

**WOMEN'S PARTICIPATION IN EDUCATIONAL
LEADERSHIP IN SELECTED HIGH SCHOOLS
IN ADDIS ABABA CITY ADMINISTRATION**

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A Thesis presented to the college of Graduate studies Addis Ababa
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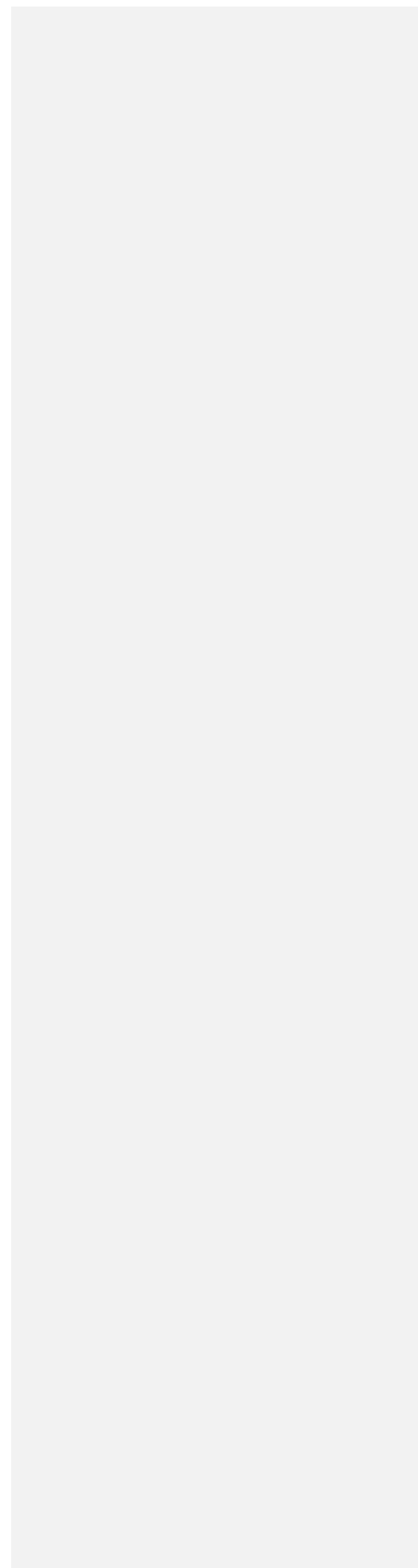
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Abbreviations and Acronyms

ILO-International Labor association

OSTEMM-Organization of science, technology, engineering, mathematics and
medicine

BPA-Beijing Declaration and platform for action

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Abstract

The purpose of the study was to find and in barriers for women to enter leadership positions in selected secondary schools in Addis Ababa City Administration. It was intended to assess the institutional, domestic or personal as well as intra personal problem of women to inter leadership positions in educational institutions. In this regard; secondary schools in Addis Ababa City Administration were selected to be main focus area. The main beneficiaries or the study were secondary school female teachers, principals and deputy principal in Addis Ababa. A significant contribution was intended to be made with the findings to the main participants of policy makers at our levels. To extract their perception on the matter data gathering tools like the questionnaire and interview was considered appropriately. From the 56 secondary Schools in the ten sub-cities, twelve were purposefully selected from among 4 sub-cities .By using purposive sampling each sample element is selected for purpose. About 42% of the participants perceive those in principal ship positions to have both feminine of masculine characters while about 29% of them said that they perceived principals with character with assertiveness, aggression, high self esteem and self confidence or in short with masculine characters. While this is so 69% of them female teachers include this the study never aspired for leadership positions at the beginning of their career. Additionally, choosing from issues involved in recruitment and selection about 41% of the respondents said that it is the attitude of recruiters is the most influential. While, 32% claimed that the criteria for recruitment is not clear and understandable .And 32% said that 'caring for children' takes the upper hand for them, as a barrier to enter leadership positions followed by 'getting married'. From among the personal barriers 'educational background' and 'Childhood background' of female teachers had taken the lead in influencing factors. Based on the findings it is recommended that policy makers, city Administration officer and immediate supervisors assert gender sensitive issues in the making of policies to hire or promote principals.

CHAPTER ONE

Introduction

1. 1. Background of the Study

Educational leadership at the secondary schools and district level continues in most nation to be characterized by an underrepresentation of women .The last three decades have seen growing understanding of the primary causes of this underrepresentation .These include the continuation of long held societal attitudes that assume women make poor leaders ,direct harassment and exclusion of women in the work place in male dominated organizational situations ,and seemingly gender neutral policies that nevertheless prevent women who must balance work and family commitments from accessing leadership positions . The last three decades have also seen a growing understanding of the problems that the underrepresentation of women creates in any field of public decision making. These problems include the replication of existing work and organizational patterns reflecting male life and male employment preferences and expectations. Given the large numbers of women in the lower ranks of education in the country , their failure to progress in to decision –making and leadership roles must result in a lot of talent and experience to their communities and countries , in addition to raising social justices issues , yet , despite growing awareness of this problems and increased understanding of historical causes , progress towards gender equality in educational leadership paralleling the movement of women into the governing boards of public and corporate organizations , remain societal (BPA,1995).

Education is the basic indicator showing the status of certain group in a society. The rate of enrolment and success determine income level, status, influence rate of mobility and confidence. In addition to the personal gains, education is considered to be the driving force behind economic, social, cultural development of a country (Emebet, 2006:15).

Education emphasized both in Dakar and Beijing plat forms for action as a key to women’s empowerment. It expands women’s opportunities, enhances their

capacity to develop their full potential, contributes to more equal gender relations ultimately enables women to benefit from development intervention (UN, 1996). The more educated a person is, it would be legible for acquiring leadership position. As women are educated, they would be capable of making decision, influencing other create, ideas and managing situations. While this lies true, traditionally management has been dominated by men.

Women are having a trouble breaking in to senior level management. according to a survey of female managers across the united states, approximately half of the entry level managers and one fourth of middle managers today are women but upper management is still almost exclusively male (kinard, 1988:531-532).

According to the 2004 Annual report of Addis Ababa city government education bureau, 13.9% of women are involved in the educational leadership position, and 86.01% of men are employed in leadership position in all sub-cities of secondary and preparatory schools of Addis Ababa. This indicates that the total number of women participation in educational leadership is too less relatively from male's involvement.

1.2. Statement of the Problem

The Beijing plat from for action considered the inequality between men and women in the sharing of power and decision making at all levels as one of the critical areas of concern for the empowerment of women. In most cases men come to be associated with commitment, dedication and careerism, thus men are the numerous and visible gender at the top leadership and management position in almost the entire sector worldwide (Whitehead, 2006). Women on the one hand remain marginalized from leadership and decision making structures of many countries in the world. Too often women leaders, never move beyond entry level supervisory positions. Few women that assume higher decision positions are numerically minority and usually face gender specific problem which are not common among men leaders (Collinson and Hearn, 2001).

According to the United Nations' world women report (2000), women's share of the administrative and managerial labor force was less than 30% in all regions of the world in the year 2000. It also depicts that women's share of leadership position is less than their total share of the labor force.

Women's various discriminations and less participation in any sector development is an agenda of every country. Fundamentally, equality between men and women is a matter of human right and a condition for social justice, necessary and basic pre-requisite for equality, democracy, development, peace and good governance. Every human being has the right to participation is less in most development spheres but not as less as the leadership position. Traditionally, female leaders tended to show more relation oriented and democratic styles than men, where as male leaders show more task oriented and autocratic styles. The best leaders, however, were characterized at the time as those who integrated their task and relation orientations (androgyny) in their behaviors toward their colleagues and subordinates (Bass and Riggio, 2006:114).

Ethiopian women's participation in different social and developmental sector's leadership is supported by international, continental, regional and national conventions and agreement, FDRE constitution, leadership theories and various above all, the government. Various factors that impede women's participation were identified and recommended by many researchers, for example women'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 participation of women in recruitment training and assignment teachers (TGE, 1994; 22). The number of women in professions decrease as the level of the positions increases from primary secondary and higher educational institutions. Based on the statistical data from the city government of Addis Ababa education bureau in the year 2005, the number of male and female government school teacher in the ten sub cities of Addis Ababa are 33.54% female and 66.46% males in the primary (1st cycle).

72.05% male and 27.95 females in the primary (2nd cycle)85.59. male and 14.40% female in the secondary 1st cycle, and 90.59% male and 9.41% female teachers in the secondary 2nd cycle. Though teaching is a profession that many women are involved compared to other professions, still their number is very few compared to men. This affects their appointment in educational leadership positions.

Basic Questions

1. How did institutional barriers affect women teachers and in their pursuit of leadership positions in selected secondary schools in Addis Ababa?
2. How did domestic personal situations of women teachers in secondary schools of A.A affect their career advancements in relation to leadership?
3. Does women's level of aspiration affect their participation in educational leadership management?
4. To what extent does sex role stereotyping affect women's career advancement with their participation in educational leadership?

1.3. Objectives of the Study

2.3.1. General Objective

The general aim of the study was to look in the barriers for women to enter leadership positions in selected schools of Addis Ababa city governments.

2.3.2. Specific Objectives

- Find out the institutional barriers of women principals and teachers in secondary schools of Addis Ababa encountered in their pursuit of leadership positions.
- Examine the degree to which domestic or personal situations of women principals in selected secondary and preparedly schools of Addis Ababa, affected their carrier advancements.
- Observe how women leaders in selected secondary schools view and utilize career planning scheme in their carrier path.

1.4. Significance of the Study

By identifying the major barriers that affect women's participation in education leadership in secondary and preparatory schools the study was intended to bring about the following substance:

1. By identifying factors hindering from women participation in leadership the study will give information to tackle those hindering factors.
2. Investigating gender specific problems of women managers and leaders, which is important to find solution.
3. The research is important to create gender discourse in relation to leadership in the secondary and preparatory schools investigated in Addis Ababa city government.
4. Give new orientation for concerned bodies to take new measures to enhance women's participation in decision making structures.

1.5. Delimitation of the Study

The purpose of research was to find out the barriers to women is particulate educational leadership in selected secondary schools in Addis Ababa city administration. For this purpose the scope of the study was delimited to four sub-cities in Addis Ababa city government. The study is analyzed the barriers that women that women teachers and principals faced in their pursuit of leadership positions.

1.6 .Limitation of the study

Constraints of money and time were the major limitation to carry out my study. To some extent, to find documented current research literature regarding to women's participation in educational leadership and the process of identifying women in educational leadership position was not easy. Therefore the women who were eventually interviewed does not by means imply that there are not

other women who could be fair educational leaders. On the other hand some respondents were not willing to fill the questionnaire and even to be interviewed.

1.7. Organization of the Study

The research report is organized into five chapters. Chapter one deals with the problem and its approach .In chapter two the review of related literature is presented. Chapter three presents research design and methodology, followed by presentation and analysis of data in chapter four. summery, conclusion and recommendation of the study are presented on chapter five.

CHAPTER TWO

2. Review of the Related Literature

1.2 Historical Overview of Women in Leadership

Renzanti (1995) and Johanson and Shabazz (2007) stated that the contemporary world is male dominated in which gender power relations are clearly adjusted in favor of men. The prevailing internationalized patriarchal system systematically excluded women from every sphere of public life including leadership and decision making structure (Meron, 2005). Despite over half a century of research in to leadership, there appears to be no nearer a consensus as to its basic meanings. Some suggest it is rather like beauty; it is hard to define but individuals can recognize it when they see it. There are countless definitions and conceptual views pertaining to it. Every individual researcher perceives leadership, in a different light. The word was originally used in the early 1800's in writing about the political influence and control of the British parliament during the first half of the 19th century (Bass, 1900).

2.1.1 Gender and Leadership Style

Several studies have been conducted on women in leadership. The results of these studies are not the same while there are arguments that there are no gender differences in leadership style or behaviors between men and women and different in significant ways in leadership. While others found no difference between men and female leaders in their leadership roles. Roslyn cited in Brown (1979) argued that men and women are different in significant ways, with men being more aggressive and women being more perceptive to reality and likely to sustain interest in completing a job, similarly, women are superior on transformational leadership and men in transactional style of leadership.

