 37(22.9%) responded agree and 37(22.9%) responded strongly agree. In the same table the response to item no 5 (since 31.1% responded disagree females have no a problem of academic achievement to empower in educational leadership) with a mean of $M= 3$. Table 2- item 6 of secondary schools teachers 12(7.5%) responded strongly disagree, 49(30.4%) responded disagree, 13(8.1%) responded undecided, 37(22.9%) responded agree and 50(31.1%) responded strongly agree. The response to item no 6 (level of education can affect female to empower in educational leadership of secondary schools) with a mean value of $M= 3.4$. The response in item 6 indicated that 50% of the respondents strongly agree for this reason level of education can affect female to empower in educational leadership.

Table 2- item 7 of secondary schools teachers 13 (8.1%) responded strongly disagree, 14(8.7%) responded disagree, 16(9.9%) responded undecided, 93(57.8%) responded agree and 25(15.5%) responded strongly agree. With response no 7 (females are successful in educational leadership with the school leaders consideration ideas and suggestion) have a mean value of $M = 3.6$ with this idea by 57.8% that females are successful in educational leadership of secondary schools. As indicated in table 2- item 8 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 62 (38.5%) responded strongly agree. The response to no 8 (the school leaders provide good ideas for females that enable to participate in educational leadership) has a mean value of $M=3.6$ showing that 38.5% of respondents strongly agree with the idea that implies females have good interaction with the school leaders.

Table 2 –item 9 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 37(22.9%) responded undecided, 37(22.9%) responded agree and 50(31.0%) responded strongly agree. The response to no 9 (females can work cooperatively with school

leaders for solving problems and making participatory decisions) has a mean value of $M= 3.4$ that implies 31.0% of respondents strongly agree with the idea that females have a good relationship with the school leaders. As indicated in table 2- item no 10 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 12(7.4%) responded undecided, 100 (62.1%) responded agree and 12(7.4%) responded strongly agree. The response to no 10(the school incentives can motivate females to empower in educational leadership of secondary schools) has a mean value of $M= 3.3$ this implies 62.1% of respondents agree from this we can conclude that incentives have a great role in female's empowerment.

Referring to table 2- item 11 of secondary schools teachers 12(7.4%) responded strongly disagree, 62(38.5%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 25(15.5%) responded strongly agree. The response to item no 11(females cannot take more of their time to practice in educational leadership) has a mean value of $M= 3.0$ this indicates 38.5% of respondents disagree with this idea females have waste more of their time in their own work (in their individual work). As explained in table 2 item no 12 of secondary schools teachers 13(8.0%) responded strongly disagree, 37(22.9%) responded disagree, 12(7.4%) responded undecided, 62(38.5%) responded agree and 37(22.9%) responded strongly agree. The response to item no 12(the attractiveness of the school compound can affect female to empower in educational leadership) has a mean value of $M= 3.4$ this shows that 38.5% of respondents agree with this idea the attractiveness of the school compound is the crucial point for female to empower in educational leadership.

As shown in table 2- item no 13 of secondary schools teachers 12(7.4%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 50(31.0%) responded agree and 37(22.9%) responded strongly agree. The response to item no 13(the school situation is suitable for female to empower in educational leadership of secondary schools) has a mean value of $M= 3.3$ this indicates 31.0% of respondents agree with this idea the school situation is the determinant one for female to empower in educational leadership. Referring to table 2- item no 14 of secondary schools teachers 12(7.4%) responded strongly disagree, 12(7.4%) responded disagree, 25(15.5%) responded undecided, 62(38.5%) responded agree and 50(31.0%) responded strongly agree. The response to item no 14(the school leader's influence and support females to empower in educational leadership) has a mean value of $M= 3.7$ this shows that 38.5% of

respondents agree with this idea the influence and support of school leaders are very important for female to empower in educational leadership.

As shown in table 2- item no 15 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) undecided, 37 (22.9%) responded agree and 37(22.9%) responded strongly agree. The response to item no 15(the school leader's influence and support females to participate in decision making) has a mean value of $M= 3.1$ this indicates 22.9% of respondents agree and strongly agree but 22.9% disagree with this idea the school leaders are sometimes influence and support females to participate in decision making and sometimes the school leaders have no interest to influence and support females to participate in decision making. Referring to table 2- item no 16 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 49(30.4%) responded undecided, 50(31.0%) responded agree and 25 (15.5%) responded strongly agree. The response to item no 16(female teachers aspire for position in educational leadership) has a mean value of $M= 3.2$ this shows that 31.0% of respondents agree with idea the aspiration of female teachers for position in educational leadership is all most good.

Referring to table 2- item no 17 of secondary schools teachers 25 (15.5%) responded strongly disagree, 12(7.4%) responded disagree, 50(31.0%) responded undecided, 37(22.9%) responded agree and 37(22.9%) responded strongly agree. The response to item no 17(the school leaders cannot give short trend for female which is support to empower in educational leadership) has a mean value of $M=3.0$ this indicates 31.0% of respondents undecided. Meaning people are still in dilemma to decide. As shown in table 2- item no 18 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 62(38.5%) responded agree and 25(15.5%) responded strongly agree. The response to item no 18(the school leaders motivate female teachers to become a leader in different team works) has a mean value of $M= 3.3$ this shows that 38.5% of respondents agree with this idea the motivation of school leaders are very important for females to empower in educational leadership.

