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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSMENT OF WOMEN'S PARTICIPATION
IN SCHOOL PRINCIPALSHIP POSITIONS
IN ADDIS ABABA CITY ADMINISTRATION

BY

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Addis Ababa, Ethiopia

June 2023



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

ADDIS ABABA, ETHIOPIA

JUNE 2023

DECLARATION

I declare that this thesis, “An Assessment of Women’s Participation in School Principalship Positions in Addis Ababa City Administration” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged fully in the reference section.

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EXAMINER'S APPROVAL SHEET

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ABSTRACT

The study was conducted with the main objectives to identify the major factors which influence women's participation in school leadership positions, and there by to propose intervention mechanisms that are more pertinent for improving women's representation in educational leadership positions within the Addis Ababa City Administration. To achieve this, a descriptive survey method was employed, targeting a population of 282 secondary school teachers. Through simple random sampling techniques, a sample of 176 secondary school teachers (138 females and 138 males) was selected, along with six principals (three females and three males) using availability sampling. The study utilized document review, questionnaires, and structured interviews as the primary data collection tools. Quantitative analysis was predominantly employed to derive the study's findings. However, in certain cases, qualitative analysis methods were deemed necessary to supplement the quantitative approach. The study's key findings revealed that women's underrepresentation in school leadership positions in Addis Ababa City Administration primarily stems from institutional factors. These include education leaders' insufficient commitment and capacity to enforce relevant policies; lack of resources necessary to translate policy provisions into practices; inadequate collaboration and coordination among the stakeholders, including development partners; and the absence of a robust and inclusive monitoring and support system for aspiring female leaders. Based on the findings of the study, Addis Ababa City Administration Education Bureau and its lower structures are advised to establish and reinforce a culture of accountability and transparency. They are also advised to provide leaders at various levels with the necessary resources and support that help them achieve their goals. Moreover, fostering a culture of collaboration and teamwork within and among institutions are found to be essential. Furthermore, supporting women in leadership roles to enhance their work-life balance and establishing a platform that facilitates professional networking and relationship-building among women professionals and leaders in their respective fields are recommended.

Key terms: Affirmative action, Institutions, Mentoring, School Principal, Stakeholders, Work-life balance, Women Professional Association, and Women Professional Network.

ACKNOWLEDGEMENTS

My deepest thanks goes to my Advisor, Dr. Dejene Nigussie, for his encouragement, guidance, constructive comments, and useful suggestions. The finalization of this study would have been impossible without his unreserved support and guidance. I also wish to extend my sincere gratitude to the principals and teachers at the sample schools for their willingness and genuine support in providing the necessary information that I used to successfully accomplish this study. The encouragement, moral support, and patience I received from my family have contributed a lot to the success of this research project. They have been a great support for me to go through all the challenges and came to the final; for this they deserve great appreciation and thanks. Finally, my gratitude goes to my colleagues and friends who provided me with their earnest support while I was collecting the data required for this study; without their support, it would have been difficult to collect the necessary data from the sample schools.

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ABBREVIATIONS and ACRONYMIS

AACA	Addis Ababa City Administration
AEB	Addis Ababa Education Bureau
AU	African Union
BMJ	British Medical Journal
CCL	Center for Creative Leadership
CEDAW	The Convention on the Elimination of All Forms of Discrimination against Women
DEI	Diversity, Equity, and Inclusion
DPs	Development Partners
ESAA	Education Sector Annual Abstract
ESDP	Education Sector Development Plan
FDRE	Federal Democratic Republic of Ethiopia
GEMR	The Global Education Monitoring Report
GO	Government Organizations
IIEP	International Institute for Educational Planning
MoE	Ministry of Education
MoF	Ministry of Finance
NGO	Non-Government Organizations
NPW	National Policy on Women
OECD	Organization for Economic Co-operation and Development
PC	Plan Commission
PPP	Participatory Planning Process
PSC	Public Service Commission
SDP	Sustainable Development Plan
UN	United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations International Children’s Education Fund
UNICEF-IRC	United Nations International Children’s Education Fund - Innocenti Research Centre
WPA	Women’s Professional Association

CHAPTER ONE: INTRODUCTION

1.1. Background

Gender equality is one of the human rights that is enshrined in a number of international conventions and declarations. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted in 1979 by the UN General Assembly (United Nations, 1979). This convention, which has been signed and ratified by almost all countries of the world (187 out of 193 states) and described as an international bill of rights for women, obliges the Nations to abide by the articles and to report on progress on gender equality in their countries every four years.

The 1995 Beijing Declaration urged all parties to adopt positive measures to ensure female ‘participation in the decision-making process and access to power’ in the education sector as a means for achieving social justice (UN, 1995). Since then, a number of regional conventions and declarations have provided context-specific definitions of the rights of women. The African member states of the UN have ratified the African Union Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa in 2003 as well as the Declaration on Gender Equality in Africa in 2004. Besides, Majority of AU and UN member states have already integrated these regional and international provisions into their policy frameworks and contexts.

Ethiopia, being the signatory of these provisions, is expected to fulfill the international commitments. Accordingly, the government has been working towards creating a conducive policy environment to ensure gender equality. This has, primarily, been exhibited by the 1994 Constitution of the Federal Democratic Republic of Ethiopia /FDRE. In the constitution, under Article 9 sub article 4 the government has ensured its commitment by stating that “All international agreements ratified by Ethiopia are an integral part of the law of the land” (FDRE Constitution, 1994). In the same document under Article 33 sub article 2, the government affirmed its commitment by stating that ‘Every Ethiopian national Has the right to the enjoyment of all rights, protection, and benefits derived from Ethiopian nationality as prescribed by law (FDRE Constitution, 1994). Again, in the same constitution, on Article 35 Sub Article 3, the government of Ethiopia reaffirmed its commitment by declaring that women are entitled to **affirmative measures** (FDRE Constitution, 1994). This provision was endorsed by the government with the purpose to remedy the historical legacy of inequality suffered by women; and, to enable them

compete and participate on the bases of equality with men in all aspects of their life /economic, social and politics (FDRE Constitution, 1994).

The other important policy document that the country endorsed to ensure gender equality was the 1993 FDRE National policy on Women. The NPW, which was formulated in alignment with the FDREC and the international commitments that have been signed and ratified by Ethiopia, was prepared with two basic objectives. These were to enable women to participate in the political, social and economic life of their country on equal terms with men; and to enable women to hold public offices and to participate in the decision-making process at all structural levels (Office of the prime Minister. 1993). Facilitating conditions to the speeding of equality between men and women; exerting maximum efforts to eliminate prejudices as well as customary and other practices that are based on the idea of male supremacy; ensuring to women the right to have access to basic social services (like: easy access to basic health care facilities and information about modern family planning methods) and facilitating the means of lightening women's work-load were stated as the major policy strategies, among the others, to realize the above mentioned objectives (Office of the prime Minister,1993).

The National Policies outline the methods, principles and planned activities to achieve the goals of the national state. To change the constitutions and policies into practices, further detailed and workable legal frameworks, such as: sector specific strategies, guidelines, handbooks, standards and procedures are to be put in place. Accordingly, the Education Sector Strategy for Women Empowerment and the Gender Mainstreaming Guideline have been adapted from the FDRE Women Policy and disseminated to all structural levels of the Education Sector for its enforcement.

The education sector women strategy has suggested various interventions that should be made to mitigate the existing challenges that have been deterring gender equality in the sector of education. Introducing and strengthening special provisions (like benefit packages) and different affirmative actions; establishing gender equality forums; creating a pool of potential future women education leaders; ensuring whether the decisions made at federal level are rolled out and implemented at the regional and local levels; and designing special initiatives to eliminate gender inequalities - such as undertaking gender mainstreaming in planning and budgeting- are among the major intervention mechanisms that have been suggested in the education strategy (Ministry of Education Ethiopia, 2019). Besides, strengthening advocacy and communication efforts to improve awareness on

gender equality in the education system; establishing a central managing body for pooled resources to be mobilized from different sources; allocating a two percent of the education budget for gender equality; establishing the coordination mechanisms which help bring together the various partners working to improve gender equality outcomes are also amongst the major initiatives indicated on the strategy (Ministry of Education Ethiopia. 2019).

Such international, regional, national and institutional legal frameworks are assumed to provide support for all citizens, regardless of their sex, to exercise their right to participate equally in their societies (pp23). However, despite the existence of these international, regional and national legal frameworks to protect and promote citizens' rights to gender equality, the differences between men and women remain challenging in all aspects of life (economic, social and political) and at all structural levels of public sectors.

Despite of the policy supports women's participation at all leadership levels of the education sector are still low. As can be seen from the 2021/22 Education Sector Annual Abstract, the total number of Primary and Middle school principals and vice principals are 44,589, of which only 11.8% are women (ESAA, 2021/22: 89). Similarly, from among 6,497 secondary school principals and vice principals reported in secondary schools across the country, the women's share is below 7% (ESAA, 2021/22: 90). The share of secondary schools led by women principals are further decreased to 3.5% (ESAA, 2021/22: 90) which is far below the 20% target planned to be achieved during the period of ESDP-V (ESDP-V: 65).