2.1.2 The Leader

Educational leadership at the secondary school district and national level continues in most nations to be characterized by an under representation of women. The last three decades have seen a growing understanding of the primary causes of this under presentation. These include the continuation of long held societal attitudes that assume women make poor leaders, direct harassment and exclusion of women in the work place in male dominated organizational situations, and seemingly gender neutral policies that nevertheless prevent women who must balance work and family commitments from accessing leadership positions. The last three decades have also seen a growing understanding of the problems that the under representation of women creates in any field of public decision-making. This problem includes the replication of existing work and organizational patterns reflecting male life and male employment preferences and expectations. Given the large numbers of women in the lower ranks of education in many nations, their failure to progress into decision-making and leadership role must result in a lot of talent and experience to their communities and countries, in addition to realizing social justice issues. Yet, despite growing awareness of these problems and increased understanding of historical causes, progress towards gender equality in educational leadership, paralleling the movement of women into the governing boards of public and corporate organization's remains slow.

Feminine researcher, such as Rosener (1990), argues that female and male leaders differ in accordance with gender stereotypes. Rosener argues that femininity is particularly needed in today's work life and claims, a long same lines as Powell (1993) Gardner and Tiggemann (1999), that there are profound differences between male and female leaders female leaders concentrate on the relationship between people whereas, men tend to concentrate on the issues or tasks.

2.1.3 Women in Management

Women from the core of the family and household work longer hours than men in nearly every country and do more of the total work than men, and women contribute more of the development of their societies (Meron, 2003). Women's low status in Ethiopia, as anywhere else, is expressed in different forms including in their lack of assets to ownership, leadership and decision making opportunities and their multiple role that made them lag behind endeavor. only 30.8% of female employments are in the formal sector, which are mainly engaged in clerical and fiscal administrative positions earning less than 200.00 birr per months (MOE;2007).

In many organizations the idea of a good manger is still implicitly inched in to notion of "hegemonic" masculinity that represent qualities such as competitive aggressive non- emotional, goal oriented and physically strong Connell (1997). Hegemonic masculinity is as Blackmoh (1999) defines it, the culturally dominant and most powerful form of masculinity. It is based on heroism, where the hero controls and guides his subordinates. The dominant form of masculinity, constructed in aversion to femininity ,are those that dedicate how organizations are managed (Change 1996) .But some insist that this kinds of leadership may have existed in times when people worked in hierarchic organizations where work was organized in to assembly lines but not in today's more flexible expert organizations (kolununon,2002) .

2.2 Women's Progress and Barriers to Educational Leadership

A number of writers have attempted to identify and categorize some of these barriers to the progress of women's careers in educational leadership (Brown and Ralph, 1996; Coleman; 2001; Hall, 1996). Many researchers believe that we live in man dominated world here gender power relations are clearly in favor of men. Three types of barriers are put forward by researchers. The first one states sex role stereotype as an influencing factor, the second is concerned with

emotionality and feelings of working women and the third barrier is concerned with organizational variables.

2.2.1 Barriers to women's progress

2.2.1.1 Institutional Barriers

Despite significant effects made by the feminist and equal opportunities movement, women still face unspoken prejudices in the workplace. Sometimes these come to the fore ground when a woman assumes a leadership position they must be aware of this prejudice in order to ensure that they will not act in ways to confirm them.

Negative stereotype is described with the following characters, disinclination to supervise other, less physical strength, less ability to do science and Math's, less Willingness to travel and to physical danger and use physical force. These characters make it possible for men to have jobs like manager, supervisor, government executive, miner, driver, police officer security guard etc; this may put women at a disadvantage. Other types of stereotype include women own such characters as greater willingness to take order, greater docility, and less likelihood to complain about work or working conditions, less likelihood to join labor unions, greater willingness to accept lower wages and less need for income greater interest in working at home character have a great influence on the general characters typifying female occupation than on qualifying or disqualifying women for particular occupations (Bass, 1990).

Most men and women even, within the work environment believe that women are not fit for leadership since they easily fall apart when the going gets tough, love to gossip, afraid to make decisions, are not good team player allow their families and personal lives to get on the way of their job, can't travel as they have personal and family commitments, gets emotional and cry so easily, make things complicated and are moody at certain times of the month or are inconsistent. These and other behavior patterns are uniquely assigned to women leaders in their daily lives. The following paragraphs discuss what other

researchers about the root causes of women being prejudiced in the work environment.

Women are raised being told that they are the danger in most socialites. It is true that the crime rate on women has shown significant increases. As Simmons (1996) contends that as children girls can be sensitive, soft and can cry when they are hurt. They are expected to be frightened if there is aggression about and not stand up for themselves. Later in life women find that being too emotional is itself a part of a negative stereotype about how women behave at work if one gets too emotional, this leads to poor judgment on their part as well as difficult for everyone else (particularly for men).

The path to top management was typically built by gaining experience as the head of a department boarding school matron or other positions of responsibility at the school level. According to Kegoda and Sperandio 2009, female teachers often did not take this career path because of childbearing responsibilities or lack of spousal support for their progress. In some instance, their male peers and superiors in the schools would engineer their hinder female teachers who aspire to become head teachers as they have been held back from developing the appropriate experience and skills required for promotion. The government addressed the problem of an equal access in the in the white paper of 1991. However, there was no systematic policy of non-sexist education to overcome cultural and social barriers to participation of girls in Education. Although in theory the merit principals is used to guide the selection head teachers by the teaching service commission, most positions are filled on are basis of trust and rapport and/or patronage. Women upon upward social mobility and self promotion. Female teachers also often lack the support of their head teachers, community members' spouses or even family members with respect to their application for promotion. Some women cannot contemplate taking on a headship position which would almost certainly involve managing male teachers. Lack of self-esteem, role models and mentors contribute to women's reluctance to apply for leadership positions in the education sector (Kegoda and Sperandio, 2009).

2.2.1.2 Sex Role Stereotypes

Stereotypes exist in all societies, and how we perceive each other can be determined through oversimplified assumptions about people based on particular traits, such as race, sex, age, etc. They are based on socially constructed norms, practices, and beliefs. They are often cultural, and religion-based and fostered, and reflect underlying power relations. Stereotypical beliefs can be rigid, but they do and have changed over time, and that is the challenge and the opportunity. Stereotypes are not always inherently negative, but because they are assumptions that disregard a person's individuality. One of the theories put forward to explain the underrepresentation of women in senior management positions is social psychological and organizational development literature on gender stereotype and leadership style and effectiveness, and explores its relevance for leadership in higher education. Implications of the dichotomous stereotypes of "friendly vs. competent" and "agentic vs. communal" frame a discussion of social psychological research on how stereotypes affect perceptions of leaders. Ways to overcome stereotypes and the applications of feminist values to leadership strategies are also discussed. Gender stereotypes are pervasive and have an impact on all aspects of women's and men's behavior. It is that of socialization and stereotyping. The stereotyping of women can be traced through history, with roots being in religious traditions and diverse cultural histories.

A stereotype is the association of a person or a social group with a consistent set of traits. This may include both positive and negative traits, such as the stereotypes of a cheerleader being attractive and unintelligent. The literature over the past two decades is replete with claims of sex role stereotyping as the major barriers to women seeking entry to or advancement in educational administration (Abebayeh, 1995; Meskerem, 2008). It is said that both positive and negative stereotypes are reflected towards women in all types of situations.

The positive stereotypes caring and nurturing behaviour and skills experiences are based on household related works. Women are also said to have greater manual dexterity, greater honesty and good physical appearance. Negative stereotypes are described with the following character, disinclination to supervise others, less physical strength, less ability to do science and math's, less willingness to travel and susceptible to physical danger and use less physical force.

Even in western organizations the ideal of a good manager is still implicitly included in the notion of masculinity that represents qualities such as competitive, aggressive, non emotional, goal oriented and psychologically and physically strong (Kauppinn and A altio, 2006). According to the encyclopaedia of sex and gender (2004) the earliest study on stereotype were conducted by Mc jee and Sheriffs in the 1950's in California using the list of 200 adjectives they found that there were a large number of characteristics differentially ascribed to men in general and women in general. Men were ascribed as frank, straight forward, rational, competent, bold and effective. Women were emotionally warm and concerned with social customs. Their findings were consistent with those of Parsons and Boves, (1955) who identified the traits associated with men as more adaptive instrumental and those associated with female as integrative expressive.

2.2.1.3 Personal Barriers

The disadvantage of women are subjected to appear not to have anything to do with the requirements for positions of leadership, except only to perpetuate a false perception that women lack the personality and the experience needed when faced with tough situations. Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination, fairness, confidence, honesty, assertiveness and aggressiveness. In putting the problems face by women into perspective, Wisker (1996:90) pertinently argues that "women are under-represented in higher and middle management positions in higher education, even in the current post-feminist

climate when many people claim there is no need to assert that equality must continue to be striven for.” The rest of this article focuses the following barriers which represent faulty perceptions of the true positions regarding women:-

- Poor self image which is a factor attributed more to women than to men;
- Lack of assertiveness: as a habit associated with women than men;
- Less career orientation: as a sign of less interest in women as leaders;
- Less confidence: as an argument that women, unlike men, generally lack the will to achieve;
- Poor performance: a myth used as an excuse for employing less women in demanding occupation;
- Discrimination: as a sign of low interest in their recruitment of women into leadership positions; and
- Demotion: as a form of punishment thought to suit women better as they are perceived to be lazy and arrogant.

Poor self-image is a barrier to women advancement in leadership of the educational profession. The term self has two distinct meanings, namely, the self as an object and the self as a process. The self as an object has to “do with people’s attitude about themselves, their picture of the way they look and act, the impact they make on others, their traits and abilities, their foibles and weakness” .Colleges and universities benefit from diversity in their leadership roles and profess to value diversity of thought, of experience of person. Yet why do women remain under-represented in to academic leadership positions and in key positions along the academic career ladder? Why don not they advance at a rate proportional to that of their male peers? How do internal and external environmental contexts still influence who enters academic leadership and who survives and thrives in those roles? Women in academic leadership complement its companion volumes in the women in academic series, provoking readers to think critically about the gendered nature of academic leadership across the spectrum of institutional types. It argues that leadership,

the academy, and the nexus of academic leadership, remain gendered structures steeped in male oriented norms and mores.

Blending research and reflection, it explores the barriers and dilemmas that these structures present and the professional strategies and the personal choices women make in order to successfully surmount them. The authors pose questions about how women leaders negotiate between their public and private selves. They consider how women develop a vital sense of self-efficacy along with the essential skills and knowledge they need in order to lead effectively; how they cultivate opportunity; and how they gain legitimacy and maintain authenticity in a male gendered arena. For those who seek to create an institutional environment conducive to equity and opportunity, this book offers insight into the pervasive barriers facing women of all colors and evidence of the need for a more complex, multi-dimensional view of leadership. For women in academe who seek to reach their professional potential and maintain authenticity, it offers encouragement and a myriad of strategies for their growth and development (Diane and Susan, 2009).