As shown in table 2- item no 19 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 37(22.9%) responded undecided, 50(31.0%) responded agree and 37(22.9%) responded strongly agree. The response to item no 19(the school leaders motivate female teachers to become a role model in the school) has a mean value of $M=3.4$ this

indicates 31.0% of respondents agree with this idea in secondary schools there are many role models of female teachers. Referring to table 2- item no 20 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 49(30.4%) responded agree and 25(15.5%) responded strongly agree.

The response to item no 20(the school leaders provide chance for female teachers to sharing experience with each other) has a mean value of M= 3.0 this shows that 30.4% of respondents agree with this idea the school leaders design the method of sharing experience in the school which support female teachers to empower in educational leadership.

4.2.3. The Role of Secondary School Leadership in Female Empowerment

Table 3.1: Giving short train for females on educational leadership

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Encouraging female teachers' to participate on the prepared train.	Strongly disagree(1)	25	15.5	3.2	1.5
		Disagree (2)	12	7.4		
		Undecided (3)	49	30.4		
		Agree (4)	50	31.0		
		Strongly Agree (5)	25	15.5		
2	Involve all females on training program.	Strongly disagree(1)	12	7.4	3.2	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	62	38.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	25	15.5		
3	Give equal chance for all females to participate on the issue of training.	Strongly disagree(1)	25	15.5	3.1	1.6
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		
4	Motivate females in order to change to practice what they were trained.	Strongly disagree(1)	12	7.4	3.3	1.6
		Disagree (2)	50	31.0		
		Undecided (3)	12	7.4		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
5	Adjust the program of sharing experience between females.	Strongly disagree(1)	12	7.4	3.3	1.6
		Disagree (2)	25	15.5		
		Undecided (3)	62	38.5		
		Agree (4)	25	15.5		
		Strongly Agree (5)	37	22.9		
6	Motivate females to give short train for others.	Strongly disagree(1)	12	7.4	2.9	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	62	38.5		
		Strongly Agree (5)	25	15.5		

As shown in table 3.1 - item no 1 of secondary schools teachers 25(15.5%) responded strongly disagree, 12(7.4%) responded disagree, 49(30.4%) responded undecided, 50(31.0%) responded agree and 25(15.5%) responded strongly agree. The response to item no 1(the school leaders are encouraging female teachers' to participate on the prepared train) has a mean value of $M= 3.2$ this shows that 31.0% of respondents agree with these idea females have got train by the encouragement of school leaders.

Referring to table 3.1- item no 2 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 62(38.5%) responded undecided, 37(22.9%) responded agree and 25(15.5%) responded strongly agree. The response to item no 2 (the school leaders were not involve all females on training program) has a mean value of $M= 3.2$ this indicates 38.5% of respondents undecided. Meaning people are still in dilemma to decide.

As shown in table 3.1- item no 3 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 37(22.9%) responded strongly agree. The response to item no 3(the school leaders cannot give equal chance for all females to participate on the issue of training) has a mean value of $M= 3.1$ this shows that 22.9% of respondents disagree, agree and strongly agree. Meaning people are still in debate to decide. Referring to table 3.1- item no 4 of secondary schools teachers 12(7.4%) responded strongly disagree, 50(31.0%) responded disagree, 12(7.4%) responded undecided, 50(31.0%) responded agree and 37(22.9%) responded strongly agree. The response to item no 4(the school leaders cannot motivate females in order to change to practice what they were trained) has a mean value of $M= 3.3$ this indicates 31.0% of respondents disagree and agree. Meaning people are still in debate to decide.

As shown in table 3.1- item no 5 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 62(38.5%) responded undecided, 25(15.5%) responded agree and 37(22.9%) responded strongly agree. The response to item no 5(the school leaders cannot adjust the program of sharing experience between females) has a mean value of $M= 3.3$ this shows that 38.5% of respondents undecided. Meaning people are still in dilemma to decide. Referring to table 3.1- item no 6 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 62(38.5%) responded agree and 25(15.5%) responded strongly agree. The response to item no 6(the school leaders

motivate females to give short train for others) has a mean value of $M= 2.9$ this shows that 38.5% of respondents agree. Meaning there is no problem regarding to motivate females to give short train for others.

Table 3.2: Providing incentives for females

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Produce the idea of fairly incentives.	Strongly disagree(1)	12	7.4	3.4	1.6
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
2	Participate all stakeholders.	Strongly disagree(1)	12	7.4	3.2	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	62	38.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	25	15.5		
3	Involve all females on the program of incentives.	Strongly disagree(1)	12	7.4	3.3	1.6
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
4	Develop positive attitudes for females.	Strongly disagree(1)	12	7.4	4.1	2
		Disagree (2)	12	7.4		
		Undecided (3)	12	7.4		
		Agree (4)	38	23.6		
		Strongly Agree (5)	87	54.0		
5	Manage/Control established team of incentives.	Strongly disagree(1)	25	15.5	3.3	1.6
		Disagree (2)	25	15.5		
		Undecided (3)	12	7.4		
		Agree (4)	62	38.5		
		Strongly Agree (5)	37	22.9		
6	Control the resource of the school properly.	Strongly disagree(1)	12	7.4	3.4	1.6
		Disagree (2)	25	15.5		
		Undecided (3)	49	30.4		
		Agree (4)	25	15.5		
		Strongly Agree (5)	50	31.0		

As shown in table 3.2- item no 1 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 50(31.0%) responded agree and 37(22.9%) strongly agree. The response to item no 1(the school leaders produce the idea of fairly incentives) has a mean value of $M= 3.4$ this indicates 31.0% of respondents agree.