Apparently, in Addis Ababa city Administration the share of schools led by women principals remain significantly low just like other regions of the country. Data obtained from the City Administration Education Bureau (AEB) indicate that the representation of women in government secondary school principal positions is still at its lower stage when compared to that of men. From among 77 Secondary schools in Addis Ababa City Administration, only 3 (3.9%) were led by women principals. Besides, from among 223 deputy secondary school principals the share of women is limited to 11.7% (#26).

This survey is, then, focusing on women teachers' participation in secondary school principal positions in Addis Ababa City Administration; particularly, it looks at the reasons for women teachers' low participation in the secondary school leadership positions. The survey will also

examine ways to attract women teachers to the secondary school leadership positions. Finally, based on the findings of the survey, the researcher will try to provide recommendations on how the education structure, particularly, AA Bureau of Education and the subsequent structures, can better support women teachers' access to school principal positions.

1.2. Statement of the Problem

The UN and AU Conventions, treaties, and protocols on the equal rights of men and women were endorsed and adopted to local provisions by the Government of Ethiopia with the purpose to remedy the historical legacy of inequality suffered by women; and, to enable women compete and participate on the bases of equality with men in all aspects of their life (FDRE Constitution, 1994). The FDRE National Policy on women outlined the methods, principles and planned activities to achieve the goals of the country on gender equality. To change the constitutions and policies into practices, further detailed and workable legal frameworks, such as: sector specific women strategy and gender mainstreaming guidelines were also prepared and disseminated to be effective. In general, these legal provisions were assumed to provide support for all citizens, regardless of their sex.

However, despite the existence of all these international, regional and national legal frameworks, which were assumed to protect and promote citizens' rights to gender equality, women representations at all leadership levels of the education system are still low. The data obtained from Addis Ababa City Administration Education Bureau (AEB) highlight that among 77 Secondary schools of Addis Ababa 96.1% (74 schools) are led by men principals while only 3 schools (3.9%) are led by women principals. Similarly, as can be seen from Table - 1, from among 223 secondary school deputy principals, only 26 (11.7%) are woman. Why? (Bird et al., 2015)

A stock of literatures has shown that societal culture, organizational structures and individual perceptions may positively or negatively affect the realization of gender equality in public and private sectors. Bird et al., (2015), categorized societal level barriers that prevent women from aspiring senior leadership positions into two, namely: *the pipeline problems* and *the invisible barriers* (Bird et al., 2015). According to Bird et al., (2015), lack of pools of qualified, competent, and experienced women (which he calls "the pipeline problem") may contribute to the low participation of women in the leadership positions; particularly, in developing countries where

there are high gender disparity indices (Bird et al., 2015; UNESCO, 2015). Stereotyping and beliefs (the invisibles barriers) such as culture, work attitudes, the society's expectations of women, and unbalanced gendered domestic workload have also been cited as being among the major societal barriers which may deter women from holding leadership positions (Bird et al., 2015).

Regarding the organizational culture, now a days, many countries in the world have understood the benefit of ensuring gender equality in all aspects of life (economic, social and political). To this end, they have endorsed their own national gender equality policies and the subsequent supportive documents (like policy implementation strategies, guidelines, procedures) which aim to realize gender equality. However, despite the presence of all such policy level support, the gap between men and women education leaders has remained challenging in many developing countries, including Ethiopia.

Then, what are the basic reasons for women to have low representation in leadership positions of the education sector? The response to this question may vary depending on the contexts of each country and the situation of the localities in which the studies were conducted (developing /developed, rural /urban, etc.). However, as suggested by different studies, the reasons which seem to be central to all contexts are related with the gap of policy implementation or the practices. Absence of clear and transparent recruitment guideline, lack of senior women leaders who should mentor and role model women teachers, inability of balancing domestic gendered roles and leadership roles, absence of women-specific capacity development programs, lack of sustained gender-specific budget sources, absence of strong monitoring and support system, etc. are frequently cited as the reasons for the under-representation of women in leadership positions (UNESCO, 2015; Bird et al., 2015). Besides, the low capacity of institutional leaders to change the policy directions into practices and their negative perception towards the advancement of women to leadership positions have also been reiteratively cited as being the major reasons for the low participation of women in leadership positions (UNESCO, 2015). On top of these, the low level of institutional leaders' commitment has reiteratively been mentioned to be the deterring factor in bringing women to leadership positions. Furthermore, personal factors of the working women, such as: ability to discharge leadership roles (leadership competence), self-perception about their own ability to work as a leader, conflict between their work role and family

responsibilities, and willingness to do the assigned job have been revealed as being the causes for women to have low representation in leadership positions (UNESCO, 201; Masha, L., 2016).

This study is, therefore, focusing on women teachers' participation in school principal positions; particularly, it looks at the reasons for women teachers' low participation in the leadership positions of secondary schools in Addis Ababa. The survey also examined ways to attract women teachers to the secondary school leadership positions. Finally, based on the findings of the survey, the researcher tried to provide recommendations on how the education structures, particularly, Addis Ababa Education Bureau and its subsequent structures, would better support women teachers' access to the school principal positions.

1.3. Research Questions

1. What is the status of women's participation in secondary schools' principalship positions in Addis Ababa City?
2. What are the major factors that prevent women teachers from being attracted to the secondary school principalship positions?
3. Is there significant difference in the perception of female and male teachers regarding factors affecting women leadership?
4. What remedial measures are to be taken to improve the gender balance in school principalship positions of secondary schools?

1.4. Objectives of the study:

1.4.1. Major Objective

The major objective of this survey study is to assess women's participation in school leadership positions and identify factors that influence their participation in leadership position in secondary schools and thereby to suggest possible corrective measures based on the findings of the survey.

1.4.2. Specific Objectives of the Study:

1. to assess the status of women's participation in the secondary schools' principalship positions in AACA.
2. to identify factors that contribute to low participation of women teachers in principal positions of secondary schools in Addis Ababa City Administration.
3. to assess whether there is significant difference between the male and female teachers' perception regarding factors deterring women from holding leadership positions.
4. to suggest possible intervention mechanisms that would help improve the gender balance in school principalship positions.

1.5. Significance of the study

International conventions and treaties, the constitution of Ethiopia, the national women policy and subsequent working documents suggest that men and women have equal right to compete and hold any decision-making and leadership positions (UN, AU, Const., WNP). In Ethiopia, despite all the legal provisions, visible changes could not be registered in women's participation of education leadership roles and decision-making positions. As has been highlighted in the data obtained from AEB, the share of secondary schools in Addis Ababa City Administration which are led by women principals is limited to 3.9%. The purpose of this study is, then, to identify the barriers that have been the causes for low women participation in the secondary school principal positions of Addis Ababa City Administration. Hence, the findings of the study:

- may enable the officials and experts of AEB as well as subsequent education structures to know the existing challenges that deter women teachers' participation in leadership positions.
- may be of help in initiating the education leaders to take relevant and timely policy measures that would help improve the participation of women teachers in school principal position.
- may be used as a base for those who would like to conduct further studies in the area of gender equality.
- may also add value to the existing stock of knowledge in the area of gender equality.

1.6. Delimitations of the Study:

The purpose of this survey was mainly to identify the factors that might limit the participation of women teachers in the secondary school principal positions. Geographically, the survey was delimited to the secondary schools which were found in Addis Ababa City Administration. The target population of the study was delimited to government secondary school teachers and principals, which means, the primary and middle secondary schools as well as private secondary schools were not covered within the scope of this study. Besides, economic factors which might affect women teachers' participation in school leadership positions had not been treated within this survey.

1.7. Limitations of the Study

The causes and the degree of inequality between women and men may vary based on the socio-cultural, economic status and geographical location of the targets of the study. As we go down from urban to rural and further to the remotest areas of the country, the disparity between men and women school leaders is expected to be intensified. This is to mean that the problems of the other parts of the country (regions and woredas) could not be covered within the scope of this study as its targets were limited to the government secondary schools in Addis Ababa City Administration. Moreover, the interviewees declined to be recorded during the interview. As a result, the researcher took notes of their responses verbatim. While taking the notes, it is possible that some words or points may have been missed.

1.8. Definition of Key Terms

Accommodative school leadership structure is a women friendly school environment where teachers and school leaders, both men and women, have an opportunity to play leadership roles.

Affirmative action: refers to policies that are designed to promote the participation of women in the school leadership roles with the goal to address the gender gap by providing women with more opportunities to advance into leadership positions.

Mentoring: is an arrangement whereby an experienced and knowledgeable senior school leader or teacher can actively guide and offer support to facilitate the learning or development of another junior teacher or newly assigned school principal.