2.2.1.4 Cultural and social factor

Entrenched socio-cultural stereotypes against women cut across color. At this modern age there are people who still believe that women are incapable of leading. These women in most cases find themselves undermined especially if they may happen to climb the social strata. Thus such type of thinking devalues human liberations efforts. "The absence of women from political life and leadership positions undermines democracy and women's empowerment". Women in leadership positions in the rural areas are hard hit by prejudices because most men in such areas are the staunch custodians of culture (UN ,1996). According to Bapedi culture which forms a great part of the Limpopo province a woman is not supposed to lead. Hence the proverb "Tsa etwa key a tshadi pele di wela leopeng" meaning if a leader is a woman, disaster is bound to happen" it should however be noted that amongst the Bapedi tribes there

are those like Bolubedu who only have women as their chiefs e.g. the rain Queen in Madjadji. They are however in minority. The public sphere prevailing in Limpopo does not encourage rural women to occupy leadership positions; hence there are still less than 50% of women principals in the schools. Rural women are often silent, hidden and underappreciated, they represent probably the world's most powerful untapped natural resource, and they are surely more than ever before a key to world stability and understanding. There is a saying that goes like "if you educate a man you educate a woman you educate the nation". Thus the saying alludes to the strategic position that the women occupy in society and in their homes. An exploratory study was conducted in the three areas of Limpopo province, namely, Capricorn, Sekhukhune and Waterberg. The aim of the investigation was to probe into challenges that women principals face both in their schools and in their communities. It was discovered through the study that women principals find it hard to make a significant impact in terms of knowledge due to the prejudice that are prevailing in their communities. Furthermore, women principals found themselves double disadvantaged in the sense that they are capable of leading and also to work hard than their male counterparts. In most cases they worked in the environment that did not fully support them. African perception on knowledge and leadership has a lot to do with its colonization historical background. Most Africans were made to believe that their knowledge system was primitive and that as Africans they needed white leadership to survive. In South Africa the ideology of looking down upon African Women with respect to their leadership skills was further perpetrated by the apartheid regime, which segregated people according to race and culture. Women felt the double oppression as they were oppressed by the apartheid regime and by their communities. Their knowledge and personal experience were rated as zero. Curriculums in South Africa was designed in such a way that it strengthened the ideology that blacks were inferior and that they cannot govern. Girls were also not given equal opportunities within African communities as boys to

attend school. They were left to assist with the household chores. Hence the saying a women's place is in the kitchen.

Women principals in most cases find themselves not being fully accepted by the communities they work with. They do not get the support from other female colleagues who would also like to work with male leaders. They are made to feel that their contributions to society are not important. They are challenged by educators who think that women principals are not knowledgeable on labor issues. Tribal authorities undermine their leadership by being vocal about their wish for a male principal in their area. Lack of parental involvement becomes rife in female headed institutions. Some male parents refuse to serve in female headed schools. Some male colleague principals do not give them support cultural issues become more conspicuous especially if the female principals work in a different cultural set up. Lyhaba (2007:4) Women principals find themselves fully accepted as leaders in the communities they work with after a lot of hard work and sacrifices: This is not the case with their male counter parts that are readily accepted as leaders in various communities. Opportunities for women to experience responsibility and leadership availability of mentoring a climate of respect and understanding for women's career aspirations school boards accepting of women as school leaders recognition and allowance for differences in career path between men and women due to personal factors alternative path so leadership in different organizational stressors in private and non-formal education.

One reason too few women are wired for educational administrative passions is due to the gender gap. The gender gap may represent an impediment to potential institutional improvements. Even though effective leadership is more behaviorally derived than gender based, gender remains an obstacle to women seeking and obtaining leadership positions (Getykov, 1996). There are three models that have been used to explain the under representation of women in educational leadership positions. The first is the meritocracy model or the individual perspective model. Both are psychological orientations. The model looks to women for cause: personal traits, characteristics, abilities or qualities.

Individual attitudes such as self-image and confidence, motivation, and aspirations also fall into this domain. The belief associated with this model is that women are not assertive enough. Women are looked at as the cause, organizational or discrimination education system. The organizational structures and practice of education which discriminate women's as place 1 or social 2 cultural and social norms different socialization patterns for women and of desire for power may not be released to their lack of a desire to obtain power, but how power is perceived that is quite different from men.

The second model, the organizational perspective or the discrimination model focuses on the educational system. Differences between career aspiration and achievements for women that accompany systemic gender bias are described. The model explains how organizational structures and practices in education discriminated against women (Tollerick and Bursyn, 1996). Men seem to advance to higher levels because they are favored in promotional practices and women cannot advance even if they choose to do so. The third model is identified as women's place or social perspective model. This model emphasizes cultural and social norms that encourage discriminatory practice, the norms, folkways, and mores of the society coincide with different socialization patterns that channel women and men into different areas of work and differential pay and status (Schmuck, 1980).

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be due in part to men seeing leadership as facilitating. Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized. Women embrace relationships, sharing, and process but men focus on completing tasks, achieving goals, hoarding of information, and winning. Women education administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching. In the area of instructional leadership, women spend more years as principals and teachers, and have more degrees than

men; they emphasize the importance of curriculum and instruction in their work (Tallerico and Burstyn, 1996). Women learn toward facultative leadership, enabling others to make their contributions through delegation, encouragement and nudging from behind. Because women's main focus is on relationship, they interact more frequently than men with teachers, students, parents, non-parent community members, professional colleagues, and superordinates. Men, on the other hand, stress task accomplishment and they tend to lead through a series of concrete exchanges that involved rewarding employees for a job well done and punishing them from an inadequate job performance. Many women support contributive, consensual decision making and emphasize the produce, the goal. Men utilize the traditional top-down administrative style. Women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information (Getskow, 1996).

2.3 Strategies used to ensure Equitable Representation in leadership

Worldwide, there are three policies that are applied to ensure women's representation in various structures, and Norris, (2000) outlined these as rhetorical strategies, affirmative action programs, and positive discrimination strategies.

Although each researcher categories the reasons differently most of them agree on the influence of external traits internal variables and self related factors are the major's obstacles of women participation in leadership (Abeabyehu, 1995). The external factors include that of the socioeconomic and political environment outside of the school while the international system in general and related to a women's self aspiration to achieve leadership positions. Though the above mentioned obstacles, having women as administrators is as essential to the school environment. Primarily, they bring a new perspective to the for citron to deal issues at hand and also they are taken as role models for new generations. Therefore it is imperative that women's participation be well

scrutinized on the existing barriers and suggests possible solutions for the issue.

Several investigators have attempted to explain these gender differences in career advancement. For example, Lassalle and Spoken (1987) studied labor force participation patterns and found that more consistent labor force participation was associated with enhanced occupational advancement. However, women do not appear to move in and out of the work force as often as expected. Others have confirmed that gender differences in career advancement cannot be solely explained by intermittent work-force participation by women (Jagacinski et al 1987).

As Izraeli and Adler (1994) point out despite women's investment in their own education, their commitment to their management career, in shortage of international executives, and equal opportunity legislation even today women hold no more than a small fraction of management posts. A number of barriers concerning the appointment, promotion and transfer of women have been discussed as factors that contribute to the under-representation of and/or the rate of voluntary turnover among women. A number of researchers have made reference to the existence of both internal barriers (i.e. in the environment) specifically in relation to women attaining positions in management (Crites, 1969 and Swanson and Woitke, 1997).

Affirmative action has been used in many countries to correct gender imbalances. According to Norries (2000), affirmative action programs are meritocratic policies that aim to achieve fairness in recruitment by removing practical barriers that disadvantage women. Affirmative action programs provide training (on public speaking for example), advisory group goals, financial assistance, and monitoring of outcomes. Gender quotas may fall into this category if they are advisory in nature. Positive discrimination strategies on the other hand set mandatory quotas for the selection of candidates from certain social or political groups (Norries, 2000). Quotas can be set at different

levels (to indicate proportion of representation) or at different stages of the selection process. Quotas can also be binding and implemented by law or internal party rules. Obviously when Quotas are legally specified as part of the constitution they are more likely to be implemented, and guarantee women (or other minority groups) inclusion in leadership. Some people view this process as unfair as some people are automatically included or excluded from recruitment process exclusively on the basis of their gender or race. It has been argued that such strategies violate the principles of fairness and competence and contribute to a culture of laxity in women.

Women must be present in leadership positions in education systems worldwide to provide a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels. According to the 4th world conference on women (1998) called for government's worldwide to "Create a gender sensitive education system in order to ensure full and equal participation of women in the educational administration and policy and decision making.

Beijing Declaration and platform (BPA) /1995) Mission statement asserts that equality between women and men is not only a matter of human rights and a condition for social justice, but also a condition for "people-centered sustainable development". The presence of women in leadership role at the secondary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choice with role models of women decision makers and leaders. It is also imperative that women be actively involved in leading educational change given the vital role that the education system of a country plays in both national development and the development of a gender equal society. For women to be active participants in the change and development process, they must be present and provided with the necessary skills and understanding needed to participate effectively in educational leadership and policy-making at both school and national levels.

2.3.1 Self Advocacy

Male domination in the leadership of educational institutions is a worldwide phenomenon. Despite the fact that there is now a critical mass of women who qualify to be leader in both primary and secondary schools, very few are inspired to apply for leadership positions. At the university level, top academic and administrative positions are dominated by men. In the 1990s, the government of Uganda introduced affirmative action policies intended to boost women's participation in educational leadership. These included: the government white paper on Education, the Uganda constitution of 1995, the 1.5 points awarded to girls to facilitate their entry, into university, policies of expanding tertiary institutions, introducing evening programs and many others. These policies were also intended to bring about gender parity in Education, which has almost been achieved. However this has not translated into gender parity in Educational leadership-Leading cause for this imbalance are male domination in recruiting agencies, women's self-limitation, fear of responsibilities and lack of self-esteem. Recommendations include the inclusion of gender courses in pre-service teacher education and in all university courses, mentorship for both men and women, encouraging women to create their own networks, provision of counseling and self-assertion training for women and improving girls' access to quality education as a whole (UNESCO ,2011).

Women are sparsely represented in leadership in academic science, technology, engineering, mathematics, and medicine (STEMM). Cultural stereotypes about men, women, and leaders influence the attitudes, judgments, and decisions that others make about women and the choices women make for themselves. Multilevel interventions are needed to counteract the impact of these pervasive and easily activated stereotypes, which conspire in multiple ways to constrain women's entry, persistence, and advancement in academic STEMM. Individual-level educational intervention describe Tran theoretical mode of behavioral change as a framework, we assessed the success of a semester course on

increasing women's leadership self-efficacy for the first three cohorts of course participants (n=30). Pre/post questionnaires showed against in leadership self-efficacy personal mastery, and self-esteem, and decreases in perceived constraints. Qualitative text analysis of weekly journals indicated increasing leadership self-efficacy as course participants applied course information and integrated strategies to mitigate the impact of societal stereotypes into their own leadership practices. Follow up queries of the first two cohorts supported the enduring value of course participation. We conclude that providing strategies to recognize and mitigate the impact of gender stereotypes is effective in increasing leadership self-efficacy in women at early stages of academic STEM careers (CBE life, 2012).

2.3.2 Networking

According to some researchers mention the following as internal unsupportive networks, institutional culture favoring men, scarcity of female staff members, qualification criteria the position and informal network of men. By following the same path the researcher had tried to secondary schools of Addis Ababa. As Dr. Embebet, on a conference entitled 'Women in Science indicated the lack of aspiration so join leadership positions in science and other fields can be concluded with two factors, lack of personal and social resources. She explained that the former encompasses factors like having not the courage, vision and perseverance to go through the 'bumpy road up' the organizational hierarchy. This she contended might be because of the way they were raised, the organizational culture, their educational background as well as their experience on the job. The later the social resource includes the lack of support from family members, coworkers, subordinates, and the society in general.