With this idea there is smooth relationship between female teachers and school leadership. Referring to table 3.2- item no 2 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 62(38.5%) responded undecided, 37(22.9%) responded agree and 25(15.5%) responded strongly agree. The response to item no 2(the school leaders cannot participate all stakeholders) has a mean value of $M= 3.2$ and $S.D= 1.5$ this shows that 38.5% of respondents undecided. Meaning people are still in dilemma to decide.

As shown in table 3.2- item no 3 of secondary schools teachers 12(7.4%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 50(31.0%) responded agree and 37(22.9%) responded strongly agree. The response to item no 3(the school leaders involve all females on the program of incentives) has a mean value of $M = 3.3$ this indicates 31.0% of respondents agree. With this idea there is a good relationship between female teachers and school leadership. As indicated in table 3.2- item no 4 of secondary schools teachers 12(7.4%) responded strongly disagree, 12(7.4%) responded disagree, 12(7.4%) responded undecided, 38(23.6%) responded agree and 87(54.0%) responded strongly agree. The response to item no 4(the school leaders develop positive attitudes for females) has a mean value of $M= 4.1$ and $S.D =2.0$ this shows that 54.0% of respondents strongly agree. Meaning female teachers and school leadership work co-operatively on the teaching and learning process.

As shown in table 3.2- item no 5 of secondary schools teachers 25(15.5%) responded strongly disagree, 25(15.5%) responded disagree, 12(7.4%) responded undecided, 62(38.5%) responded agree and 37(22.9%) responded strongly agree. The response to item no 5(the school leaders manage/Control established team of incentives) has a mean value of $M= 3.3$ this indicates 38.5% of respondents agree. With this idea the school leaders manage/Control established team of incentives in a good manner. As indicated in table 3.2- item no 6 of secondary schools teachers 12 (7.4%) responded strongly disagree, 25(15.5%) responded disagree, 49(30.4%) responded undecided, 25(15.5%) responded agree and 50(31.0%) responded strongly agree. The response to item no 6(the school leaders control the resource of the school properly) has a mean value of $M= 3.4$ this shows that 31.0% of respondents strongly agree. Meaning the system of the school leader's management is participatory and strong.

Table 3.3: Advocating the professional of females

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Announce female's profession in order to participate in educational leadership.	Strongly disagree(1)	37	22.9	3.2	1.5
		Disagree (2)	12	7.4		
		Undecided (3)	25	15.5		
		Agree (4)	50	31.0		
		Strongly Agree (5)	37	22.9		
2	Motivate females in their profession.	Strongly disagree(1)	12	7.4	3.7	1.7
		Disagree (2)	12	7.4		
		Undecided (3)	25	15.5		
		Agree (4)	75	46.5		
		Strongly Agree (5)	37	22.9		
3	Encourage females to upgrade their level of education and participate in educational leadership.	Strongly disagree(1)	12	7.4	3.5	1.6
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	25	15.5		
		Strongly Agree (5)	62	38.5		
4	Prepare meeting for the advocating of females profession.	Strongly disagree(1)	37	22.9	3.5	1.6
		Disagree (2)	12	7.4		
		Undecided (3)	62	38.5		
		Agree (4)	25	15.5		
		Strongly Agree (5)	25	15.5		

As indicated in table 3.3- item no 1 of secondary schools teachers 37(22.9%) responded strongly disagree, 12(7.4%) responded disagree, 25(15.5%) responded undecided, 50(31.0%) responded agree and 37(22.9%) responded strongly agree. The response to item no 1(the school leaders announce female's profession in order to participate in educational leadership) has a mean value of M= 3.2 this indicates 31.0% of respondents agree. With this idea the school leaders can try to bring females to empower in educational leadership. Referring to table 3.3- item no 2 of secondary schools teachers 12(7.4%) responded strongly disagree, 12(7.4%) responded disagree, 25(15.5%) responded undecided, 75(46.5%) responded agree and 37(22.9%) responded strongly agree. The response to item no 2(the school leaders motivate females in their profession) has a mean value of M= 3.7 and S.D 1.7 this shows that 46.5% of respondents agree. Meaning the school leaders encourage females in order to upgrade their level of education.

As shown in table 3.2- item no 3 of secondary schools teachers 12(7.4%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 25(15.5%) responded agree and 62(38.5%) responded strongly agree. The response to item no 3(the school leaders

encourage females to upgrade their level of education and participate in educational leadership) has a mean value of $M= 3.5$ this indicates 38.5% of respondents strongly agree. With this idea there is the great relationship between female teachers and the school leadership. As indicated in table 3.3- item no 4 of secondary schools teachers 37(22.9%) responded strongly disagree, 12(7.4%) responded disagree, 62(38.5%) responded undecided, 25(15.5%) responded agree and 25(15.5%) responded strongly agree. The response to item no 4(the school leaders cannot prepare meeting for the advocating of females profession) has a mean value of $M= 3.5$ this shows that 38.5% of respondents undecided. Meaning people are still in dilemma to decide.