School Leaders: School leaders are those who are involved in managing and leading the schools.

School Principal: is the highest-ranking administrator who led secondary schools.

Work-life balance is the state where a women teacher and/or principal chooses to equally prioritize the demands of their personal life and the demands of their work and career.

Women Professional Association: is a subject-based secondary school women teachers or principals' professional association that aims to increase their representation in education leadership.

Women Professional Network: is a practice of connecting with women professionals in the field of education leadership with the goal of building sustained relationship, supporting each other, sharing skills, knowledge, and job opportunities, and providing career development and updates.

1.9. Organization of the Study

This paper was organized into five chapters. The first chapter dealt with an introduction which covered: background and statement of the problem, basic questions, objectives, significance, delimitations, and limitations of the study. The second chapter was a review of the related literatures. The third chapter discussed the design and methodology used to conduct the study while the fourth chapter discussed the research findings as they relate to the three basic research questions. The fifth and the final chapter tried to summarize the findings, conclusions, and implications of the study, including recommendations proposed for additional research.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Women's participation in secondary schools principalship roles has been a topic of discussion and challenge around the world. According to a report by the UN Women (2017-2018), gender equality for women has been at forefront of international dialogue since 1975 World Conference of International Women's Year (UN Women, 2017-2018). The focus on this dialogue was to ensure that women and men benefit equally at all levels of policies within political and economic realms, with continuous evaluation and accountability (Mwiria, 2021). Similarly, women's participation in secondary schools principalship roles is a topic that has been researched and documented in various regions of the world. In Africa, including Ethiopia, women's participation in leadership roles has been increasing over years. However, there are still challenges that women face in attaining leadership positions. In the sector of education, even though their qualification, experience, and competences are almost similar with their male counter parts, the women's share in the leadership positions is far below that of men employees. According to a report by UNESCO, women are underrepresented in leadership positions in the education systems (UNESCO, 2017). As explained in the same article, in some countries only 6% of head teachers are women (UNESCO, 2017). For the purpose of presenting a review literature for this study, the researcher grouped the factors which contribute for women teachers' low participation in the secondary school leadership positions into three categories: socio-cultural, institutional, and individual factors.

2.2. Factors Detering Women Teachers form Assuming Leadership Roles

2.2.1. Socio-cultural Factors

Ndebele & Shava, (2019) highlights that socio-cultural factor such as gender stereotypes, cultural beliefs and practices, and patriarchal attitudes are among the major factors that deter women from aspiring and holding secondary school leadership positions (Ndebele & Shava, 2019; Usman, S. 2021). Gender stereotypes are one of the major socio-cultural factors that prevents women from aspiring and holding secondary school leadership positions. The study conducted in East Wellega Zone of Ethiopia also indicated that gender stereotypes had been one of the major factors affecting women's participation in Educational Leadership (Merga, 2021). In many developing countries,

women are perceived as less competent than men in leadership roles (Bergmann & et.el., 2020). According to Bronars, T., (2015), gender bias continues to help men while hindering women from attaining building leadership (Bronars, 2015). Cultural beliefs and practices also play a significant role in deterring women from aspiring to leadership positions. In many cultures, women are expected to prioritize their family responsibilities over their careers (Bergmann & et.el., 2020). Patriarchal attitudes are another socio-cultural factor that deter women from aspiring to leadership positions. As discussed by Bergmann & et.el., (2020), men hold most of the power and decision-making authority, which makes it difficult for women to break into leadership roles (Bergmann & et.el., 2020). The researchers further stated that to overcome these barriers, strategic priorities such as creating awareness, providing mentorship opportunities for women leaders and aspirants of leadership roles, and promoting gender equality policies can be implemented (Bergmann & et.el., 2020; Ndebele & Shava, 2019; Usman, S. 2021).

2.2.2. Institutional Factors

2.2.2.1. Affirmative actions

Affirmative action is a practice that was introduced by President John F. Kennedy in 1961; it was designed to level the playing field and redress past wrongs, historical inequalities, and continuing discriminatory actions and exploitations in America by then, (American Sociological Association, 2019). According to Menand (2020), now a days affirmative actions has expanded to cover many kinds of differences like gender, color, disabilities, etc. and is now thought of as in service to a general social commitment to diversity per se, (Menand, L. 2020). Affirmative action policies have also been implemented in many countries to increase, for example, the representation of women in leadership positions across multiple sectors, including education (Bergmann et al., 2022). The positive impacts of having women in leadership positions have been well documented. For instance, in the rural area of India, the presence of female school principals was associated with higher student learning outcomes (UNICEF-IRC, 2021). The research report of UNICEF-IRC (2021) has further shown that women led schools perform better than male led school (UNICEF – IRC, 2021). However, despite all the positive impacts their leadership might have brought on the students learning outcome, women’s representation in institutional leadership positions has not been improved to the level they are expected.

Similarly, Ethiopia has also endorsed legislative provisions like FDRE Policy on Women, Gender Mainstreaming strategy, etc. with the objective to ensure equal opportunities for all citizens; particularly, the marginalized sections of the community. However, ensuring equality of results could not be as simple as endorsing equality policies. The representation of women in school leadership positions has remained low despite all the efforts exerted to bring change in their representation at leadership positions. In the following paragraphs, the researcher would try to explain the importance of some of the major components of affirmative actions in narrowing the gap between women and men in their leadership roles. These components are quota systems, gender-responsive recruitment, women capacity development, and non-monitory and monitory incentive mechanisms.

i. Quota

There are arguments both for and against quotas for women in leadership roles. Some the arguments against quota, include that they are discriminatory and unfair to men who may be more qualified for the job (Whelam & Wood, 2012). Others argued that quotas can lead to tokenism and that women are appointed through quotas may be perceived as less competent than their male counterparts (**Densley, 2012**). However, as stated by Hamplova & et.l., (2012), many opposing views regarding quota appear to be less sound than the positive ones (Hamplova, Janecek & Lefley, 2022). Smith and Johnson (2022) argued that targets and quotas do make a difference to the numbers of women in targeted senior leadership roles, including board and senior management roles (Smith & Johnson, 2022). Jennifer Whelan and Robert Wood (2022) in their article titled ‘Targets and quotas for Women in Leadership’ informed that in Norway, following the legislation of quotas, women’s representation in boards rose from 7% in 2003 to 40.3% in 2010 (Whelam & Wood, 2012). Similarly, in Australia, following the ASX for the reporting of voluntary targets for whomen on boards, there has been an increase in the number women on boards ((**Densley, 2012**)). **Moreover**, the Indian evidence demonstrates that quotas increase female leadership and influences policy outcomes (Smith and Johnson, 2022). The authors further stated that one importance of using a quota system to promote diversity in leadership is the changing attitudes of women concerning the topic (Smith and Johnson, 2022). In support of using quota system as one of the intervention strategies in improving women’s share of leadership roles, Krook & Restrepo Sanín (2016) wrote that quota system, rather than to create a backlash against women, can reduce gender

discrimination in the long term (Krook & Restrepo Sanín, 2016). Based on these literatures, it can be concluded that **quotas** are to be considered as one of the major intervention strategies in attracting competent women teachers towards the school leadership positions, and the result improve women representation in education leadership.

ii. Gender-responsive recruitment

Gender-responsive recruitment methods should follow defined steps if it is needed to avoid unconscious gender bias and ensure fairness and equality of men and women. **ENTREPRENEURS' ORGANIZATION (2022)** suggested seven steps which helps ensure gender responsive recruitment and selection processes. One of these steps is to use neutral language in job descriptions; if a specific skill, certification, or experience is required, it should be marked as such. The second step is to make a scorecard that lists the skills and qualifications required for the job and then score each candidate based on those requirements. This helps eliminate bias and ensures that all candidates would be fairly evaluated. Organizational trainings around bias can also be provided to help eliminate unconscious bias. Involving more people in the interview process can also help reduce bias. This can include people from different departments or even people from outside the organization. It is also important to avoid small /side talk when possible during interviews as this can lead to unconscious biases. Interview location is another factor that can impact gender-responsive recruitment methods. For example, holding interviews in a location that is accessible to everyone can help ensure that all candidates have an equal opportunity. Finally holding yourself accountable by tracking diversity numbers can help ensure that all. For example, holding interviews in a location that is accessible to everyone can help ensure that gender responsive recruitment methods are being followed (**ENTREPRENEURS' ORGANIZATION, 2022**). In this regard, the education institutions who are working towards ensuring equality between women and men, are advised to check their recruitment and selection policies against these steps; and to revise it if there is a need to do so.

iii. Participatory Planning process

Participatory planning process is a collaborative approach that involves the active participation of stakeholders in the decision-making process. It is a bottom-up approach that aims to empower the school community in general and women teachers, by giving them a voice in the decision-making process. The participatory planning process is designed to be inclusive and participatory, with the

goal of ensuring that all voices are heard and that everyone has an opportunity to contribute to her/his institution's decision-making process. In this regard, Shvedova (2005) stated that participatory planning processes can contribute to the improvement of women's representation in leadership positions. Shvedova (2005) further explained that ensuring the inclusive representation of the views, interests and needs of all citizens—both women and men -is crucial to the effective functioning of political parties and to their legitimacy and representativeness. On the other hand, the absence of women in the field – across policy, practices, and decisions – means their influence is limited and should be urgently addressed (Keele University, 2021). Considering participatory planning process as one of the major intervention strategies in attracting women towards the leadership positions is very crucial. To this effect, it deserves to have the education leaders commitment and positive perception, to consider it as one the strategic intervention mechanisms to improve women's representation in leadership positions.

iv. Non-monetary and monetary incentives

Research has shown that a balance between monetary and non-monetary incentives should be used to satisfy the diverse needs and interests of associates (“The Role of Monetary,” 2023). Incentives regardless of monetary and non-monetary, should take into account employees' needs and interests to ensure they feel encouraged and motivated to participate and engage actively (Monetary vs Non-Monetary Rewards, 2022). When comparing the pros and cons of both monetary and non-monetary incentives, there is obviously a clear winner (Monetary vs Non-Monetary Rewards, 2022).