To obtain leadership positions in the 21st century, women can use some career-enhancing techniques. Techniques include availing themselves to mentors, utilizing sponsors, role models, and networking which allows women a means for getting advice, moral support and contacts for information and providing constructive way of dealing with frustration. According to Crampton and

Mishra, (1999), sharing feelings about their work, and providing encouragement. Morrison et al, (1992) suggested the following four “component of success” Be able, women should make sure that they know what the position entails. They should developed good speaking and writing skills plus any skill that will help compete against everyone else at a particular level. Never stop learning keep going and to develop confidence. In order to be recognized for the work well done, performing an exceptional job, doing a job important to the organization, becoming visible so others know who it was who succeeded are essential. The fourth skill is courage and determination to battle the male-dominated establishment. The fifth skill is demonstrating a commitment to work in order to stay ahead of the competition, and to learn to delegate effectively. A good delegator is able to (a) analyze the job, (b) decide what needs to be delegated, (c) plan the delegation, (d) select the person or persons to delegate to, (e) delegate, and (f) follow up on the delegated activity. The six skills that should be developed are to meet deadlines. Having the ability to complete tasks in a timely manner will improve others perceptions of one’s performance during the evaluation process. The seventh and final skill is to develop and exercise the managerial role. The leader’s aim to gain a leadership role a female must act the role be utilize the power she has in that position. Psychologist, Tingley (1993) addressed in her book the issue of communication barriers concerning men and women. Tingley uses the term “gender flex” to refer to temporarily using communication behaviors typical of the other gender to increase potentials for influence, that means one considers a situation from someone else’s point of view. The following six-step process for adapting to gender differences (Caudron, 1995; communication, 1994). Adopt a positive attitude toward differences. Realize that men and women do communicate differently and use this knowledge when communicating with men. Acknowledge differences when this is done women will be in the right frame of mind to communicate with the opposite sex. Assess differences without judging. Determine if these differences are content, style, or structure, before presuming someone is being inarticulate. Renew positive attitudes forward

differences. Choose techniques for action or response. Generalize from the specific.

Networking is sometimes that junior faculty, women, and racial/ethnic minorities often fail to do. It's important to reach out to colleagues from day one and to continue to keep open lines of communication. If there is a situation of different treatment, having established relationships will help you to see problems early on and will provide non with the networks to be able to do something about it do not shy away from say promotion. It is important to let people know about the great work you are doing. One of toughest lessons to learn is that working hard and working smart is not enough. If you are the only one who knows what great work you have done, it will stay with you and your small circle of colleagues. Have a good working prelateship with male colleagues too-while women-to-women networking is invaluable, it is extremely important to have excellent working relationship and open liner of communication with the powerful men on campus . There is always sought out those men who advocate for women. They are in the all-male conversations where advocacy for women is extremely important.

2.3.3 Mentoring

The concept of mentoring has its origins in Greek mythology. "Ulysses" entrusted his son, Telemachus, to the care and direction of his friend, mentor, while he went off to fight in the Trojan wars. The word mentor has since become synonymous with wise counseling and has in recent years, been adopted as a conscious development option by many companies (Williamson, 2007). The role of mentors in guidance, support, encouragement and facilitation female leadership development the influence of foreign professionals upon women's progress in developing countries, forms of direct and latent gender discrimination stereotypes and aspiration to principal ship. To explore these and related areas, research could utilize a wide variety of methodologies, and sources, such as national surveys, census data, and literature review of

contemporary condition based on a discrete body of literature in the local language. Historical studies that focus on broad historical processes related to women and education may also be of benefit to unearth changes in women's social position and career pattern in a wide variety of occupations. Evaluation studies of national and local projects to qualify women for professional occupation have to decrease their internal barriers to progress, to promote women's education and the like. There are forms of training particularly suited to the immediate needs of female teachers, which in turn, raise the number of women qualified for management and leadership positions often these projects are based on the conjecture that ideas and models originating in the west can "solve" the problem of inferiority of women in their traditional societies. However, great care is needed when borrowing ideas from other cultures and societies. A part from the risk that the other countries practice may be misinterpreted, they may be too closely bound up with their specific contexts to be applicable elsewhere (Grant, 2000). By examining educational projects that aim at promoting women's equality and equity, research can help indicate the kind of adaptation needed to fit them in to other systems. Certain research is recommended to focus on the evaluation of specific educational projects. Furthermore, the evaluation of specific strategies for career progress and growth is suggested to trace and outline particular points of importance is the understanding of strategies that concern women's ways of coping with internal barriers that are profoundly rooted in their mind. After all living in traditional societies that characterize developing nations might engender strong images of femininity that obviate women's occupational progress, let alone the development of managerial aspirations. Exploring female administrators' leadership and career education itself does not necessarily mean the same thing in all societies. It may have quite different criteria. The very word "education" itself can have different connotations in different societies. Similarly, the meaning of leadership, schooling and teaching are different in various countries. The national and cultural context shapes the realization of these concepts as well as the career experiences of individuals in a certain society.

Conflict in career women emerges especially in female managers, as Guoging and yongxin (2000) indicated. For this reason, there is a need for research that focuses particularly on the lives, career and leadership of female administrators and principals in developing countries is extremely thin, suggestions for subsequent research on the way in which women administrators balance their femininity with the masculine world in which they work, the factor for their success or failure, and the profiles of women leaders seems warranted. Issues of women administrator's decision making processes, controlling mechanism, external relations, communication and relationship with male teachers or supervisors are of great significance for our understanding of their unique world in developing countries.

To explore the lived experience and leadership of women administrators in cultures that are different from those of Anglo-American nations it is recommended to underpin the study on a wide variety of perspective (e.g. post-structuralism, post-feminism, post-modernism or standpoint theory). For example, in a study that explored the careers of African-American female principals, the authors used stand point theory that focuses on the production of knowledge that is emancipator, anti-oppressive, non-hierarchical, negotiated and politically focused (Bloom and Erlandson, 2003). This view may shed light on many issues of women whose life experiences and careers are entirely different from those of many women in the western World. A comparative approach demands an appreciation of the intangible, impalpable, spiritual and cultural forces which underline an educational system; the forces and factors outside the school matter even more than what goes on inside it (Crossley, 2000).

One answer to the barriers and obstacles women administrators deal with on a daily basis is mentoring in order for women to succeed in acquiring administrative positions in education, mentoring must occur. Mentoring can significantly enhance income and promoting possibilities for individuals experiencing these relationships. Mentoring can meet the needs of both women and institutions, and it can also assist in attracting and retaining women and

minority professionals in the academic work environment. Mentoring of younger workers reduces turnover, helps mentees deal with organizational issues, and accelerates their assimilation into the culture. The mentees (those women being mentored) benefit because someone cares enough to support them, advise them and help interpret inside information. The advantages of mentoring are felt not only by the mentees and their organization, but by the mentors themselves. The experience the fulfillment of passing along hard earned wisdom influences the next generation of upper management, and receiving appreciation from a younger worker (Cullen and Luna, 1993). It is not uncommon for women to have male mentors, but the best mentors for women are other women, because women interacting and sharing experiences and knowledge are significant. Though male mentors readily encouraged women to become principals, they did not eagerly support them when seeking a position at the secondary level. The mentoring experience must help women develop self esteem, aggressive managerial personalities, and non-traditional attitudes about women and employment. The nurturing of attitudes and characteristics would allow for success in the organization where as the male counterpart exhibited personalities that made it earlier to advance. The use of mentors to assist present and future leaders is a powerful tool that may be used to bring about more effective school practice.

CHAPTER THREE

3 Research Design and Methodology

In this chapter of the study, the discussion focuses on the overall research design and strategies. The first part describes the research method of the study. While, the second details data gathering instruments one by one. Also, the sample population, sampling technique and the sample area are also entailed. Data gathering procedures and data analysis method are also discussed.

3.1 The Research Method

The general aim of the study was to look in to the barriers for women to inter leadership positions in secondary schools of Addis Ababa. It includes both the internal and external barriers affect to be a leadership and how targeted up on. The study aims more specifically at finding the institutional and external factors women leaders perceive as a dominant barrier in their career. The above mentioned issues are worth investigating to do so the perceptions and experience of women in educational administration is important to have a full – fledged view of the problem. Keeping this in mind, descriptive research design was chosen as the appropriate method of carrying out this study. The term descriptive research 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 was 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.

3.2 Data Sources

Both primary and secondary source of data were used in this study. The primary source of data were women principals and female teachers, deputy principals and unit leaders working in Addis Ababa secondary schools , Addis Ababa city administration education bureau officials and sub – city levels education representatives . As for secondary data source, documents, records of strategies to assign principals and annual statistical reports from Addis Ababa city administration were consulted.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

The determination of the population and sample school bases the 2011 annual statistical report of AACAEB. The general population of the study included female and male principals working in government education administrated bureau and women teachers working in government administrated secondary schools in Addis Ababa. There are about 6,018 teachers in the ten sub-cities, 17% of these i.e. 1055, are female there are about fifty-six secondary government schools in the ten sub-cities then four sub-cities were selected purposively, from the four sub-cities twelve schools were selected by purposive sampling. Therefore, in the selected four sub-cities, there are almost, 450-500 female teachers, and from these 286 who are in the twelve schools were taken as sample frame out of these by using a random sampling technique, 140 respondents were expected to fulfill the questionnaire. Among this 117 questionnaire were properly returned and the returning rate were 83.57%.

3.3.2 Sampling Technique

To ensure a fair representation of all administration parts of Addis Ababa, out of ten sub-cities, four (40%) sub cities were selected through purposive sampling technique. In purposive sampling each sample element is selected for a purpose, usually because of the unique position of the sample element. Therefore, two-sub-cities with female principals and two sub-cities with principals were selected.

3.4 Instruments

Different data gathering instruments were employed for this study. It was felt essential to adopt both qualitative and quantitative data collection approach, which are survey instruments that help reveal the nature and strength of women education leaders as well as pinpoint problems that hamper women's participation in educational leadership .The quantitative data was obtained from questionnaire whilst the qualitative approach took the form of in-depth interviews to acquire relevant Information. The details of each instrument are presented below.

3.4.1 Questionnaires

The questionnaires are flexible, for a researcher, data gathering tool as data involving large or small number of people. A questionnaire was designed in English for female respondents of secondary school teachers and leaders. The goal of the questionnaire was to uncover mainly the institutional and external barriers that women teachers face to be a leader. To go along with this, the strategies that, women leaders used to overcome these barriers are also looked in to. Overall, the questionnaire consisted of three sections, prepared for secondary school leaders and teachers. (See Appendix A).

Section one was designed to collect data on the background characteristics of the target groups pertain up to the demographic features , education level, years of service in teaching and leadership , marital status as well as number of children .

The second section was prepared in the form of closed ended multiple choice questions .The aim of the multiple choice questions was to find out the dominant institutional, external and domestic barriers that women teachers encounter while perusing their career advancements. Those were designed to enable the respondents to bring together the multifaceted problems they perceive as barriers, in to a specific category, institutional, external and domestic. In congruence with this, it was aimed at identifying which barrier is

the dominant from within each category. Also since it was distributed to both those in leadership positions and those who were not, the questions helped to find out the differences and or similarities in perceptions and what can cause it. The second item of the questionnaire are composed of Likert scale question, to find out the most prevailing measures that needs to be taken to reduce or alleviate the barriers for women in the secondary schools in Addis Ababa. Likert scale questions are a type of survey questions where respondents are asked to ratio the level at which they agree or disagree with a given statement. The level of agreement was indicated on five-point scale ranging from “strongly agree to disagree”.

3.4.2 Interviews

Interviewing according to many researchers are “particularly valuable for uncovering women’s perspectives” of the problems. In this regard both semi-structured and un- structured techniques of interviewing, were used to interview with the participants of the study, mainly focusing on female administrators. The semi-structured interview question were administered to female administrators(principals and deputy principals).While the unstructured once, were employed to those in woreda education offices.

The interview questions were intended to get an insight of women administrator’s perceptions in joining leader ship .Moreover, exclusive information regarding the challenges they faced in their career advancement and how they persevered was obtained, through the open discussion. Additionally, it was intended to get aquatinted with their childhood back ground as well as their experiences they gained at the start of the career, and how it helped them to upgrade themselves to the positions they are in at the moment. Notably, this is in line with the questions raised at the start of the study in the basic que

3.5 Reliability and validity of research instrument

To establish the reliability of the questionnaire and interview schedule items, pilot testing was done in four sub-cities selected secondary high schools. In the process of pilot testing, the questionnaire was administered to 30 members of female teachers in the selected secondary schools of the four sub-cities. The procedure used to determine the split-half-reliability co-efficient for the items were weighted for purpose of calculations. The test was divided in to two comparable halves or sub sets. The approach used to divide the test items was by including all-even items in the first half and all-odd items in the second half. Each respondent, consequently, had two sets of scores (x scores and y scores). The first or the the x scores were for the even items and the second or the the y scores for the odd items. Fifth pearson product moment formula will be used to correlate the two sets of scores .Therefore in this study, reliability co-efficient of 0.5 and above was accepted as a good measure of reliability.