Table 3.4: Developing affirmative action in the school

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Develop the idea of equality between male and female.	Strongly disagree(1)	12	7.4	3.8	1.8
		Disagree (2)	25	15.5		
		Undecided (3)	12	7.4		
		Agree (4)	37	22.9		
		Strongly Agree (5)	75	46.5		
2	Reduce disagreement between male and female regarding to educational leadership.	Strongly disagree(1)	12	7.4	3.7	1.7
		Disagree (2)	12	7.4		
		Undecided (3)	37	22.9		
		Agree (4)	50	31.0		
		Strongly Agree (5)	50	31.0		
3	Encourage male and female in order to work cooperatively.	Strongly disagree(1)	37	22.9	3.6	1.7
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	25	15.5		
		Strongly Agree (5)	37	22.9		
4	Develop positive attitude between male and female to lead equally.	Strongly disagree(1)	25	15.5	3.1	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		

As shown in table 3.4- item no 1 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 12(7.4%) responded undecided, 37(22.9%) responded agree and 75(46.5%) strongly agree. The response to item no 1(the school leaders could develop the idea of equality between male and female) has a mean value of $M= 3.8$ and $S.D =1.8$ this indicates 46.5% of respondents strongly agree. With this idea the school leaders could develop

affirmative action in the school in a good manner. As indicated in table 3.4- item no 2 of secondary schools teachers 12(7.4%) responded strongly disagree, 12(7.4%) responded disagree, 37(22.9%) responded undecided, 50(31.0%) responded agree and 50(31.0%) responded strongly agree. The response to item no 2(the school leaders reduce disagreement between male and female regarding to educational leadership) has a mean value of $M= 3.7$ this shows that 31.0% of respondents agree and strongly agree. With this idea the problem which is existed between male and female are totally solved and there is no disagreement between them regarding to educational leadership.

Referring to table 3.4- item no 3 of secondary schools teachers 37(22.9%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 25(15.5%) responded agree and 37(22.9%) responded strongly agree. The response to item no 3(the school leaders encourage male and female in order to work cooperatively) has a mean value of $M=3.6$ this indicates 22.9% of respondents strongly disagree, undecided and strongly agree. Meaning people are still in dilemma to decide. As shown in table 3.4- item no 4 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 37(22.9%) responded strongly agree. The response to item no 4(the school leaders cannot develop positive attitude between male and female to lead equally) has a mean value of $M=3.1$ and $S.D=1.5$ this shows that 22.9% of respondents disagree, agree and strongly agree. Meaning people are still in debate to decide.

Table 3.5: Strengthen the awareness of female in order to participate in educational leadership

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Building the idea of females to become a leader.	Strongly disagree(1)	37	22.9	3.0	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	25	15.5		
		Agree (4)	49	30.4		
		Strongly Agree (5)	25	15.5		
2	Develop deeply the awareness of females to engage in educational leadership.	Strongly disagree(1)	25	15.5	3.1	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	12	7.4		
		Agree (4)	75	46.5		
		Strongly Agree (5)	12	7.4		
3	Motivate females in order to manipulate professionally.	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	62	38.5		
		Strongly Agree (5)	12	7.4		
4	Facilitate the way of making awareness for females.	Strongly disagree(1)	12	7.4	3.0	1.5
		Disagree (2)	50	31.0		
		Undecided (3)	37	22.9		
		Agree (4)	50	31.0		
		Strongly Agree (5)	12	7.4		
5	Giving awareness for females on time management.	Strongly disagree(1)	12	7.4	4.0	1.9
		Disagree (2)	25	15.5		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	62	38.5		

As shown in table 3.5- item no 1 of secondary schools teachers 37(22.9%) responded strongly disagree, 25(15.5%) responded disagree 25(15.5%) responded undecided, 49(30.4%) responded agree and 25(15.5%) responded strongly agree. The response to item no 1(the school leaders building the idea of females to become a leader) has a mean value of M=3.0 this indicates 30.4% of respondents agree. With this idea the school leaders have built the idea of females to become a leader of secondary schools. Referring to table 3.5- item no 2 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 12(7.4%) responded undecided, 75(46.5%) responded agree and 12(7.4%) responded strongly agree. The response to item no 2(the school leaders develop deeply the awareness of females to engage in educational leadership) has a mean value of M= 3.1 and S.D =1.5 this shows that 46.5% of respondents

agree. Meaning totally the awareness of females to engage in educational leadership is the highest one and sustainable.

As indicated in table 3.5- item no 3 of secondary schools teachers 25(15.5%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 62(38.5%) responded agree and 12(7.4%) responded strongly agree. The response to item no 3(the school leaders motivate females in order to manipulate professionally) has a mean value of $M=3.0$ this indicates 38.5% of respondents agree. With this idea the school leaders motivate females in order to manipulate professionally and change to practice truly. As shown in table 3.5- item no 4 of secondary schools teachers 12 (7.4%) responded strongly disagree, 50(31.0%) responded disagree, 37(22.9%) undecided, 50(31.0%) responded agree and 12(7.4%) responded strongly agree. The response to item no 4 (the school leaders facilitate the way of making awareness for females) has a mean value of $M= 3.0$ this indicates 31.0% of respondents agree and disagree. Meaning people are still in debate to decide. As indicated in table 3.5- item no 5 of secondary schools teachers 12(7.4%) responded strongly disagree, 25(15.5%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 62 (38.5%) responded strongly agree. The response to item no 5((the school leaders giving awareness for females on time management) has a mean value of $M= 4.0$ and $S.D= 1.9$ this shows that 38.5% of respondents strongly agree. Meaning there is no problem regarding to time management.