As stated by Kamei et al., (2018), while monetary incentives can be a great motivator for people to achieve their goals, they can also have significant downsides as they may lead to a decrease in intrinsic motivation and creativity as well as an unethical behavior (Kamei et al., 2018). In addition, monetary incentives may not always be effective in the long term and may not lead to sustained behavior change Kamei et al., (2018). The study conducted by Bedford (2017) also indicated that monetary incentives can attract teachers to challenging or hard to staff schools and areas, but only for high performing schools with lower proportions of disadvantaged children (Bedford, 2017, p. 12). Smith and Jonson (2018) also declared that greater persistent effects with rewards and with non-monetary incentives can be expected if they impact self-image more than punishment and monetary incentives (Smith and Johnson, 2018).

The effectiveness of non-monetary incentives for women in leadership positions, on the other hand, may vary depending on the specific incentive and the individual. Research has shown that non-monetary incentives can be effective in encouraging women to participate in leadership positions. Of course, its effectiveness for women in leadership positions can also vary depending on the specific incentive and the individual who is going to be incentivized. Some individuals may need mentorship and sponsorship programs that can provide them with guidance and support as they navigate their careers while the others need flexible work arrangements which enables them to balance their domestic and institutional roles. Still others may need to have training and development opportunities that can help them build the skills they need to succeed in leadership positions. Moreover, networking events might be preferred by women as it may provide them with opportunities to meet other professionals in their field and build relationship that can help them advance their careers. Overall, non-monetary incentives can be an effective way to encourage women to participate in leadership positions.

However, it's important to note that the effectiveness of these incentives can vary depending on the individual and the specific incentive being offered. In terms of self-image, rewards can have a positive impact by increasing self-esteem and confidence. When we receive rewards for our actions, we feel good about ourselves and our abilities. This can lead to a more positive self-image (Cherry, 2023). On the other hand, punishments can have a negative impact on self-image by decreasing self-esteem and confidence. When we receive punishments for our actions, we feel bad about ourselves and our abilities. This can lead to a more negative self-image (Cherry, 2023). It is important to note that the impact of rewards and punishments on self-image can vary depending on the individual and the situation. Some people may be more motivated by rewards than punishments, while others may be more motivated by punishment than rewards (Cherry, 2023).

2.2.2.2. Capacity development

Literatures reiteratively reported that school leadership has been shown to be the second most important in-school factor affecting learning, after classroom teaching. The 2022 UNICEF report, as quoted by Bergmann et al (2022), highlighted 'emerging evidence' of a positive association between women school leaders and student performance (UNICEF. (2022). According to Bergmann et al. (2022), the relationship between female school leaders and improved outcomes

has begun to explore some practices women may be more likely than men to adopt, including supporting teachers to improve their teaching practice and engaging parents in their childrens learning (Bergmann et al., 2022). However, despite the reported positive relationship between female school leaders and students' learning outcomes, women's representation in leadership positions have remained low. Keele University (2021), in its article titled 'The role of women in education leadership' elaborated that while the teaching force is largely composed of women – both nationally and internationally – there exists a concerning underrepresentation of women in its leadership positions (Keele University, 2021).

Under this topic of the survey, the researcher intended to focus on the three main components that impact women's leadership career development, i.e., capacity development, mentoring and awareness creation.

i. Mentoring and Women Role Model:

As reported by Goethals, et al., (2004), the lack of a critical mass of senior or visibly successful female role models and mentors have been reported as being another barrier to attract women towards leadership roles (Goethals, et al., 2004). The researchers further explained their arguments by stating that women role models inspire other women to aim higher and be ambitious of career advancement by demonstrating the mindsets and behaviors on how to grow (Goethals, et al., 2004). Benson, M., (2022) also added that role models help bridge gaps and open the world of possibility when they share the good, bad and ugly of their career journey (Benson, M., 2022). According to Benson, M. role models offer an alternative way of looking at who we are, what works for us, and what we want to achieve; they also, inspire us when we are faced with adversity, career roadblocks or challenging workplaces (Benson, M., 2022).

Mentoring is also one of the effective strategies that could be applied to bring changes in the women's representation at leadership positions. It is an arrangement whereby an individual who has experience and knowledge in a particular field can actively guide and offer support to facilitate the learning or development of another person (Goethals, et al., 2004). Goethals, et al., (2004) further stated that provision of mentoring services for newly assigned and for those who are aspiring the leadership positions have been proved important both in attracting and retaining women in leadership posts (Goethals, et al., 2004). In connection with this, the 2017 Global

Education Monitoring Report declared that mentoring service can help attract women teachers to principal positions by addressing the needs of professional development, increasing understanding of the changing role of the principal, providing new leaders to decrease the perceived shortage of principals, increasing the number of women in administration, and removing some of the barriers that women may face in their career development (UNESCO - GEMR, 2017). Arthur & Trudy (2005) also elaborated that mentors can take an active interest in their career, serve as a sounding board, share their experience and wisdom, encourage new ways of thinking, challenge the teachers, mostly the junior teachers, to grow and develop their skills and, as the result, build women's confidence to assume leadership roles (Arthur & Trudy, 2005).

However, for the mentoring services to be effective and able to bring the intended results, education institutions are expected to establish and sustainably strengthen the mentoring system. There are several best practices for establishing a sustainable mentoring system in education institutions. Some of the practices, according to Chronus (2022), include defining the objectives of the mentoring program and securing leadership support, finding a strong and passionate program administrator, building flexibility into the program, putting your marketing hat on, thinking win-win, preparing participants of success, embracing the role of matchmaker, and tracking, measuring, listening and tuning (Chronus, 2022). In addition to these best practices, educational leaders must be willing to assume the role of mentor to advise both teachers and students. To this end, they should be trained to serve as mentors and invest in their own training; they should also work on linking students and teachers with other leaders who could play the mentoring role (Kuo et al., 2020). In his article titled 'Tips for university mentoring programs' Chronus (2022) has further listed some of the best practices, which are:

- a. Define your university mentoring program objectives and secure leadership support.
- b. Identify your target audience and their needs.
- c. Develop a mentorship program structure that aligns with your objectives.
- d. Create a mentorship program that is inclusive and diverse.
- e. Train mentors and mentees to ensure they have the skills they need to succeed.
- f. Use technology to support your mentorship program.
- g. Measure the success of your mentorship program and adjust as needed.

ii. Awareness raising:

Gender equality in education leadership positions is an important issue that can have a positive impact on society. According to UNESCO (2017), women in leadership positions tend to favor the equitable redistribution of resources, and legislatures with a higher share of women on average tend to support health education, and social welfare spending at the expense of other spendings like defense spending (UNESCO, 2017). UNICEF (2022) also declared that increasing women's representation in school leadership is a promising path towards improving learning outcomes (UNICEF, 2022). In addition, the study conducted by Brossard & Bergmann (2022) show that effective school leaders can contribute to improving students learning outcomes, closing equity gaps, and fostering strong relationship between schools and the community they serve (Brossard & Bergmann, 2022). Had the benefits of having female school leaders been acknowledged by the education sector officials, there would have been measurable improvements in the total achievements of the students; and of course, there could have been an improved and fair share of women leaders in the school principal positions. To this effect, the education community, including leaders, boards, teachers, administrators, parents and other partners should be well aware of the benefits of increasing women's share in the school leadership roles; and work towards ensuring equal opportunities for both women and men.

iii. Women exclusive leadership training

Women exclusive leadership training programs are designed to help women develop their leadership skills and overcome gender barriers that may be holding them back. These programs offer a safe environment for women to explore building agency and self-clarity, aligning goals with intentions, balancing self-perception with authenticity, building a strategic network, and creating greater work-life balance (CCL, n.d.).