3.6 Procedures of Data Collection and Administration

After getting corrected all items the actual questionnaires was prepared, convenient time for the respondents was also arranged ,the questionnaires should be distributed and a follow up will make in order to give an immediate correction whenever problems arose during the filling out of the questionnaire .The same questionnaire for female and male principals and only female teachers were administered based on the logic that they have the same academic back grounds .the questionnaires was prepared in English taking in to account that the medium of instruction and their level of qualification at the selected secondary schools Of Addis Ababa city-Administration. The questionnaire was contained close ended questions and few open ended questions moreover to get additional information.

3.7 Method of Data Analysis

Depending on the nature of the basic questions and the data collection, statistical tools were employed to analyse the data gathered. Frequency distribution or percentage of ratio were employed to analyse various characteristics of the respondent. This statistical tool is also used to determine the relative standing characteristics like age, sex, marital status, qualification and work experience.

CHAPTER FOUR

Comment [M1]:

4. Data presentation, Analysis and interpretation

This Chapter deals with to presentation and analysis of the data that are categorized into two major parts. The first part contains information about *the characteristic of the respondents* while the second is filled with general information about *the barriers* that affect women participation in educational leadership.

4.1 Characteristic of the respondents

As it has been indicated in previous chapter the main aim of the study was to assess female teacher's participation in leadership position in selected secondary schools in Addis Ababa city administration. To this end the participation and views of these female teachers is mandatory, that is why they are the basic informants of the study. Generally speaking, there are about 29,000 workers in relation to education in Addis Ababa. This includes teachers from kindergarten to the secondary schools and city administration facilitators; as the annual abstract of the Addis Ababa City Administration Education Bureau (AACEB, 2002 E.C) describes. According to the same report there were about 30 female officials working at different authority levels, in the bureau and then the ten sub-cities. Therefore, at the aforementioned year women contributed 20 % to the leadership positions. The main point in this study, however, is on women working in secondary schools and women's participation in educational bureau. This section contains the background information of the study about respondents. Then ten sub-cities of Addis Ababa administer about 23,013 teachers both in the primary and secondary level. Among these 6,018 were serving in the 56 secondary schools, according to the annual report of 2002, mentioned earlier 17 % of those are women, numbering 1,055. It was also evident that there were three principals and sixteen deputy principals scattered around the ten sub-cities. The general information regarding the

participants with respect to their responsibility and sex is summarized in the following table.

Table 1: Respondents by sex and responsibility

Responsibility	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Educational bureau officials	5	83	1	17	6	100
Principals and Deputy principals	3	33	6	67	9	100
Teachers	-	-	140	100	140	100
Total	8	5	147	94	155	100

As the above table shows the very large proportion of the study are female school teachers and school leaders while most of the positions in educational bureaus in the AACAEB and in sub-cities are filled by men. There were about six female school leaders in the four sub-cities that were included in this study. These were about then selected for interviewing and filled in the questionnaire, while, unstructured interviews were employed to assess the views of educational officials and male school leaders. The 140 female teachers were reached though questionnaires, in which, 117 was turned. This makes the return rate to be 83.57. It is important to mention that the respondents are permanent workers in twelve secondary schools in four sub-cities in Addis Ababa.

4.2 Barriers to women teachers to enter leadership positions

Researchers have attempted to find some explanation for lower participation of women in principal positions, usually by focusing on the obstacles women face attempting to obtain a principal-ship. The research literature reveals several

different obstacles for women's lack of success in entering administration. These obstacles can be categorized into two groups: internal and external obstacles. Taking into consideration the questions raised earlier in the basic questions, the questionnaire on specific factors. The succeeding table demonstrates the core findings from the questionnaire.

Table 2: Barriers to women Teachers from holding leadership Positions

Barriers	Teachers		Principals	
	No	%	No	%
Joined the profession believing it is women's job	35	30	-	-
Both feminine and masculine character comes to their mind	49	42	1	17
Culture of the society	30	26	1	17
Women's childhood background	46	39	3	50
Women's lack of initiative to participate in leadership	30	25	3	50
Low number of female teachers	40	34	1	17
Problems in attitude of recruitment	40	34	-	-
Domestic responsibility (giving birth) and caring for children	38	32	1	17
Information gap of the recruitment process	32	28	1	17
Leadership positions not associated with any character	20	17	-	-

Source: Survey Result (see appendix A)

4.2.1 Institutional Barriers

Internal obstacles include exist within the internal environment of the secondary schools. The problems detected by some other researchers like, sex-role and stereotyping lack of aspiration, recruitment and selection strategies for

the position was scrutinized by other researchers. Additionally, the number of female teachers and the scarcity of role models are also discussed in the sections succeeding.

Factor one: sex-role stereotypes

A stereotype is the association of a person or a social group with a consistent set of traits .This may included both positive and negative traits , such as the stereotypes of a cheerleader being attractive and unintelligent .The literature over the past two decades is replete with claims of sex role stereotyping as the major barriers to women seeking entry to or advancement in educational administration (Abebayeh, 1995; Meskerem, 2008). It is said that both positive and negative stereotypes are reflected towards women in all types of situations. The positive stereotypes caring and nurturing behaviour and skills experiences are based on household related works. Women are also said to have greater manual dexterity, greater honesty and good physical appearance. Negative stereotypes are described with the following character, disinclination to supervise others, less physical strength, less ability to do science and math's, less willingness to travel and susceptible to physical danger and use less physical force.

Even in western organizations the ideal of a good manager is still implicitly included in the notion of masculinity that represents qualities such as competitive, aggressive, non emotional, goal oriented and psychologically and physically strong (Kauppinn and A altio, 2006). According to the encyclopaedia of sex and gender (2004) the earliest study on stereotype were conducted by Mc jee and Sheriffs in the 1950's in California using the list of 200 adjectives they found that there were a large number of characteristics differentially ascribed to men in general and women in general. Men were ascribed as frank, straight forward, rational, competent, bold and effective. Women were emotionally warm and concerned with social customs. Their findings were consistent with those of Parsons and Boves, (1955) who identified the traits associated with men as

more adaptive instrumental and those associated with female as integrative expressive.

To find out the study participant's perspective on the gender role stereotyping in the school environment some items on the questionnaire focused on related issues. The first one was concerned with what female teachers think about the gender and related characters of a principal should be. The question was provided with options to select from: The first one was concerning masculine characters and the second one tended to represent the feminine behaviours. It is worth reminding that these variables or representations of the sexes that are most commonly used. The third alternative is provided for those who think that both the above characteristics represent the principal. However the fourth one is left for those who think that there could never be a specific character striking to the position.

According to the findings of this study about 44 % opted to say that both feminine and masculine characters come to their mind when asked about a principal, as it can be seen from table 2. Also the next higher choice of the respondents indicates that they think principals should have masculine behaviours, about 29 % of them said that they perceived principals with characters like , assertiveness, aggression, high self esteem and self confidence. Of course not an insignificant numbers of respondents that they see school principals as female (about, 17 %) and some did choice not to associate leaders with any of the characters mentioned in the options (about, 13 %). This shows that the famous trains that men are leaders tend not to be perceived true with this batch of female participants. Hand in hand with this three of the six principals and deputy principals chose feminine characters are what come to their mind when they think of a principal. Since, these have worked in leadership positions before their present one; they may be drawing conclusion from their experience.

There is a wide spread belief that women are suited to the teaching profession because of their caring and nurturing behaviour. They are thought to replace the role of mothers, and students, are almost expected to turn to them for

comfort at hard times. When asked about how they joined the teaching profession, only 13 % of the respondent joined because they think that it is the suitable job. 39 % of them responded that it was the only available career line at the time. The other 13 % principal and 27 % said that they joined with the suggestion of a friend or another family member and because they wanted the profession itself, respectively.

Factor Two: Recruitment and selection of principals

Recruitment is the active pursuit of potential candidates for the purpose of influencing them to apply for positions in the organization. It is a process of searching for qualified prospective candidates, both beginning and experienced and stimulating, them to apply for vacancies in the organization, in the processes of recruitment, an effort is, thus, made to attract potential employees with necessary characteristics and in proper quantities for job available (Melaky, 2010). Once a pool, of potential recruit are created through recruiting the process of selection takes place.

In Ethiopia's educational policy the recruitment and selection of personnel, teachers, principals and other education related official is supervised indirectly by the ministry of education. Regional education bureau are give the authority to assign these personnel to the right position. These bodies intern are supervised by zones and kebeles, and eventually MOE. All regional offices are expected to take the overall human resource plan of the year from these bodies and make its own practical plan. That is why it is reasonable to say that the human resource recruitment and selection standards are uniform as are the procedure followed.

The number of the female teacher at various levels and administrative leadership position is low, the number is decreasing as one moves from primary to secondary schools, and institute of higher learning in Addis Ababa and other districts in the country. Some researchers claim the standards or criteria of recruitment and selection is discriminatory as is the attitude of recruitment. Since the process is in interactive one attitude of recruiters may have a significant influence. According to female teacher's respondents, 30 % of

them, perceived that the attitude of the recruitment is a factor that influenced or still influencing them not to join leadership position. They claim that females are knowingly or unknowingly, denied the access though technicality of the process.

According to interviews made with the Addis Ababa city education bureau official, a list of qualified people from the teaching staff members or other leadership positions is created after a brief background research. Then a more thorough assessment is completed concerning the recruit, by taking into consideration other conditions and traits of each person. The Bole sub-city education and training officer said that such traits of the person includes working in harmony with others, leadership ability and commendable behaviour both at work, or his/her household as well as the community is given due attention, when asked about the work done to strengthen women's participation in the recruitment process, he said that their theme is to have "50 plus 1": participation rates of women in leadership position. He also added that many women are recommended for principal-ship positions but they are not willing to accept. He reasoned that may be because of the multifaceted responsibilities of women. Other sub-city heads also mentioned the priority they give for women teachers in the recruitment phase. For instance the Kirkos sub-city teachers' development head mentioned the need for women in these positions, as they are loyal and dedicated in accomplishing their job and their human relations skills are also considered valuable.

When enquired about the attitudes of those who make the final decision on the recruitment and selection process, all sub-city education bureau representatives described some of the efforts made in their part. To start with, the recruiters themselves need to have the right experience and knowledge regarding human resource planning, in educational institutions. Additionally frequent training programs are undertaken to make sure that the recruiters stay flexible with the changes taking place in the work environment. In Yeka sub-city it was mentioned that timely assessment is mandatory to contribute to the solution. In the school environment, when recruiting is done for positions

like unit leader and department head in secondary schools, the procedures followed are somewhat different. Teachers with high achievements in their assessments are selected and then put up for the further assessment. The teaching staffs are responsible for evaluating these and finally assigning one that best fits the positions.

One principal assumes this procedure to be discriminatory for female teachers. In her experience, she said most staff members do not believe that women are fit for the responsibilities that come with the power to make decisions. She also mentioned that what is written cannot be useful unless people attitude change on the matter. This principal believes these should in by all means have to be considered elementary as they build women's confidence to move to higher positions. Another female deputy principal, now working in Leme secondary school agrees with this argument, saying that the attitudes for recruitment in her school made her to aspire for a higher position.

When enquired about what they consider influences the attitude of recruitments and selection, female principals and deputy responded that there are many related factors. Three of them mentioned that male teachers have more access to information regarding recruitment issue, this is called informal networks.