4.2.4. Factors Affecting Female Empowerment in Educational Leadership

Table 4: Factors affecting female empowerment

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
1	Lack of adequate training towards educational leadership.	Strongly disagree(1)	37	22.9	2.9	1.5
		Disagree (2)	25	15.5		
		Undecided (3)	37	22.9		
		Agree (4)	37	22.9		
		Strongly Agree (5)	25	15.5		
2	Lack of experience of secondary school leaders.	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	50	31.0		
		Undecided (3)	12	7.4		
		Agree (4)	37	22.9		
		Strongly Agree (5)	37	22.9		
3	The relationship between the principal with females.	Strongly disagree(1)	25	15.5	2.7	1.6
		Disagree (2)	49	30.4		
		Undecided (3)	50	31.0		
		Agree (4)	12	7.4		
		Strongly Agree (5)	25	15.5		

4	The nature and culture of the secondary school.	Strongly disagree(1)	37	22.9	2.8	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	37	22.9		
		Strongly Agree (5)	25	15.5		
5	Lack of regular supervisory support from the concerned education officials.	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	25	15.5		
		Agree (4)	49	30.4		
		Strongly Agree (5)	25	15.5		
6	The larger environment (political, economic, social) factors.	Strongly disagree(1)	12	7.4	3.7	1.7
		Disagree (2)	12	7.4		
		Undecided (3)	25	15.5		
		Agree (4)	62	38.5		
		Strongly Agree (5)	50	31.0		
7	Restricted powers of females to decide on issues.	Strongly disagree(1)	12	7.4	2.8	1.5
		Disagree (2)	63	39.1		
		Undecided (3)	37	22.9		
		Agree (4)	37	22.9		
		Strongly Agree (5)	12	7.4		

No	Item	Degree of agreement	Respondents			
			No	%	M	S.D
8	Lack of availability of educational resource (financial and material).	Strongly disagree(1)	25	15.5	3.0	1.5
		Disagree (2)	37	22.9		
		Undecided (3)	12	7.4		
		Agree (4)	75	46.5		
		Strongly Agree (5)	12	7.4		
9	The large size of the secondary school community (staff and teachers).	Strongly disagree(1)	25	15.5	2.8	1.5
		Disagree (2)	49	30.4		
		Undecided (3)	25	15.5		
		Agree (4)	50	31.0		
		Strongly Agree (5)	12	7.4		
10	Lack of interest to become a leader in secondary school.	Strongly disagree(1)	37	22.9	3.0	1.5
		Disagree (2)	12	7.4		
		Undecided (3)	37	22.9		
		Agree (4)	50	31.0		
		Strongly Agree (5)	25	15.5		

As shown in table 4 - item no 1 of secondary schools teachers 37(22.9%) responded strongly disagree, 25(15.5%) responded disagree, 37(22.9%) responded undecided, 37(22.9%) responded agree and 25(15.5%) responded strongly agree. The response to item no 1(lack of adequate training towards educational leadership could affect female empowerment) has a mean value of M= 2.9 this indicates 22.9% of respondents strongly disagree, undecided and agree. Meaning people are still in dilemma to decide. Referring to table 4- item no 2 of secondary schools teachers 25(15.5%) responded strongly disagree, 50(31.0%) responded disagree, 12(7.4%)

responded undecided, 37(22.9%) responded agree and 37(22.9%) responded strongly agree. The response to item no 2(lack of experience of secondary school leaders could not affect female empowerment) has a mean value of $M= 3.0$ and $S.D= 1.5$ this shows that 31.0% of respondents disagree. Meaning the experience of secondary school has no problem to become a leader.

As indicated in table 4- item no 3 of secondary schools teachers 25(15.5%) responded strongly disagree, 49(30.4%) responded disagree, 50(31.0%) responded undecided, 12(7.4%) responded agree and 25(15.5%) responded strongly agree. The response to item no 3(the relationship between the principal with females as such no problem for female empowerment) has a mean value of $M=2.7$ this indicates 31.0% of respondents undecided. Meaning people are still in dilemma to decide. As shown in table 4 - item no 4 of secondary schools teachers 37(22.9%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 37(22.9%) responded agree and 25(15.5%) responded strongly agree. The response to item no 4(the nature and culture of the secondary school somewhat not affect female empowerment in educational leadership) has a mean value of $M=2.8$ and $S.D=1.5$ this indicates 22.9% of respondents strongly disagree, disagree and agree. Meaning people are still in debate to decide.

Referring to table 4- item no 5 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 25(15.5%) responded undecided, 49(30.4%) responded agree and 25(15.5%) responded strongly agree. The response to item no 5(lack of regular supervisory support from the concerned education officials have a great factors to empower female in educational leadership) has a mean value of $M= 3.0$ this indicates 30.4% of respondents agree. With this idea there is a problem regarding to regular supervisory support from the concerned body. As shown in table 4 - item no 6 of secondary schools teachers 12(7.4%) responded strongly disagree, 12(7.4%) responded disagree, 25(15.5%) responded undecided, 62(38.5%) responded agree and 50(31.0%) responded strongly agree. The response to item no 6(the larger environment /political, economic, social/ factors have a great problem to empower female in educational leadership) has a mean value of $M=3.7$ and $S.D= 1.7$ this shows that 38.5% of respondents agree. Meaning there is no sustainable peace in secondary schools.

As shown in table 4 - item no 7 of secondary schools teachers 12(7.4%) responded strongly disagree, 63(39.1%) responded disagree, 37(22.9%) responded undecided, 37(22.9%) responded agree and 12(7.4%) strongly agree. The response to item no 7(there were no restricted powers of

females to decide on the given issues) has a mean value of $M= 2.8$ and $S.D=1.5$ this indicates 39.1% of respondents disagree. Meaning there is no variation between male and female regarding to decide on the given issues. Referring to table 4- item no 8 of secondary schools teachers 25(15.5%) responded strongly disagree, 37(22.9%) responded disagree, 12(7.4%) responded undecided, 75(46.5%) responded agree and 12(7.4%) responded strongly agree. The response to item no 8(lack of availability of educational resource /financial and material/ were a great problem to empower female in educational leadership) has a mean value of $M= 3.0$ this indicates 46.5% of respondents agree. With this idea financial and material resources were a crucial point to empower female in educational leadership.