Women-only leadership programs hold up a mirror to the organization. When women scrutinize their own leadership traits and experiences, they reveal important information about the day-to-day environment in which they operate (Catalino & Marnane, 2019). In support of Catalino & Marnane's argument, Ali, H. (2020) in her article titled "Why Leadership Training is Critical to Helping Women Achieve Their Potential" elaborated that "it's a common thought that women-only training focused on gender-specific challenges undermines equality because it divides

problems by gender”. According to Ali, H. (2020) gender neutral leadership training often overlooks the fact that men and women have different leadership styles because they are based in different thought processes; for instance, men are more self-oriented, while women are more community focused (Ali, 2020).

The arguments presented above depicts the importance of designing and implementing the women-only training programs which focuses on gender-specific challenges that women face in their workplace. Women only trainings can help women develop leadership skills and confidence, as well as provide them with a supportive environment to discuss issues that are unique to women (Ali, 2020). The scope and contents of these trainings can vary depending on the organization and the specific needs of the women involved. Some common topics covered in women-only trainings include communication skills, negotiation skills, conflict resolution, and work-life balance (Ali, 2020).

2.2.2.3. Women friendly school environment

i. Accommodative leadership structure

Gender equality supportive school culture can have a positive impact on female participation in leadership positions (Bergmann et al., 2022). However, creating women friendly school environment is not an easy task that can be achieved only through the will and whim of school principals. For women friendly school environment to exist, there should be an accommodative school leadership structure, where teachers and school leaders, both men and women, have an opportunity to play leadership roles. In schools with an accommodative leadership structure, teachers – both woman and male – may equally and enthusiastically participate in the school programs and activities, starting from the planning level through the implementation to the evaluation stage. In connection with this, Bierly et al. (2016) in their article titled “Transforming Schools: How Distributed Leadership Can Create More High-Performing Schools” stated that establishing an accommodative school leadership structure can be achieved through **distributed leadership models**, the models that will enable the leaders to move farther and faster to transform their schools. According to Berly et al., (2016), distributed leadership models are based on the idea that leadership is limited to one person but rather distributed among many people (Bierly et al., 2016). The relationship between accommodative school leadership structure and women teachers’ aspiration of leadership roles has not been extensively studied. However, genuine mentoring and

leadership building between school leaders and teachers (which is one of the characteristics of accommodative school structure) may promote both women and male teachers' motivation and, as the result may encourage them to aspire leadership roles.

ii. Gender equality supportive work environment and culture:

Gender equality supportive work culture is a work environment that is inclusive and supportive of all genders, female and male in Ethiopian case. A school culture that values diversity and inclusion and promotes equal opportunities for all teachers regardless of their sex would seemingly attract women teachers to the leadership positions. Such a culture may have a positive impact on women's participation in school leadership positions by providing them with equal opportunities for career advancement and leadership roles. According to a report by McKinsey & Company, women leaders are seeking a different culture of work. They are significantly more likely than men leaders to leave their jobs because they want more flexibility or because they want to work for a company that is more committed to employee wellbeing and DEI (Artic, 2022).

DEI stands for Diversity, Equity, and Inclusion. It has become a vital indicator that both employees and potential candidates use to identify the most progressive, supportive, and innovative companies. Developing a DEI strategy is a must for business across all industries to keep track of their efforts and uncover any blocks diverse employees might be facing (Heinz, 2022). DE&I is vital to creating and maintaining a successful workplace, one founded on the principle that all people can thrive personally and professionally. Bringing together people of various backgrounds leads to new and creative ideas (Colman, n.d.). As advised by UN Women (2021), to create such a culture, institutions can take several steps such as calling for parental leave policies that support parents of all sexes, demanding zero-tolerance policies for workplace sexual harassment and violence, sharing domestic and care-work at home equally, demanding equal pay for work of equal value (UN Women, 2021).

In almost all countries of the world, women have low participation in school leadership positions than their male partners. Why? A report by UNESCO (2017) informed that gender inequality in school leadership persists in OECD countries. In most OECD countries, the share of males among head teachers is higher than among teachers. On average across OECD countries, 68% of lower secondary teachers are women, but women account for only 45% of principals (UNESCO, 2017).

A study by UNICEF also shows that there is a gap of 20 percentage points or more between the share of female school leaders and the share of female teachers in eight countries, with the largest gaps are in Mexico, Chile, and Colombia, where fewer than 40% of school leaders are women (UNICEF-IRC, 2021). The problem of gender inequality is expected to be more intense in developing countries, particularly, in Africa than the developed OECD countries. McKinsey (2019) argued that progress towards gender parity in Africa has stalled; he further elaborated the magnitude of Africa's gender parity problem as 'a missed growth opportunity' (McKinsey Global Institute, 2019). In line with McKinsey's argument, the BMJ stated that gender inequality remains a major threat to development in Africa, with millions of women in the continent not reaching their full potential (African governments must build on covid-19 responses to advance gender equality, 2023). In line with the BMJ's argument,

iii. Work-life Balance

Bond, S. (2004), suggested that without a supportive organizational culture, the arrangements provided in themselves may not necessarily lead to a better work-life balance (Bond, S., 2004). Devkota, N., et al., (2022) in their study aimed to examine the work-life balance of working fathers revealed that satisfaction and motivation are considered to be key factors that help to maintain work-life balance while unhelpful attitude of colleagues is found to be major reason creating work-life unbalance (Devkota, N., Shakya , R. M., Parajuli, S., & Paudel, U. R., 2022). Based on the findings of their study, the researchers concluded that high level stress, unsupportive relationships, unrealistic demands, unhelpful attitude and lack of control were found to be major challenges for maintaining work-life balance (Devkota, N., Shakya, R. M., Parajuli, S., & Paudel, U. R., 2022).

Bill and Melinda Gates Foundation, (2019), in the article titled a conceptual model of women and girls' empowerment, also declared that in almost all context women and girls lack control over how they spend their time, particularly on unpaid work such as household chores and care of children and the elderly (Bill and Melinda Gates Foundation, 2019: 8). This implies that women teachers, having been forced to choose among such competing roles, may refrain themselves from aspiring and holding school leadership positions.

Edwards, A. Kyei & Oteng, R. (2019), in their research titled 'Attaining Work-Life Balance and Modeling the Way among Female Teachers in Ghana' revealed that the study respondents had

indicated their perceptions of significant socio-cultural challenges in trying to balance domestic roles and teaching. The report of the study further explained that while some support systems were identified, they were not found to have a significant effect on women teachers' resilience and determination to consolidate their career in General Education Service /GES. The report has further revealed that most of the respondents acknowledged the need for more support from their social circles, and that they want the school to provide flexible hours, job-share options, and time off during emergencies (Edwards, A. Kyei & Oteng, R. 2019).

2.2.2.4. Women professional networks and associations

Although public sectors and institutions claim to be **meritocracies**; the reality is that, despite men and women's similar educational attainments, ambitions, status, starting salaries, and commitments to their careers, men generally progress faster, attain higher-status positions, and receive significantly higher compensation than women. Men's associations with their male peers /networking/ play a significant role in their rise to power and prestige (Goethals, et al., 2004).

Women professional Networks and Associations are important for women to connect with each other, share experiences, and learn from one another. Such networks can help women develop their skills and knowledge through training programs, mentoring, and coaching (Denning, 2019). Relevant events like workshops, seminars, and conferences may also be used as the means by the networks to reach out to women in the institution (Hasler, S., 2019). Professional Networks can also provide a platform for women to build relationships with other professionals in their field. In education institutions, Women Professionals Networks and Associations can be established by creating a group of women teachers or education leaders who share common interests and goals. It can be formed by reaching out to women in the institution who are interested in joining the network.

2.2.2.5. Collaborations between and among stakeholders

Collaborations within the institutions of education, as well as between and among the institutions and the relevant stakeholders, which may include government institutions, local and international NGOs, Civic Associations, etc., may bring many benefits in ensuring the equality of women and men in the education system. Issues related with ensuring equality of women and men are, of course, not the responsibility of a single institution. Rather, it is a multisectoral issue that should engage all relevant GOs, NGOs and civic associations, etc. In this regard, Kale University (2021),

stated that all education stakeholders must recognize the role gender inequalities and influences play in women's interests and efforts to succeed as a school leader in their career development (Keele University, 2021). Keele University further declared that the absence of women in the field – across policy, practice and decisions – means their influence is limited and should be urgently addressed (Keele University, 2021). In addition, according to Lundy, K. (2020), strategic collaboration and partnerships with other government sectors and development partners as well as civic associations, can potentially provide financial stabilities, brand extension to the women through additional capacity development programs (Lundy, K., 2020).