Men on the other hand use their informal networks grasp all the information needed. Previous research on why women lack the ability to form informal networks. Informal personal contacts one has inside and outside the organization is held responsible for the problem. Also women's ability to gather information is claimed to be lower than that of men. The amount of communication depends on factors mostly related to gender. The interview results with women in power and the information from questionnaire, filled with female teachers manifested that at the start of their career they had little or no interest in management, mainly because of lack of information what it could mean to be in a decision making process and what is really needed for it. This may have been caused by lack of mentors in the work environment this

contemporary scheme and its effect on the environment are thoroughly discussed in the following section.

Table 3: Institutional variables that are barriers for women to leadership

Characteristics	Teachers		Principals	
	No	%	No	%
Gender blend policies	8	7	1	17
Criteria for recruitment	37	32	2	33
Attitudes for recruitment	48	41	-	-
Information gap of the recruitment process	24	20	3	50
Total	117	100	6	100

Source: Survey Result (see appendix A)

As it can be seen from the table highest share of the female teachers, 41 %, said that attitude for recruitment is barrier within their school. But none of those in leadership positions through this is an impending factor for them to join leadership. In fact three of them perceived to be a barrier for them to join leadership, i.e. information gap of the recruitment process. It was evident from the general information gathered that the principals scored from five – twenty years experience in the teaching profession, while most of the female teachers, about 40 % have an experience from one to five years. It is obvious that the policies for recruitment and selection for principal-ship may have changed from one year to another; making it reasonable to think that recent changes may been seen in the attitudes for recruitment to be a de-motivating factors for female teachers.

Factor Three: Number of female teachers

According to the documents analyzed more than six thousand teachers are known to be working in the fifty six secondary schools of Addis Ababa, in the past year. Out of which 17 % are female, while the larger half about 83 % of the teaching position is occupied by men. In other words there are only 1,055 female teachers at the secondary level within Addis Ababa ten sub-cities. On the other hand female teachers in primary level contribute 45 % whereas male educators have 55 % contributing to the total amount of 16,281.

It is considered to be an important variable to scrutinize, the number of female teachers as it is widely believed that number have a significant effect on how women view their own role within the school environment. It is also one of the reasons often mentioned as a barrier for women to acquire the leadership positions in schools in the region. Viewing the figures above and comparing the two levels, primary and secondary, makes one to wonder what the reason behind is for the decreased proportion of women teachers in the secondary schools. It is not entirely discouraging but shows that there is room for improvement. Whether the reason lies in the educational requirement needed to enter secondary schools or not is another research topic. But here the focus is how the entry of women to leadership positions can be affected or facilitated by the number of women educators in secondary schools.

Generally speaking almost half of the country's population is contributed to women; any developmental activity of the country should involve them. It is undeniable any social, political and economic activities that does not take into consideration women cannot be complete. The need to ensure the quality of men and women participating and being benefices is un-debatable. Women have great opportunities to succeed in the global knowledge economy in any field they choose. Unfortunately, outdated beliefs and traditional cultural values sometimes impede women's progress, not only in developing countries, in developed countries as well.

More than 200 years ago, Mary Woll stone craft wrote, as quoted by Pevitts (2006.pp45)

Women are told from their infancy, and though by the example of their mothers, that a little knowledge of human weakness, justly termed cunning, softness of temper, outward obedience, and a scrupulous attention to a puerile kind of propriety, will obtain for them the protection of man, and should they be beautiful, everything else is needless, for, at least, twenty years of their lives.

To what extent has, the word changed from the 18th century and to what extent do traditional belief tether? Women and prevent them from achieving their full potential; is a debatable subject to our day? Though this is so, the twenty first century, has brought along improvements to human kind and women. For instance, women have entered the formal labour force in “unprecedented number during the past three decades.” So reports the research organization world watch institute (2000). “In both rich countries and poor,” the report continued, “inflation encourages women to work for pay,” or as one Nigerian woman put it: “the economic pressure is such that I just have to go out and work.”

Additionally, occupations have become professionalized over the 19th and 20th centuries. But women’s access to high paying jobs, like law and medicine has been delayed, owing to the fact they were excluded from higher education (Byers-pevitts, 2006). Researchers say that such factors largely limited women from low-paid and poor status occupations for most of the country. Inequalities in access and participation which include the wage gap and the glass ceiling have also been the described as the precipitators. This historic perspective may help to get to the point that women have suffered to inter the work force internationally, and the problem with the few number that are working today may be related to the widely accepted norm that women will remain the underdog. Education helped solve some of the problems that women faced or are still facing. To enable them to advance to the goals they set for themselves. In a SHELF conference Dr. Beverly Byers, indicated there is a significant improvement for women in educational leadership in higher institutions, basing her position on a national survey conducted in the year 1986 and

comparing it to today's number of women leaders in the US higher education institutions. Afterwards she reflected her own view on how the increasing number of female instructors with the right education and mentorship was able to advance to leadership positions.

The views of contemporary researchers on the matter, within the historical context, have so far been discussed. So now it can be revealed that about 31 % of the respondents perceive the lower the number of female teachers the lower gets those aspire for leadership positions. All of the 12 schools involved in this study have a staff dominated by male teachers in terms of number. The following table shows the male teachers dominancy further.

Table 4: Proportions of female/male teachers in the four sub-cities of secondary school

Sub-Cities	Schools	Male Teachers	Female Teachers
Yeka	- Dejazmach Wondirad	46	16
	- Karallo	54	21
	- Kokebe Tsibahe	111	42
Kirkos	- Misrak Goh	70	20
	- Abiyot Kirse	120	33
	- Shimelis Habte	128	29
Bole	- Bole preparatory	94	37
	- Lem	54	14
	- Addis Alemayehu	37	15
Ledeta	- Africa Hibret	53	19
	- Lemat Minch	52	18
	- Dejach Balcha	126	41

Source: Survey Result

As it is shown in the above table, it is not surprising that most of the study participants to consider the number of female teachers to be lower than it should be. Accordingly, it is a fact that in all the sample schools, even in large

sized staffs female teachers are under employed, what about who are currently in a position of authority? What do they think of the number female teachers contributing to the less representation of women in leadership positions? Apparently, only one of the six thought that it is a matter of concern. The other factors such as institutional, culture, male networks, and qualification criteria for principal-ship. The interviews made with these women revealed that there was no, if little competition from female teachers, at the time they tried to join leadership positions.

4.2.2 Domestic Barriers

It is a real that all women work. They perform dual roles of production and reproduction. Their work goes unrecognized because they do a variety of jobs daily which does not fit in to any specific occupation. Most of them are involved in arduous work. Although women work for longer hours and contribute substantially to family income, they are not perceived as workers by whether the women themselves or data collecting agencies and the government (WHO, 2009). The so-called house wife is already doing a single shift. If a woman also works outside home, she is consistently working a double shift. When children or a family member are ill, she does three shifts day after day. On an average, women work much longer hours than men. According to international labour organization (ILO), 2/3rd of the working hours around the world are worked by women because of the combination of various roles in the work place, in the family and in the society. Most often, the women's work remains invisible but it contributes a major portion of the world economy.

Table 5: Marital Status of the respondents.

Characteristics	Married		Single	
	No	%	No	%
Female teachers	48	41	69	59
Female principals	3	50	3	50
Total	51	91	72	109

Source: Survey Result (see appendix A)

In some areas of the world, the media portrays the ideal women as successful in her chosen career-highly paid, immaculately dressed, and totally self-assured. When she gets home, she has the energy to solve her children's problems, correct her husband's mistakes, and handle any domestic crisis. Understandably, few real women can live up to this illusion (Watchtower, 2008). In practice, many secular jobs that women obtain are monotonous and relatively low paying. To their chagrin, working mothers may find that their job does not enable them to use their natural abilities to the full. Regarding to the book social psychology (2000) points out "Despite progress toward equality, men continues to occupy better paid and higher powered job. Women who build their identities around their work are therefore at a distinct disadvantage".

Among those who respond to the questions in the questionnaire 33% are married while 59% are single and among those married many of them have children. Some even have raised more than one child. The age group of their children also matters, as the degree of responsibility vary for different age group of children. For instance, infants and toddlers need more care and nurturing, while children need more discipline and guidance to adapt to the school environment. From the information in the questionnaire, many of the

children are in the age group from 6 to 11.

Generally speaking ,when asked the most dominant domestic responsibility that they believed is a brilliant 32% of the female teachers ,choose the alternative which encompasses having and caring for children ; as it can be seen in table 1.While 18% of them assumed that getting married is an obstacle. In dual career families both the husband and wife work outside house. Whether they are in the same profession or not they spend most of the hours of the day at work but still the house work waits when they get back. If both spouses must work secularly, cooperation at home is vital.

In our society this kind of work is expected by women .There are of course, some husbands that are cooperative enough to make them .In- fact some of those interviewed did indicate such kinds of behaviors of their husbands. One deputy even mentioned that she got married at an early age and afterwards went to secondary school and raise a child at the same time. She explained the situation she was in as follows:-

For years, women have been battling how women engaged in educational leadership positions do and we are still at the same place asking how do we run a school and have a child at the same time? I desire to have children with my husband, but also shared the feelings of uncertainty that it brought; it is tough because we have been thinking about the children thing for a while and we want to do it. I do not know how to do it. I do not know how to do! And, you know, it is funny.....when I was teaching and had different principal mentors and so forth, they were all divorced women! so , when I took this job on , I said “ my dear , this just puts us closer to the divorce rate !”

Throughout the study findings ,the above kinds of thoughts were frequent .A former principal who has been married for less than a decade said that if it was not for her husband’s support she would have stopped trying to do better in her career as soon as she joined the profession. But of course they did not deny that the household responsibilities are double the amount than that of them being single. It is interesting to note that all those in leadership are married and have children. In fact one even mentioned that her first born ,now in his

20's is very supportive of her career advancements .so this shows that effective family support groups were successfully in developing women's aspiration for leadership.

4.2.3 Personal Barriers

The disadvantage of women are subjected to appear not to have anything to do with the requirements for positions of leadership, except only to perpetuate a false perception that women lack the personality and the experience needed when faced with tough situations. Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination, fairness, confidence, honesty, assertiveness and aggressiveness. In putting the problems face by women into perspective, Wisker (1996:90) pertinently argues that "women are under-represented in higher and middle management positions in higher education, even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for."As it was evident from questionnaire responses 69 % of female teachers did not aspire for leadership positions at the beginning of their careers. There might be a lot of reasons for this. Women filling comfortable in their present positions, not having role models, the work environment is not being encouraging, among other things. The findings of the questionnaire and the extracts from the interview made are detailed as follows.

Factor one: Lack of Role models

Role models are doers and showers. Role models are often seen as mentors who guide, encourage and inspire others in their desire to upgrade themselves to better levels in their careers.

Table 6: Lack of role model, education background and aspiration to be a leader.

Characteristics	Teachers		Principals	
	No	%	No	%
Lack of role model to become a leader	8	7	2	23
Women's childhood background	46	39	3	50
Lack of aspiration to leadership positions of the beginning of their career	81	69	3	50
Unsupportive women leaders within the school and educational bureaus	30	26	-	-
Lack of initiative to participate in leadership	30	26	3	50

Source: Survey Result (see appendix)

Among those who never aspired for leadership positions, only 7 % of the respondents took this factor, not having role models as a precipitator of the problem. On the other hand many of those interviewed mentioned that they have had many role models throughout their careers. Some of them still remember their teachers as influencers of their decision to join education and then afterwards leadership. Informal interviews made with female teachers did reveal that they have role models outside of the work environment, like in politics and public administration with the country or outside of it.

It can be noted from this that women teachers do not see others within that school environment as formal mentors. However, as the profession requires interactivity one learns from another, mostly during informal discussions and normal daily routines (Ababayehu, 1995). Though this is so having other women in administration motivate others to follow suit. Meskerem (2009), found out from the study she conducted on higher education instructors that, the

security of women in decision making positions have adverse effect on the other women, i.e., absence of role models erode the confidence of women to assume leadership and management positions. Also other researchers (Edison, 2007, and Meron, 2008) noted that the absence of women in various decision making areas remain the constant obstacle for women's coming to leadership. However, some women enjoy their token positions as leaders; they consciously keep distance from other women, do not help other women to further their careers, show envy and jealousy towards other women, and prefer to work with men.