As shown in table 4 - item no 9 of secondary schools teachers 25(15.5%) responded strongly disagree, 49(30.4%) responded disagree, 25(15.5%) responded undecided, 50(31.0%) responded agree and 12(7.4%) responded strongly agree. The response to item no 9(the large size of the secondary school community /staff and teachers/ were almost no problem) has a mean value of $M=2.8$ and $S.D=1.5$ this shows that 30.4% of respondents disagree and 31.0% of respondents agree. Meaning people are still in debate to decide. As indicated in table 4- item no 10 of secondary schools teachers 37(22.9%) responded strongly disagree, 12(7.4%) responded disagree, 37(22.9%) responded undecided, 50(31.0%) responded agree and 25(15.5%) responded strongly agree. The response to item no 10(females have lack of interest to become a leader in secondary schools) has a mean value of $M= 3.0$ and $S.D=1.5$ this indicates 31.0% of respondents agree. Meaning almost all females has no good interest to become a leader in secondary schools.

Moreover, the basic data from the schools shows that there is still low female empowerment in educational leadership and even in teaching position in secondary schools of Jimma Zone.

4.2.4.1. Conduct of the Case Studies

Interviews: The research team conducted semi-structured interviews with principals, head of woredas education office male teachers and female teachers. In this case the number of respondents was 2 school principals, 3 woredas education office, 2 male teachers and 3 female teachers; totally 10 respondents.

So, that the research interviews were:

1. How do you evaluate parents and stakeholders attitude towards female empowerment in secondary school leadership?
2. How do you think the promotion and selecting criteria for male and female leaders in secondary schools?
3. What do you think about the barriers and challenges observed in the empowerment of female in secondary school leadership?
4. How do you evaluate the existing gender policy and the actual female's empowerment in leadership?
5. How much are females inspired to be represented in secondary school leadership?

4.2.4.2. The semi-structured interviews analysis

Regarding to the first interview five respondents have negative attitude towards female empowerment in secondary school leadership and five respondents have positive attitude towards female empowerment in secondary school leadership. This implies that there is a debate idea regarding to the attitude towards female empowerment in secondary school leadership. In this case I have used 1:40 hours. In terms of the second interview seven respondents said that the promotion and selecting criteria mostly included male than female and three respondents said that the promotion and selecting criteria is not prepared as the female participated in it. This shows that the promotion and selecting criteria was mostly included male than female. Regarding to this interview I have used 2:30 hours.

In case of the third interview all respondents agree on it. This means the internal and external barriers and challenges can affect female empowerment in secondary school leadership. So, this

needs immediate solution by all stakeholders. For this interview I have used 3:20 hours. Regarding to the fourth interview five respondents said that the existing gender policy is participatory towards female's empowerment in leadership and five respondents said that the existing gender policy not participatory towards female's empowerment in leadership. This implies that there is a debate idea regarding to the existing gender policy towards female's empowerment in leadership. For this interview I have used 1:40 hours.

In terms of the fifth interview five respondents said that females were inspired to be represented in secondary school leadership and five respondents said that females were inspired to be represented in secondary school leadership. This shows that there is a debate idea regarding to females inspired to be represented in secondary school leadership. For this interview I have used 3:20 hours. Totally for all interviews I have used 12:30 hours.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1. Summary and Major Findings

This study aimed at investigating Female's empowerment in secondary school leadership in Jimma Zone. The findings on this issue were believed to provide information about where females were currently improving attitude change, empowering in secondary school leadership (secondary school leadership position) as compared from challenges that still remain unchanged in affecting them. So, that the research aimed at responding the following questions:

1. Does female's level of aspiration affect their empowerment in educational leadership?
2. What are the administrative strategies used by secondary school principals to

Enhance female teachers' empowerment in educational leadership?

3. What are the major challenges that draw back females from empowerment in educational leadership?

To achieve the aim of the investigation, two different instruments of data collection, namely questionnaire and interview were employed. The questionnaire was close ended, with four point liker scales to show their level of agreement on the aspiration of female empowerment, attitude towards the effectiveness of leadership in secondary school in improving female empowerment and challenges that hinder their empowerment in secondary schools.

5.1.1. Aspiration of Female Empowerment in Educational Leadership particularly in secondary school leadership of Jimma Zone

Currently the empowerment of female in leadership has been assessed by me and the findings showed as the following.

In secondary schools of Jimma Zone 20 (100%) of male and 0(0%) of female principals, 8(57%) male and 6(43%) female vice principals are currently working in the sample secondary schools.

Additionally 120(75%) male teachers and 41(25%) female teachers were also working in the sample secondary schools.

In general, the findings indicated that, secondary school leadership was male dominated and slight female was found in vice principal position. Even in the case of male and female teachers, the number of female teachers was very low. Based on the response of respondents there was no visible encouragement, lack of conducive environment and administrative strategies was clearly indicated so that the successfulness of female leadership was not completely accepted in secondary schools. So, this affected the empowerment of female in secondary school leadership.

Finally the result from the SPSS analysis indicated that female empowerment in educational leadership has been affected in various ways such as lack of administrative strategies to upgrade their leadership skills and lack of conducive environment for female to be a leader in secondary schools.

It is also indicated that encouragement and limited interactions were hindrance factors of female's leadership in Jimma Zone. The primary objective of this study was to see the effect of aspiration of female empowerment in educational leadership particularly in secondary schools.

5.1.2. The trend of females' educational leadership empowerment in Jimma Zone for the last five years (2007-2012 E.C)

Regarding the trend of females' educational leadership in improving female's empowerment in table 2, item 1-6 showed that the contribution of secondary school leadership was very help full to empower female in secondary school educational leadership and in addition the interview held with head of woreda education office pointed the recruitment guideline gives priority for female and also there is special point to encourage female to make them apply to compete to the position.