In general, Issues related with ensuring equality of women and men are not the responsibility of a single institution. It is, rather, a multisectoral issue that should engage all relevant GOs, NGOs and civic associations, etc. Government institutions are expected to provide implementable policy frameworks with the required human and financial resources. For example, relevant strategies and guidelines prepared by an independent institution, say ministry of education, should be recognized and supported by other ministries and government agencies like MoF, PS and PC. Relevant development partners are also expected to provide both technical and financial supports for the program objectives to be realized. To this effect, education institutions need to have effective collaboration which depends on good and agreed upon communication platforms.

2.2.2.6. The need for women-specific budget lines

The report from UNESCO (2017) has noted that gender inequality persists in leadership positions across many industries and sectors. In education specifically, there is a concerning underrepresentation of women in leadership positions while the teaching forces is largely composed of women both nationally and internationally (UNESCO, 2017). Women-specific budget lines are an important tool for promoting gender equality in education leadership positions and addressing the gender gap that exists in the sector. According to UNESCO (2019), such budget lines are designed to ensure that women and girls have access to quality education and that their needs are considered in the budgeting process (UNESCO, 2019). Mareque & et al. (2022), in their journal article titled 'Aspiring and inspiring: the role of women in educational leadership' also denoted that women-specific budget lines can help ensure that women have access to the resources they need to succeed in their leadership roles and can help address the gender gap that exists in many countries (Mareque & et al., 2022).

The impacts of women-specific budget lines in the education sector have been observed in many countries around the world. For example, in India, the government has implemented gender-responsive budgets and programs that help women. In the 2022-2023 budget, women's programs received Rs. 1.71 lakh crore is almost 5% of the country's total budget (ClearIAS Team, 2022). Similarly, in Uganda, a study found that women-specific budget lines in the education sector led to increased enrollment of girls in primary schools (UNESCO, 2019). In addition to increasing access to education for women and girls, women-specific budget lines can also help to improve the quality of education. For example, in Bangladesh, a study found that women-specific budget lines in the education sector led to improvements in school infrastructure and teacher training (UNESCO, 2019). The report from UNICEF has also highlighted the importance of women specific budget lines as a tool for promoting gender equality in eight pilot African countries, namely: Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria and Sierra Leone, though its impacts have not yet been assessed. In general, women-specific budget lines in the education sector are an important tool for promoting gender equality and women's empowerment. By ensuring that women and girls have access to quality education and that their needs are considered in the budgeting process, these budget lines can help to create a more equitable society where women and men have equal opportunities in all aspects of their life, including their career choice.

2.2.3. Individual Factors:

According to a study conducted by consultants Zenger and Folkman, which was published in Harvard Business Review, women make better leaders than men. Their research identified 16 competencies that top leaders display and found that women were better than men in 12 of them, equal in three and only slightly behind for one. Some of the competencies in which women outshone men were that women takes initiatives, practices self-development, display high integrity and honesty, drives for results, and develop others (Go, M. 2013). However, despite the fact that women have been found to be better leaders than men, they are still underrepresented in leadership roles. According to a report by McKinsey and Company, women hold only 38% of manager-level positions, 22% of C-suite positions, and just 4% of CEO positions as S&P 500 companies (Naaree., 2023). This is due to variety of factors such as gender bias, lack of mentorship opportunities, and the fact that women are often held to higher standards than men (Naaree.com., 2023). Here it would

be important to note that the lack of women in leadership roles is not due to a lack of leadership competencies. Women have been found to be better leaders than men in many areas, but they are still not given the same opportunities as men.

Another study conducted by Ademe & Singh (2015) identified that self-esteem and self-confidence, lack of motivation and ambition to accept challenges to go up the ladder, women's low potential for leadership, less assertiveness, less emotional ability to handle crises as being personal factors that facilitate and /or constrain women to take leadership positions (Ademe & Singh, 2015). On the other hand, according to Baker & Bourke (2022), when women demonstrate high levels of confidence through behaviors, such as being extroverted or assertive, they risk overdoing it and, ironically, being perceived as lacking confidence (Baker & Bourke, 2022). The researchers further stated that women are regularly exhorted to demonstrate self-confidence as strategy to progress their careers, raise their pay, and become more successful at work.

These imply the need to continuously advocate gender equality and work towards creating a more inclusive workplace where everyone has an equal opportunity to succeed. According to Bergmann & et. El., (2022), to overcome these women's individual deterring factors, strategic priorities such as creating a supportive environment for women leaders, providing mentorship opportunities for aspiring women leaders, and promoting gender equality in education can be implemented (Bergmann & et.el., 2022). Pont & et.el., (2008) further highlighted that there is much room for improvement to professionalize school leadership, to support current school leaders and to make school leadership an attractive career for future candidates (Pont & et.el., 2008). UNESCO also recommends several strategic initiatives such as providing training and mentorship programs for women leaders, promoting gender sensitive policies and practices in schools, creating supportive work environment that enables women to balance their work and personal /family life, and professionalizing school leadership and supporting current school leaders (UNESCO, 2017). Moreover, as has been suggested by Hicks, J. (2011), ... engendering developmental planning and implementation processes; and increasing women's direct participation in planning can be implemented to overcome the barriers that deter women (Hicks, 2011).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This Chapter dealt with the research design and methodology. The methodology of the study, sources of data; sample sizes, sampling techniques; instruments used for data collection and their procedures as well as methods of data analysis which had been applied in the process of conducting the survey was discussed in detail in the following paragraphs and pages.

3.1. Research Design and Methodology

As has been witnessed by many researchers, whenever the research is aiming in identifying, describing, and explaining the factors, frequencies, and categories of the problems, it would be appropriate to apply **mixed research design** which follows quantitative research approach. Kothari, 2004 in his book titled 'Research Methodology: Methods and Techniques' explained that concurrent mixed method enables the researchers to make investigations with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2004). The purpose of the current study was to assess the major factors that deter women teachers' not to assume principalship positions at secondary schools in Addis Ababa City Administration. Accordingly, the researcher of this study employed an embedded concurrent mixed method in which case the quantitative data had given the major emphasis and supported by qualitative data. Employing an embedded concurrent mixed method was found appropriate to identify the factors and the extent to which these factors deterred women teachers from aspiring to and holding the secondary school principalship positions. Questionnaire, document review, and structured interview were used as data collecting tools. Quantitative data was collected through questionnaires and existing official documents while qualitative data was collected through interviews made with eight participants. The interviews were conducted in person and only essential information was captured from the responses of the interviewees. The notes were then analyzed, interpreted, and embedded into the data obtained through questionnaires.

3.2. Sources of Data

The combination of primary and secondary data sources was utilized for the purposes of this study. The primary data were collected from the sample respondents who were selected from different schools and education offices by applying appropriate sampling techniques. The secondary data were collected from different published and unpublished documents. Related policy frameworks,

strategic plans, performance reports, previous research reports, journal articles and books were utilized as the secondary sources of this study.

3.3. Sample Size and Sampling Technique

3.3.1. Sampling techniques

Simple random sampling and purposive sampling techniques were employed in selecting the sample subjects of this study. Simple random sampling technique was utilized to select sub-cities, secondary schools, and sample teachers who were participated in the survey. These techniques were selected and utilized with the assumption to provide each member of the target population with an equal chance of being selected. On the other hand, purposive sampling technique was utilized to select the interviewees from among the principals of the 8 sample schools and relevant officials from sub-cities and FDRE Ministry of Education.

3.3.2. Sample Size:

The samples of this survey were selected from the government secondary schools of Addis Ababa. There were 77 Secondary schools in the 11 Sub-Cities of AACA. The researcher randomly selected four sub-cities which had a total of 29 secondary schools. 8 secondary schools (28%) were also randomly selected to conduct this study from among the 29 secondary schools in the four sample sub-cities. The total number of teachers who had been serving in the 8 sample secondary schools were 888 (Male 612 and female 276). The researcher decided to select 30% of the total, which is 276 in number, for the purpose of this survey. Accordingly, 138 Female (50% of the sub-total) 138 male (22.5% of the sub-total) teachers, which accounts for a total of 276 sample teachers, were randomly selected from among the total of 888 teachers /target population/ serving in the 8 sample schools, see Table - 3.

Regarding the school principals, as indicated in Table – 2, the number of schools led by female principals was far below the number of schools led by male principals. By the time the study was conducted, only 3 of the 8 sample secondary schools were led by female principals. Therefore, the 3 female principals were intentionally selected for this study while their equivalent number of male principals, which is 3, are randomly selected from among the remaining 5 secondary schools. Additionally, the researcher interviewed 2 heads of Women Affairs Department from two sub-city

Education Offices (Arada and Yeka) to countercheck and triangulate the data obtained through the questionnaire. This brings up the total number of interviewees to 8 (5 female and 3 male).