This is referred to as "Queen bee" syndrome (Kanter ,1977) .The interviewed female teachers ,under the management of female principals and deputy principal ,stated that several of the women addressed the perception that particular leadership styles have been necessary within specific school context . This implies that we narrow the range of leadership behaviors if we relegate particular styles based on gender. Institutions training individuals for secondary leadership should allow prospective leaders, whether male or female, ample opportunities to explore their own personal styles and engage in self-discovery that place emphasis on leading for success with contextual parameters regardless of gender. It is the responsibility of school leaders, men, women and bodies preparing school leaders including us to maximize opportunities for all practicing and prospective leaders so that the capabilities of a larger and more diverse population of school leaders can be fully realized.

There is some real difference in being led by men and women in terms of aspiring them for leadership positions .But some did mention that some men leaders were even supportive men was told by a deputy principals .She mentioned that she joined her present position just about a year ago and the support from her female coworkers has not ceased since she realized her position in the school .All work in cooperation and in support of her power to make decisions .Others that were interviewed mentioned that they have lost the friendship and loyalty of other women working with them as soon as they acquired their present positions . Koivunen (2002) ,argues that men's physical

power and size affects their career development more than capabilities or education .As it is frequently seen men are homo-social in their approach to form networks .Women in top positions, in many studies, say that the greatest barrier they had to face in their endeavor is breaking through these networks .

Factor two: General Background of Women

This section tries to summarize the general background of women and its influence on their decision to join leadership. 39 % of the respondents say that they consider this factor as a trait for growth .By general background it is meant to say the educational status of women, their childhood background as well as their work experience.

Educational background

General gap exists in education at all levels the system .In primary and secondary levels boys always out number girls .besides , the number of girls dropping out higher than that of boys .The problem gets worse as one goes up higher the educational ladder .With age come other responsibilities for women to attend .Some get married and others have children .But the benefit of educated women has often been described as , Educational background has a role in developing the learner ,Men are more educated than women in educational institutions in Ethiopia .

Women's education is one of the important aspects of their self-development, and is closely related to their participation in productive activities, control over their own life and body, the education of their children and their negotiation ability vis-a vis institutions and men .promoting equal access and success in education training for women is given due attention in government policies and action plans.

The educational background may not stop with the formal education given by primary, secondary and higher educational institutions. There is also a process

of learning called self directed learning which includes developing the learners' capacity to be self directed and deepening the critical reflection done by the learner. It is also believed that creating learning opportunities is the responsibilities of the learner. But experience itself is another source of knowledge. Action learning and collaborative learning are important strategies resulting in sustained changes in organizational culture (Yorks and Marsick, 1998). Contextual factors that influence the ability to lead well enough to implement the desired solution include: the availability of appropriate source (time, money, people from whom to learn) willingness and motivation: and, the emotional capacity to take on new capabilities in the middle of what could be a stressful challenge (Marsick and Watkins, 2001). The principal and deputy principals bought up that, they continue to learn using this method. One deputy principal said that the moments she stops learning then at that moment the work becomes monotonous. When asked they come to know of such methods, half of them sad it was by experience. To acquaint themselves with new procedures that are brought along they needed to upgrade themselves in ways that is suitable for the job. The women also mentioned the need to learn from subordinates and coworkers. This, they said, is not only beneficial for themselves but also for work environment and the betterment of decision making within the school.

Impacts of Gender socialization

An early gender socialization start at birth and it is a process of learning culture roles according to one's sex. Right from the beginning, boys and girls are treated differently by the members of their own environment, and learn the difference between boys and girls, women and men. Parental and societal expectation from boy's girls, there selection of gender-specific toys, and/or giving gender based assignment seems to define a differentiating socialization process that can be termed as "gender socialization". There are numerous examples from varied parts of the world confirming that gender socialization is

intertwined with the ethnic, culture, and religious value of a given society. And gender socialization continues throughout the life cycle. Gender socialization is the process by which people learn to behave in a certain way dictated by social beliefs, values, attitudes and examples. Gender socialization begins as early as when a woman becomes pregnant and people start making judgments about the value of males over females. These stereotypes are perpetuated by family members, teachers, and others by having different expectation for males and females. Children start facing norms that define “masculine” and “feminine” from an early age. Boys are told not cry, not to get fear, not to be forgiving instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and “lady like”. These gender roles and expectations have large scale ramifications. In many parts of the world , girls face discrimination ion the care they receive in terms of their access to nutritious foods and health care , lea ding them to believe that they deserve to b e treated differently than boys. The degree o f gender differences observed varies in al cultures in respect. But at least one thing is common in all cultures: all sees gender as a classifying factor (UNICEF, 2007).Though in most developing countries it is common to be led by drift rather than utilizing career planning programs, the women do agree that if it had not been to some factors in their childhood, they would not be where they are today. Some say of the female principal, deputy principals and the department heads in secondary schools reflected that with the right kinds of support and guidance from the responsible in their lives they could have done more than what they did. In other words they are agreeing with the arguments made by many researchers that most of who we are is shaped and molded in our childhood.

Generally speaking, in our society, boys are encouraged to pursue the best, in their choice of education and career while girls are thought to settle for something more meager and what can help them cope with life’s responsibilities. Mostly education and pursuing careers is not an option, rather getting married is a more popular choice. AS one higher kirkos sub – city supervisor said, related her own childhood background to explain her

agreement with the above idea .she was the only girl from four brothers. Though her parents discontinued their education at a basic level , they used to encourage her to do well at school and offered practical help academically as they can .The never made her feel that she is a poor performer , academically than her siblings . This made her, as she claims, to build her confidence even at times when she faced failure, at the end of her secondary education. She was able to look for other opportunities to make a living and that is how she came to a teacher .Tough no one joined the profession before her in the family they were supportive every step of the way to where she is today. On the other hand another school leaders from Bole sub -city explained that she had experienced quite the positive .She said ,she had to struggle to stay in school as her family lived in remote area ,where the schools are far and the students has to walk for long hours . Not all of her family members were supportive of her going to school ,claiming that the sacrifices is not worth making .Her close relatives as well as one of her parents were not compassionate about her going to school with the boys' .In that community ,girls are not destined for pushing education and there after a career . So it took, this principal, a lot of courage and determination to overcome those problems. Though she says she never knew she would get this far she is happy with the decision she has made not to be side tracked by the perceptions that education is not for girls and was able to finish her education at the same time as the boys in her house and neighborhood. So the question remaining to be asked is weather this factor, made female teachers to be. So now the question is whether early gender socialization has an effect on female teachers to join leadership .To find out , the questionnaire tried to grasp their perception on the matter .According from 117 respondents 39 % indicated that childhood background is a barrier for women to join leadership positions .

The existence of none supportive networks within woman's lives is a provable fact .These networks can emanate from the work place ,from the community at large .from among the female respondent 20% said that the unsupportive

networks that emanate from the household affect them in their decision whether they should join leadership or not .

Factor three: Lack of aspiration for leadership position

Regarding to the finding of the study, 26 % of the respondent say that they have lack of initiative to be educational leadership, as it can be seen from table 6. This may be multifaceted by the barriers stated so far .For instance gendered stereotype threat can depress career and performance goals. Organizations regularly encourage employee to strive for excellence, yet stereotype threats may lead negatively – stereotyped groups, like women, to set inappropriately low goals for themselves, there by producing suboptimal performance. As Dr, Emebet, on a conference entitled ‘women in science indicated the lack of aspiration to join leadership position in science and other fields can be concluded with two factors, lack of personal and social resources. She explained that the former encompasses factors like having not the courage, vision and perseverance to go through the ‘bumpy road up’ the organizational hierarchy. This she contended might be because of the way they were raised, the organizational culture, their educational background as well as their experience on the job. The later the social resource includes the lack of support from family members, coworkers, subordinates and society in general.

The situation is not different in educational institution. Explaining the existing attitude for women in leadership, in higher education, Meskerem (2009) reported very few women are in decision making positions .This may adversely affect the progress of improving the legal and regulatory environment for promoting gender tolerance in educational institutions. Other researchers claimed that women perpetuate their own discrimination. The reason , as the researchers agree is that women are the victims of patriarchy in to two ways ,on the other hand they are made to men .On the other hand they are confined in to domestic sphere and restricted their participation in education and lab our market . They are dependent economically and therefore assume low social

status. Correspondingly, 69 % of the respondents in this study related they had no aspiration to join leadership positions and justifying their reason while 21% said that they like their present position. The glass ceiling is a barrier that is invisible line that puts women under pressure not to move to higher positions in organizations including the educational sector .The glass ceiling is a term used to describe an invisible line that prohibits women from moving up the hierarchy. Obviously women if they gain leadership position contribute a role to place items on the agenda of gender stereotype and address gender specific concerns and experience and provide new perspectives. Besides they serve as role models for other females new comers .the barriers include in the glass ceiling can make many forms and can emanate from both the internal and external environment of an organization.

The teaching profession has been known for its interactive behavior. What could be considered a normal .this does not mean that only women in power are to influence others rather but rather that the interface of these working together, both men and women , can have some effect on what women decide to do about moving up , it can either to encouraging , in other words 'Glass ceiling' .

Female teachers and principal positions in secondary school were asked to select among a set of institutional barriers the prevented them from moving up the hierarchy. As it was noticed most schools have inside them women who are currently working or have worked as department heads in the past. So what is the problem that is holding them back not to go any further? Sometimes a women's progress in to leadership has been considered a mixed blessing. As it was seen in the experiences of many countries women's development caused some problems in their household, becoming a crisis point in more and more marriage. To describe in the words of one husband, "I know intellectually I applaud her success. But emotionally I feel badly. I feel I am being abandoned. And I feel guilty because I am so upset". No doubt that though discussion is needed to improve the situation. Female teachers include in this study perceive the work of school headship to be burdensome and time taking. They do not

want to lose the privilege of half day work to a fulltime dedication, and ruin the quality time they spend with their family, as one experienced teacher in Yeka sub – city described. However, those in leadership positions begged to differ on this point. It is their opinion that the higher the position, the higher the pay to support their family, which they say is one important elements for the integrity of the family. Generally speaking , female teachers aspiration to inter leadership positions is precipitated by factors such as gender stereotype within the institution , personal barriers like early gender socialization in their childhood and domestic factors such as un-supporting spouses and family . Another factor that makes women to hold back is their perception for the work load of the positions themselves.

4.3 suggested strategies for reducing barriers to enter leadership

It is undeniable that women’s participation in strategic formation in any sector can and does contribute to any effort to reduce the effect of gender stereotypes in organizations to move up the hierarchical structure. Different experts and researchers suggest many kind of measures that can be applied to alleviate or at least reduce the effects of the barriers women teachers face in their aspiration to leadership positions. Some of these measures were presented to the respondents of the questionnaire and their level of agreement is here by summarized. The decision rules <3.00 mean score denotes developmental areas ,= 3.00 score takes as average and >3.00 is taken as it is the mean as well as the median value of 5 level rating scale ,i.e. the lowest possible mean score is 1 and the highest mean score will be 5 (Best and Khan ,1995) .

Table 7: Institutional strategies to promote women to educational leadership position.