Regarding the peoples attitude, the results showed positive response that there is change in people's attitude towards female in secondary school leadership.

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

5.1.3. The major challenges that draw back females from empowerment in educational leadership

Regarding the challenges those hinder female's empowerment in secondary school leadership there are points indicated that still need more attention. Those are the misperception of teachers and other stake holders to accept female secondary school leadership, female's poor self-image and female conflict of role between professional duty and family issues.

5.2. CONCLUSIONS

As it was mentioned earlier, the major focus of this study was to see the effect of challenges on the aspiration of female's empowerment in secondary school leadership.

5.2.1. The under representation of female in secondary school leadership position is the result of invisible(less) encouragement due to administrative strategies, creating conducive environment that have been given overlook. So that when the study area looked over the number of female principals in the sample secondary schools of Jimma Zone was 0%. Regarding to vice principal position 6(43%) females were empowered. There was an implication that females were coming to the level position to empower in secondary school leadership. As the study showed in the data not only the number of female secondary school leadership but also the number of female secondary school teachers were very few as compared to male teachers in secondary school. Though this was the beginning, many specific factors should be considered to add more effort in enabling female to empower in secondary school leadership.

5.2.2. The finding of the study revealed that there was a gap in creating awareness in implementation of affirmative action, in people's attitude towards female secondary school leadership, in getting limited support from peers and members and in usage of appropriate affirmative measures such as administrative strategies and higher education to encourage empowerment of female in secondary school leadership. The result of the findings indicated that attitudes towards female empowerment in educational leadership did affect the aspiration of female's empowerment in secondary schools. In the contrary lack of acceptance of female for leadership position more or less affect the aspiration of female's empowerment in educational leadership in secondary schools. Therefore, from the result of the study it was possible to conclude that attitudes towards female empowerment in educational leadership were

comparatively in a good way to improve the aspiration of female's empowerment in secondary schools of Jimma Zone. But still there is a long way to go to achieve female's empowerment in leadership.

5.2.3. On the other hand the challenges like (misperception of teachers and other stake holders to accept female's empowerment in leadership, female's poor self-image, female's conflict of role between their professional duty and family issues, social responsibilities) could affect the empowerment of female in secondary schools.

5.3. RECOMMENDATIONS

On the basis of the conclusion the following recommendations were made.

- 1.** The level of empowerment of female in leadership in secondary schools of Jimma Zone was very low. The Jimma Zone education office and woreda education office should amend the implementation of affirmative action's to give female the opportunity they deserve.
- 2.** To ensure female empowerment in leadership, the necessary conditions that equipped them to that end should be provided for instance, female teaching in secondary schools should be given the opportunity to learn and upgrade themselves and build their confidence in every direction so that they fit into leadership position.
- 3.** Training is a key means to enable people to do jobs. Secondary school female teachers in Jimma Zone should be given training on leadership, interaction with people and other relevant skills to develop their awareness towards the position.
- 4.** So that even though the secondary schools have better situation of female in vice principal position still it needs more attention . Female affirmative action should be exercised to encourage female in secondary school leadership. So that they can compete and use the opportunity.
- 5.** Currently secondary school principals are selected based on the academic merits. Therefore it is very important to enable female to attain proper education.
- 6.** In many secondary schools, the number of female teachers, female principals and vice principals were very low when compared to male teachers, male principals and vice principals. Therefore the Jimma Zone education office and woreda education office should identify and

create conducive environment, such as improving school administration, educational facilities and taking strong student discipline measures.

Finally this study focused on the female empowerment in secondary school to improve the aspiration of female in leadership, attitudinal change of stakeholders (teachers, principals, vice principals,), administrative strategies and challenges that hinder their empowerment in secondary schools of Jimma Zone. It is the area of research to see the same study towards the competency of female principals.

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Appendix I

I. Questionnaire for secondary school teachers and school leadership

JIMMA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIERS TO BE FILLED BY SECONDARY SCHOOL MALE TEACHERS, FEMALE TEACHEARS AND SCHOOL LEADERSHIP

Dear Respondent

This questionnaire is designed to gather information about female empowerment in educational leadership in secondary schools of Jimma Zone. The study focuses on government secondary schools in the zone. The purpose of the study is purely academic that will have no any negative effect on you as an individual or on your organization. The success of this study depends on your genuine view, frank opinion and timely responses to all parts of the questionnaire which will be kept confidential. Failure to complete the items highly affects the study. Therefore, I kindly request you to fill this questionnaire as openly and honestly as possible. For any information you can contact me with tel. number **0917392653** or e-mail address **garomabekele17@gmail.com**.

N.B:

- No need to write your name
- Each question has its own instruction to follow
- You have to return the questionnaire as soon as possible after completion.

Thank you in advance!

Part I. Personal Information

Direction 1: Write name of your school on the blank space provided and put (√) mark on the box you chose as answer for each question.