Table 1: *Target Population of the Study*

Sub-cities (Sample)	Sample Schools	Principals			Deputy P			Teachers		
		M	F	T	M	F	T	M	F	T
Lemi kura Sub-City	Edget Chora	1	0	1	3	0	3	120	64	184
	Abado	0	1	1	2	1	3	96	64	160
Arada Sub-City	Agezian K/3	0	1	1	2	1	3	50	18	68
	Dej, Belay Z.	1	0	1	2	1	3	47	17	64
Nefas SL Sub-City	Fana 02 Sec.	0	1	1	1	1	2	56	34	90
	Lafto Sec.	1	0	1	2	1	3	83	24	107
Yeka Sub-City	Dej Wondirad	1	0	1	3	0	3	99	29	128
	Berhan Guzo	0	1	1	3	0	3	61	26	87
	8 Sec. schools	4	4	8	18	5	23	612	276	888

Table 2: *Sample size*

S.N.	Sub-Cities	Sample School		Total number of Teachers			# Of Sample Teachers		
		School Code	School Name	M	F	T	M	F	T
1	Lemi kura	A1	Edget Chora	120	64	184	27	32	59
		A2	Abado	96	64	160	22	32	54
2	Arada	B1	Agezian K/3	50	18	68	11	9	20
		B2	Dej, Belay Z.	47	17	64	10	9	19
3	Nef.Silk	C1	Fana 02 Sec.	56	34	90	13	17	30
		C2	Lafto Sec.	83	24	107	19	12	31
4	Yeka	D1	Dej Wondirad	99	29	128	22	14	36
		D2	Berhan Guzo	61	26	87	14	13	27
			Total	612	276	888	138	138	276

Sample size: Total 276 (100%) = Female 138 (50%) + Male 138 (22.5%)

3.4. Instrument of Data Collection

The approach of the current study was quantitative. Accordingly, the researcher employed the instruments (mainly: questionnaire and structured interviews) that enabled him to obtain the necessary data from the primary sources. Majority of the items in the questionnaire were closed ended while there were few open-ended items which were utilized to collect qualitative data from the sample respondents. The researcher of this survey preferred to employ the 5-point Likert scale in the case of closed-ended items. Because the 5-point Likert scale technique takes less time and

efforts to complete data analysis than the other research instruments. The Likert scale also enables the respondents to choose from among the five level scales without becoming overwhelmed.

In addition to the questionnaire, interview guides were prepared and utilized to obtain qualitative information from the purposively selected respondents (principals and Women Affair Department Heads of two sub-cities). This method was selected primarily to access relevant qualitative data that could not be accessed through the questionnaire, and secondly, to counter check or triangulate the data obtained through the application of the questionnaire.

3.5. Procedures of Data Collection

The original version of the survey questionnaire was prepared in English language. However, to avoid the communication barriers that might arise from the skill of English language, particularly on the respondents' side, the researcher translated the English version of the questionnaire into Amharic language. Besides, the translated version of the questionnaire was made to be filled by 20 secondary school teachers who were not part of the study before distributing it to the respondents of the survey. Based on the feedbacks obtained from the pilot test, the researcher tried to improve the clarity of words, contents, and ideas comprised in the questionnaire. Finally, the revised and final versions of the questionnaire were distributed to and filled out by the sample teachers selected from the 8 sample secondary schools.

3.6. Methods of Data Analysis

An embedded concurrent mixed method was employed in order to answer the basic research questions of the study. The quantitative data which were collected through questionnaires were categorized in line with the basic questions. The data obtained through the questionnaire were encoded into computer using SPSS -22 (statistical package for social science - version 22). Then, the items of the questionnaire were tabulated, analyzed, and interpreted by using the appropriate statistical methods, which are frequency counts, percentage, mean and two-sample t-test statistics. Frequencies and percentages were used to analyze participants demographic characteristics and quantitative data obtained through questionnaire while the two-sample independent t-test were applied to examine whether there were significance differences between the responses of the two groups (female and male) on the factors deterring women teachers from assuming secondary school leadership roles. To complement the quantitative data, the researcher further conducted in-

person interview with 8 participants. The opinions and views of these participants were transcribed through narrations, descriptions, and discussions. This helped the researcher capture aspects of the study that could not be done through the quantitative method and triangulate research findings derived from other primary and secondary sources.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter of the survey report consists of two parts. The respondents' demographic characteristics, like age, marital status, qualification, household number and work status would be treated in the first part of the CHAPTER while presentation, analysis, and discussion of the major findings are dealt in the second part of the CHAPTER. The data obtained from the primary and secondary source through the application of different data collection tools were tabulated and narrated in a way that helps the researcher to analyze and interpret the responses.

4.1. Characteristics of the Respondents

The study was conducted among 276 respondents (138 Female and 138 Male) who were selected from among 888 teachers (276 female) of eight secondary schools. The respondents were made to fill out the distributed questionnaire. Out of the questionnaires distributed to 276 sample respondents, 257 (93.1%) were filled and returned to the researcher. However, although 257 participants filled out and returned to the researcher, not all of them answered every item. Therefore, the number of responses to each item of the questionnaire may vary from the total number of participants. This is because some respondents may leave the items unanswered, which is referred to as 'missing' in statistical terms. The response rate of 93.1% was found to be adequate for the researcher to proceed to the next step of the study, which is analysis and interpretation. To substantiate and triangulate the data obtained through the questionnaire, the researcher made interviews with 3 female and 3 male secondary school principals who were selected from among the 8 principals of the sample secondary schools.

As it can be seen from table 4, the respondents age distribution ranges from 21 – 41 and above years. Majority of the respondents, female 69.4% (86), Male 81.9% (109), and total 75.7% (195), were found to be between the age range of 26 – 40 years. The age of the remaining 2% and 21.2% of respondents fall between the age ranges of 1 – 5 years and forty-one and above years, respectively, see table 4.

Table 3: *Demographic characteristics of respondents*

No	Demographic Characteristics		Frequency			%		
			M	F	Total	M	F	T
1	Sex		133	124	257	48.2	51.8	100
2	Age of Respondents	21 – 25yrs	2	3	5	1.5	2.4	2.0
		26 – 30	24	31	55	18.0	25.0	21.5
		31 – 35	49	30	79	36.8	24.2	30.5
		36 – 40	36	25	61	27.1	20.2	23.7
		41 and above	21	33	44	15.8	26.6	21.2
	Total		132	122	254	99.2	98.4	98.8
3	Marital status	Married	89	91	180	66.9	73.4	70.2
		Unmarried	39	26	65	29.3	21.0	25.2
		Divorce	3	5	8	2.3	4.0	3.15
	Total		132	122	254	99.2	98.4	98.8
4	Household No.	<=3	52	33	85	39.1	26.6	32.9
		4	34	34	64	25.6	27.4	26.5
		5	18	28	46	13.5	22.6	18.1
		6	7	13	20	5.3	10.5	7.9
		>=7	5	5	10	3.8	4.0	3.9
	Total		116	113	229	87.2	91.1	89.2
5	Level of educ.	Diploma	0	2	2	0.0	1.6	0.8
		First Degree	74	86	160	55.6	69.4	62.5
		Master's Degree	57	34	91	42.9	27.4	35.2
		Doctorate Degree	1	0	1	0.8	0.0	0.4
		Others (specify)	1	0	1	0.8	0.0	0.4
	Total		133	122	255	100.0	98.4	99.2
6	Role of resp.	Deputy Principal	4	2	6	3.0	1.6	2.3
		Teacher	127	119	246	95.5	96.0	95.8
	Total		131	121	252	98.5	97.6	98.1
7	Career St. Level	Lead and above	36	59	95	27.1	47.6	37.4
		Asso. lead Teacher	47	25	73	35.3	20.2	27.8
		Teacher	33	23	56	24.8	18.5	21.7
		Junior Teacher	6	4	10	4.5	3.2	3.9
		Bigner teacher	4	7	11	3.0	5.6	4.3
	Total		133	124	257	100	100.0	100.
8	Service Year	1 – 5yrs	11	13	24	8.3	10.5	9.4
		6 – 10	34	28	62	25.6	22.6	24.1
		11 – 15	47	26	73	35.3	21.0	28.2
		16 – 20	24	22	46	18.0	17.7	17.9
		>= 21 yrs	17	32	49	12.8	25.8	19.3
	Total		133	121	254	100.0	97.6	98.8

As depicted by the data obtained from the respondent, 73.4% (91) female and 57.3% (89) male teachers, which accounts a total of 70% (180), are married. Considering the number of household members was also found to be important as it might impact on the female teachers' aspiration of

leadership positions. So, of the respondents of the questionnaire, female 64.5% (80), male 64 (48.1%), Total 57.3% (144) are found to have equal or more than four household members.

Regarding the respondent's level of education: 120 (96.8%) women teachers and 131 (97.7%) of male teachers have at least first degree in the subject they are teaching. Besides, among the female and male teachers who filled this questionnaire, 27.4% (34) and 43.7% (58) female and male respondents, respectively, have indicated that they have master's degree or above in their education. Based on these data, we may conclude that "lack of qualified teachers who could assume principal roles / the pipeline problem" does not seem the major cause for the low participation of females in the school leadership positions.