No	Measurement variables	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Mean
1	Most women can play better leadership role compared to men	43 (36.75)	38 (32.47)	20 (17.09)	12 (10.35)	4 (3.41)	3.80
2	Most women avoid assuming leadership position	50 (42.73)	26 (22.22)	18 (15.38)	19 (16.23)	5 (4.27)	3.90
3	Most men do not accept women as leaders	47 (40.17)	33 (28.20)	20 (17.09)	14 (11.96)	3 (2.56)	3.91
4	Most women lack confidence to assume leadership position	39 (33.33)	30 (25.64)	20 (17.00)	17 (42.70)	11 (9.40)	1.29
5	Most women believes that eliminating socio-cultural variables affect women's participation in leadership	45 (38.46)	40 (34.18)	22 (18.80)	10 (8.50)	-	4.02
6	Changing attitude of society (perception)	49 (41.88)	38 (32.47)	29 (19.60)	7 (5.90)	-	4.10
7	Increasing women's participation by increasing a number of women teachers	61 (52.10)	32 (27.30)	21 (17.90)	3 (2.56)	-	4.29
8	Giving gender stereotype training for the school community	56 (47.80)	42 (35.89)	8 (6.80)	11 (9.40)	-	4.22
9	Increasing educational qualification of women	54 (46.10)	39 (33.30)	13 (11.10)	11 (9.40)	-	4.16
10	Increasing positive discrimination (affirmative action) for promotion	54 (46.15)	42 (35.89)	13 (11.10)	4 (3.41)	4 (3.41)	4.18
11	Developing recruitment criteria and gender sensitivity diversifying the existing one	42 (35.89)	49 (41.88)	19 (16.23)	7 (5.90)	-	4.07
12	Providing leadership program and develop recruiting to improve women's participation in leadership	75 (64.10)	33 (28.20)	7 (5.90)	2 (1.70)	-	4.54
13	Provide mentoring activity to enhance women's participation in leadership	49 (41.88)	38 (32.47)	23 (19.60)	7 (5.90)	-	4.10
14	Providing opportunities for women to participate in leadership positions	48 (41.00)	33 (28.20)	20 (17.09)	16 (13.67)	-	3.58

15	Motivating women to participate in leadership	75 (64.10)	34 (29.05)	6 (5.12)	2 (1.70)	-	4.55
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Source: survey result (see Appendix A)

Encouraging women to participate in leadership and developing women's leadership skill at the highest choice from the respondents of the questionnaire .The mean scores for the first suggestions is 4.55 while the second one is 4.54. This is quite high with reference to the decision rule that takes the mean score 5 as the highest. Also the interviews conducted with educational officers showed that special attention is given to female teachers while recruiting and selecting for principal-ship positions .One sub-city officials mentioned that they use different mechanism to attract or inspire women's participation in leadership positions, as the official said , for instant by providing women's symposium regarding women's role in leadership and by giving practical exercises , encouraging women's to involve in leadership position . The interviews with females school principals also showed that for some the encouragements the received from their immediate boss turner their interest on to peruse leadership careers .As it was discussed in previous sub sections it is not that they are discouraged from joining leadership positions directly it is that they are happy from different sections .

The next two highest means from table 5 shows that increasing women's participation by increasing by increasing the number of women teachers got the attention of about 61% of the respondents. The mean scores for the suggestions is 4.29, this is also quite high in reference to the decision criteria. As it was discussed in the previous sub-sections the lower the proportion of female teachers in the schools assessed as compared to male counterparts were seen as a contributing factors in the under representation of women in the principal ship . Therefore it is not surprising that this option, increasing the number of female teachers is seen as a solution to the current issues. In the education sector development program gender is mainstreamed in the different component such as curriculum, teachers training, capacity building,

and though distance education to enhance the participation and performance of female students at different levels (national action plan, 2009). Also the UN Educational, Scientific and Cultural Organization (UNESCO) report that girl's enrolment rise relative to boys as the proportion of female teacher's increases. Therefore an effective method of ensuring gender parity is to equalize the gender balance among teachers , a strategy Mauritania used to narrow the gender gap in primary schools 13 to 14 percent between 1990 and 2000 (Mutume , 2005) .

Making recruitment criteria gender sensitive by revising the existing criteria got relatively the medium mean from other options, 4.07 as it can be seen from table 5. It was indicated from the findings regarding the institutional barriers under the issue of recruitment and selection that the criteria are not believed to be the problem by the respondents. It was the attitude of the respondent themselves that weighed down on the decision to join leadership positions. This may have shaped the attention given to this particular suggestion the interview with the education officials in the sub-city and city administration level, manifested that there exists a system where by the criteria for recruitment and selection are checked consistently with the intention of improving the system. Special attention is given, according to one sub-city education officer, the educational background of the recruit, his\her political attitude and his\her experience both in teaching and leading. But the informant also mentioned there are sub section criteria for assessing leadership skills of the recruits.

About 7% of the respondents disagreed with the option providing leadership programs and then recruiting and empowering they would be leader. It was understood from the additional information given by some respondents this suggestion does not appear to be applicable to the school environment. Nevertheless, it is a nationwide theme i.e. to provide skill training, on leadership issue and it is also believed that it can be incorporated in the educational system by adopting some of the suggestions used in other sectors. The respondents of the questionnaire showed their agreement with most of the strategies proposed .In Likert scale questions, respondents may tend to agree

with statements as presented which is called acquiescence response bias (Journal of education Technology, 2009).

CHAPTER 5

Summery, Conclusion and Recommendations

This chapter is concerning with the summery of the major findings, the conclusions drawn from the findings, the conclusions drawn from the findings and recommendations that the researcher proposes and assumed which will go a long way to help improve and increase women's participation in educational leadership in Addis Ababa city administration.

5.1 Summery of findings

The strategy of the research was to look in the barriers for women to enter leadership positions in the selected secondary schools of Addis Ababa. Additionally both the internal and external barriers, and how much extent it affected women teacher's aspiration to join leadership position was targeted upon. To go along with this, women principals' experiences on the job and the strategies they used to overcome the barriers they faced as they aspired to leadership positions was also aimed to be assessed and interpreted.

The following basic questions were put forth to be answered in this the study:

1. How did institutional barriers affect women teachers and principals in their pursuit of leadership positions in selected secondary schools in Addis Ababa?
2. How did domestic personal situations of women teachers in secondary schools of A.A affect their career advancements in relation to leader ship?
3. Does women's level of aspiration affect their participation in educational leadership management?
4. To what extent does sex role stereotyping affect women's career advancement particularly in addition to education culture in their participation in educational leadership?

A descriptive survey study with quantitative and qualitative research approach was employed in this study and the related literature was reviewed. To ensure fair representation of all administration of all administration parts of Addis Ababa, four out of ten sub-cities (40%) were selected through purposive sampling technique. The sub-cities selected were Ledeta, Bole, Yeka and Kirkos. Twelve secondary schools from these sub-cities were included in the study to reach the female teachers within them.

The data gathering tools that were used were questionnaire and interviews. In order to get answers to these core questions; the questionnaire was distributed to female teachers and interviews were made for six education bureau officials, nine women principals and deputy principals were interviewed. The questionnaire distributed was designed to find out the external and internal barriers female teachers and the measures they perceive as the best way to attain the position they aspired for. While the interview questions, for female principals in selected secondary schools of Addis Ababa and education bureau, were intended to get a better view of the background of the women. Afterwards, the gathered data were analyzed through both qualitative and quantitative data analysis techniques. The summary of the findings are presented as follows.

To find out the sex-role orientation of leaders in the school environment the participants of the study were asked to identify which types of characters, masculine or feminine, they find most representative for school principals. Interestingly about 42% opted to say that both feminine and masculine characters come to their mind when asked about principal. Also the next higher choice of the respondents indicate that they think principals should have masculine behaviors, about 29% of them suggested that perceived principals with characters like assertiveness, aggression, high self-esteem and self-confidence. About 17% of the respondents suggested that they see school principals as female and about insignificant number of the respondents which is 12% did choose not to associate leaders with any of the character mentioned in the option.

In other options institutional barriers the recruitment and selection process of principals and related trends like gender blend policies, criteria and attitude of recruitment and selection was given due attention. 48% of them said that it is the attitude of recruiters that affects their aspiration for joining leadership. Were as, 37% claim that the criteria for recruitment as such not clear and abstract. Evidently, the respondents perceived that the attitude of the recruiters during the process of selection as a factor of influence to be a leader. Based on the general assumption of the respondents, there is bias within the process of recruitment and selection.

In other cases ,when asked the most dominant domestic responsibility that they believed is a barrier 38% of the female teacher respondents ,chose the alternative which encompasses having and domestic responsibility and caring for children. While, 18% of them assumed that getting married is an obstacle. On the other hand 46% of the respondents are more considered to think that childhood background has an impact on the way they shape their career patterns and the remaining perceive getting involved in spouse's career achievement is what limiting women from being join leadership positions. Among those whose opinions are in listed 33% are married while 56% are single and among those married many of them have children. From interviewed of seven women teachers more than half have share similar ideas, they suggest the support of their spouse has been the highlight of their lives and career advancements. The response to the questionnaire indicated that 69% of the female teachers did not aspire for leadership positions at the beginning of their careers. While the rest, 31% did have the aspiration to join for different reasons ranging from having good role models and wanting to reflect on gender issues to minimize male dominance and enhancing gender equality. On the other hand like educational background and early gender socialization also leading them for not desire to join leadership positions were scarcity of role models and the general background of the women.

From the institutional variables that are considered as barriers for women to enter leadership positions; gender blend policies, criteria for recruitment, attitude for recruitment and information gap of the recruitment process. From among this, about 48% of the respondents suggested that the attitude for recruitment look the upper hand of their choice, then the criteria for recruitment is followed by 37%, and the information gap of the recruitment process is about 24 %.

5.2 Conclusion

Lack of interest in educational management of education by women is found to be negatively influencing their participation .This study finding agrees with women do not show interest in management positions in management Of education due to lack of time , luck of support from spouse ,the societal perception , culture and lack of confidence make women in lose interest in educational leadership management in the sub-city government administration and secondary schools .Women find it difficult to balance their domestic roles ,professional roles and school administrative management work . They would rather concentrate on family roles which they feel are more important. Women educational leader's acts as role models and mentors for women .The study revealed that there are few women educational leaders to act as role models for women .Role models can increase the participation of women in educational leadership management .Women participating in educational leadership management, they will be encouraged to participate too. They will realize that women are as competent as men and discard the traditional belief that women are inferior to men. Furthermore, the female education leaders would act as mentors to other women. The study found that role models can encourage women to participate in educational leadership management. This research findings agree with the ideas that lack of role models at educational management levels contributes to low aspiration of women to educational management positions , they will aspire for management roles .providing

opportunities leadership program , develop recruiting and motivating is fully implemented can increase the participation of women in educational leadership management .This would result in more women who qualify to leadership positions in education and hence increase the participation of women in educational management .

5.3 Recommendation

Based on the findings and the conclusions made, the sub sequent recommendations are forwarded.

1. social change of conditions regarding to muscularity must exist in early childhood, in every stake holders such as in schools, in the social media in higher institutions, in government organizations, NGOs and other initiatives
-To this end policy makers and other responsible organizations at the national and sect oral level must focus on designing gender sensitivity policies, aiming at marginalizing women participation in leadership positions.
2. In the school level, immediate supervisions, sub-city education desk representatives and city administration education officials must highlight characters that transcend gender, like education and work experience, during the day today activities.
3. Affirmative action groups, donor organizations that work on gender issue and the government itself should endorse funding to overcoming gender stereotype.
4. In order to put balance between work and their house hold responsibilities women need a support so that the society, their house hold and in general the community must break out from the traditional perceptions that child care and house hold work are women's work and share half of the responsibilities.

5. In the community level the government should provide child care services with reasonable price can decrease some of the burden mothers have, in taking care of toddlers and infants.
6. In the domestic family context, at the community, society and national levels, we need to create an enabling environment, specific institutions systems, individual champions and role model are called for allocation of adequate resources for programmers must be targeting the elimination of gender stereotypes particularly in education sector through advocacy and awareness-raising campaigns educational curriculum development.
7. The government should be addressed the problem of unequal access of being educational leadership positions. Although in theory the merit principle is used to guide the selection of head teachers by the teaching service, most of positions are filled on the basis of trust and rapport .
8. Developing frameworks and models that illuminate the factor that affect women's aspiration and access to positions of leadership should be the first step in designing intervention to ensure gender equality in educational leadership in school level and the concerned educational bureau.

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