Zone: _____ **Woreda:** _____ **Name of the school:** _____

1.1. Your role in school: Director Vice director Dept. head
Unit leader Teacher

1.2. Sex : Male

1.3. Age: Below 20 20-30 31-40 41-50 51-60

41-45 46-50 51-55 above 56-60

1.4. Level of Educational attainment: Certificate Diploma BA/BSC/BED
MA/MSc Other

1.5. Work experience in years: 5 and below 6-10 years 11-15 years
16-20 years 21-25 year 26 and above

1.6. Training attended relevant to school leadership:

Did not take at all Less than 1 week 1-2 week 3-4 week

1-3 month More than 3 month

Part II. Female Empowerment:

Direction 2: The following statements show the characters, functions and roles that show the female empowerment. Please indicate your level of fillings the extent to which each statement characterizes your school females' teachers by putting tick mark (√) in one of the boxes against each item ranging 1 to 5. The numbers indicate:

5 = Strongly Agree 4 = Agree 3= Undecided 2= Disagree 1= Strongly Disagree

No	Item	Scale				
		5	4	3	2	1
1	Females have clear vision to empower in educational leadership of secondary schools.					
2	Females have interest to become empower in educational leadership of secondary schools.					
3	The school leaders encourage females to empower in educational leadership.					
4	The back ground of female can affect to empower in educational leadership.					
5	The academic achievement of female can affect to empower in educational leadership.					
6	Level of education can affect female to empower in educational leadership of secondary schools.					
7	The school leaders consider ideas and suggestion of females in educational leadership.					
8	The school leaders provide good ideas for females that enable to participate in educational leadership.					
9	Females can work cooperatively with school leaders for solving problems and making participatory decisions.					
10	The school incentives can motivate females to empower in educational leadership of secondary schools.					
11	Females take more of their time to practice in educational leadership.					
12	The attractiveness of the school compound can affect female to empower in educational leadership.					
13	The school situation is suitable for female to empower in educational leadership of secondary schools.					
14	The school leader's influence and support females to empower in educational leadership.					
15	The school leader's influence and support females to participate in decision making.					
16	Female teachers aspire for position in educational leadership.					
17	The school leaders can give short trend for a female which is support to empower in educational leadership.					
18	The school leaders motivate female teachers to become a leader in different team works.					

19	The school leaders motivate female teachers to become a role model in the school.					
20	The school leaders provide chance for female teachers to sharing experience with each other.					

Part III. The Role of Secondary School Leadership in Female Empowerment:

Direction 3: The following statements show the role of secondary school leadership. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item. The numbers indicate:

5= Strongly Agree 4= Agree 3= Undecided 2= Disagree 1= Strongly Disagree

A. Giving short train for females on educational leadership

No	Item	Scale				
		5	4	3	2	1
	Your school leaders role to:					
1	Encouraging female teachers' to participate on the prepared train.					
2	Involve all females on training program.					
3	Give equal chance for all females to participate on the issue of training.					
4	Motivate females in order to change to practice what they were trained.					
5	Adjust the program of sharing experience between females.					
6	Motivate females to give short train for others.					

B. Providing incentives for females

No	Item	Scale				
		5	4	3	2	1
	Your school leaders role to:					
1	Produce the idea of fairly incentives.					
2	Participate all stakeholders.					
3	Involve all females on the program of incentives.					
4	Develop positive attitudes of females.					
5	Manage/Control established team of incentives.					
6	Control the resource of the school properly.					

C. Advocating the professional of females

No	Item	Scale				
		5	4	3	2	1
	Your school leaders role to:					
1	Announce female's profession in order to participate in educational leadership.					
2	Motivate females in their profession.					
3	Encourage females to upgrade their profession and participate in educational leadership.					
4	Prepare meeting for the advocating of females profession.					

D. Developing affirmative action in the school

No	Item	Scale				
		5	4	3	2	1
	Your school leaders role to:					
1	Develop the idea of equality between male and female.					
2	Reduce disagreement between male and female regarding to educational leadership.					
3	Encourage male and female in order to work cooperatively.					
4	Develop positive attitude between male and female to lead equally.					

E. Strengthen the awareness of female in order to participate in educational leadership

No	Item	Scale				
		5	4	3	2	1
	Your school leaders role to:					
1	Building the idea of females to become a leader.					
2	Develop deeply the awareness of females to engage in educational leadership.					
3	Motivate females in order to manipulate professionally.					
4	Facilitate the way of making awareness for females.					
5	Giving awareness for females on time management.					

Part IV. Factors Affecting Female Empowerment in Educational Leadership

Direction 5: The following statements show major factors affecting female empowerment in educational leadership. Please indicate the extent to which each statement characterizes your school by putting tick mark (√) in one of the boxes against each item. The numbers indicate:

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree

No	Item	Scale				
		5	4	3	2	1
1	Lack of adequate training towards educational leadership.					
2	Lack of experience of secondary school leaders.					
3	The relationship between the principal with females.					
4	The nature and culture of the secondary school.					
5	Lack of regular supervisory support from the concerned education officials.					
6	The larger environment (political, economic, social) factors.					
7	Restricted powers of females to decide on issues.					
8	Lack of availability of educational resource (financial and material).					
9	The large size of the secondary school community (staff and teachers).					
10	Lack of interest to become a leader in secondary school.					

What are the other major challenges that face females to empower in educational leadership?

Appendix II
II. Sample interview

JIMMA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

GUIDES TO INTERVIEW CONDUCTED ON HEAD OF WOREDA EDUCATION OFFICE

The purpose of the interview is to study how much female empowerment in educational leadership in secondary schools of Jimma Zone, the attitude change in the society and also the challenges that hinder their empowerment.

Thank you in advance!

1. How do you evaluate parents and stakeholders attitude towards female empowerment in secondary school leadership?
2. How do you think the promotion and selecting criteria for male and female leaders in secondary schools?
3. What do you think about the barriers and challenges observed in the empowerment of female in secondary school leadership?
4. How do you evaluate the existing gender policy and the actual female's empowerment in leadership?
5. How much are females inspired to be represented in secondary school leadership?