In Ethiopia, the teaching workforce is the major pool for the school principal posts. The principals are usually recruited from among experienced teachers who have at least reached the associate lead teachers' level of career structure. Particularly, in urban areas, where there are excess number of experienced and qualified teachers, school principals are selected from among teachers who had reached the required levels of teachers' career structure. In this case, the data gathered from the sample secondary schools of Addis Ababa showed that 84 (67.8%) females and 83 (62.4%) male sample teachers, total 168 (65.1%) respondents were eligible to compete and assume the secondary school principal roles. Besides, the number of female teachers who were eligible to assume principal posts was slightly exceeds the number of male teachers who were eligible for the position.

In relation to the work experience of the respondents, most of them have served for more than 5 years. As shown in the table 4, the service years of most of the respondents, which is 70.2% (60.3 % female and 78.9% male), falls between the range of 6 – 20 years' service while the remaining 9.4% (female 10.5% and Male 8.3%) and 19.3% (Female 25.8% and Male 12.8%) respondents' service years fall between the range of 1 – 5 years and ≥ 21 , respectively. Among the respondents who have more than 21 years of service, the share of women respondents exceeds that of the men by far (25% female to 12.8% male). The data obtained indicated that the turnover of the women teachers is less frequent than that of their men counter parts. In this regard, although further study is required, the current data might be used as a clue to invest in capacitating, retaining and up grading women teachers to the leadership positions in the education system.

4.2. Presentation, Analysis, and Interpretation

In this section of the chapter, the researcher tried to present, analyze, interpret, and discuss the data gathered through different tools, particularly questionnaire and structured interview, on issues related with socio-cultural, institutional, and individual factors. Most of the items of the questionnaire were presented to the respondents to be rated on a five-point Likert scale, which ranges from very high / strongly agree to very low / strongly disagree. The values attached to the rating scales were ranged from 5 to 1, i.e., Strongly Agree = 5, Agree = 4, Undecided /Moderate = 3, Disagree = 2, and strongly disagree = 1. In this regard, Bhandari and Nikolopoulou (2023) have stated that data obtained from a five-point Likert scale can be grouped into three categories: positive, neutral, and negative (Bhandari, P. & Nikolopoulou, K., 2023). According to these researchers, the standard ranges of the three categories of the mean values are: positive = 4.0 – 5.0, Neutral = 3.0 – 3.99, and Negative = 1.0 – 2.99 (Bhandari, P. & Nikolopoulou, K., 2023). Likewise, for the purpose of analysis and interpretation, the researcher of the current study grouped the mean values of the Likert scale ratings into three, i.e., Strongly Agree + Agree (positive) = 4.0 – 5.0, Moderate (Neutral) = 3.0 – 3.99, and Strongly Disagree + Disagree (Negative) = 1.0 – 2.99.

Frequencies and percentages were applied to assess the extent to which the assumed factors or the listed Likert statements were affecting women participation in school principalship positions (basic research question one, two and three). Same statistical methods were also applied to assess whether the listed intervention strategies (basic questions 4) were accepted by the respondents or not. Moreover, the researcher used the two-tailed independent t-test statistics with 95% confidence interval (5% /0.05 level of significance) to test whether the differences between the responses of the two groups (female and male) were statistically significant.

4.2.1. Status of women’s participation in principalship positions

Table 4 : Percentage share of secondary schools’ women teachers and principals (A/Ababa)

Sub City	Main Principal			Deputy Principal			Teachers		
	M	F	T	M	F	T	M	F	T
Lemi Kura	6	1	7	20	1	21	519	253	772
Nifas Silk Lafto	7	1	8	17	3	20	613	222	835
Bole	6	0	6	16	1	17	424	152	576
Yeka	7	0	7	19	2	21	638	234	872
Addis Ketema	8	0	8	21	4	25	847	222	1069
Gulelle	6	0	6	15	3	18	650	163	813
Akaki Kaliti	12	0	12	26	4	30	739	328	1067
Lideta	6	0	6	17	1	18	515	153	668
Kolfe	6	0	6	16	2	18	523	155	678
Arada	6	1	7	19	3	22	513	136	649
Kirkos	4	0	4	11	2	13	274	81	355
Total	74	3	77	197	26	223	6255	2099	8354
%	96.1	3.9	100	88.3	11.7	100	74.9	25.1	100

*Source: Addis Ababa Education Bureau

Table 4 presents data on the percentage share of women teachers and principals in secondary schools in various sub-cities of Addis Ababa. Out of the total 77 main principals in the secondary schools, only 3 (3.9%) are women. The majority, 74 (96.1%), are men. Besides, among the 223 deputy principals, only 26 (11.7%) are women, while 197 (88.3%) are men. Moreover, The data obtained depicted that the percent of women secondary school teachers in Addis Ababa highly exceeds the percent of female secondary school principals while, on the contrary, the percent of men secondary school teachers is far below the percent of men secondary school principals. As can be seen from Table 4, out of the total 8,354 secondary school teachers, 2,099 (25.1%) are women, while the majority, 6,255 (74.9%), are men. These are evident that women's participation in principalship positions in the secondary schools of Addis Ababa is significantly low; only a small proportion of women play secondary school leadership roles, with the majority of positions being occupied by men.

It seems paradox to observe a significantly low proportion of women leaders in the City of Addis Ababa, where relatively many qualified women teachers are concentrated. Because of the fact that school principals are usually selected from among the existing teacher population, it was expected

that the gender balance between female and male school principals would approximately be the same as the gender balance between female and male teachers. In connection with women's participation, an interview question which had been stated as 'What barriers do you think are deterring women teachers from being attracted to principal positions?' was presented to the interviewees (principals and officials) with an intention to know their opinion on factors that may deter women from aspiring or holding school principal positions. The responses of the interviewees indicated that the imbalance between the time for family responsibilities and that of leadership roles; absence of women-specific benefits and incentive strategies; lack of education leaders' support; and their failure to acknowledge the efforts made by the existing women principals were the major factors for women teachers not to assume leadership roles.

Participant 'C', in her /his response to same interview question, emphasized that:

"There are no special privileges for being women principal; no special benefits and /or incentive strategies are attached to principalship roles in our education system. For instance, there is almost no difference between the benefits provided to a teacher who has a weekly load of 12 periods and the secondary school principal who regularly works for more than 12 hours a day. The only difference, if it must be mentioned, is the 850birr principals' position allowance."

The information obtained from the interviewees further imply that women teachers do not have an opportunity to be with senior teachers or principals who may build confidence in their minds and motivate them to aspire and participate in leadership positions; they do not have seniors to be consulted and to be taken as the role models. In their response to the interview item which was stated as "How many times and for how long days have you been offered leadership trainings during the last two consecutive years (2021 & 2022)?", almost all interviewees responded, 'they have not been offered any kind of training or school-based mentoring service during the last two consecutive years (2021 and 2022).' In this regard, participant 'F' further explained as follows:

"I am familiar with the terms mentoring and coaching; however, I have yet to receive mentorship or coaching from senior principals or teachers despite my 13 years of experience as the school principal. Besides, women teachers and principals are not provided with need-based and tailored leadership trainings. We are left to shape ourselves through our experiences."

Overall, the findings of the study reveal a significant gender disparity in principalship positions in secondary schools in Addis Ababa; women are vastly underrepresented in leadership roles, with only a small proportion holding main principal positions. As it can be deduced from the data obtained, the problems related with societal cultures and low number of qualified women (the pipeline problem) do not seem to be the major factors for low participation of women teachers in secondary school principalship positions. Rather, institutional factors like low capacity of leaders, failure to create conducive and women-friendly work environment, lack collaboration between and among the stakeholders, lack of relevant incentive strategies, etc. seem the major factors for the underrepresentation of women principals in Addis Ababa secondary schools. Therefore, it would be crucial to further address the underlying factors that contribute to this disparity and create a more inclusive and equitable educational environment. By implementing targeted initiatives, providing support, and challenging existing gender biases, it is possible to increase women's representation in leadership roles and foster a more diverse and empowering education system.

4.2.2. Factors deterring women teachers from holding leadership positions

A. Socio-cultural Factors:

As has been indicated in many literatures, challenges facing women in their ways of professional and career development may fail under three major categories, i.e., socio-cultural, institutional, and personal factors. As the result, the first four items (items 1 – 4) of the Likert scale are grouped under societal factors, see Table 5.

Table 5: *Societal factors preventing women from aspiring principal roles*

SN	items	Resp Sex	Scales					Num.	Mean	Mean Diff	df	t-value	Sig (2-tailed)
			5	4	3	2	1						
1	Cultural norms and traditions of society	F	25	30	19	15	29	118	3.06	-.298	242	-1.67	.022
		M	27	38	31	13	17	126	3.36				
2	gendered domestic workload	F	44	33	17	13	11	118	3.73	.205	244	1.291	.226
		M	28	47	25	20	8	128	3.52				
3	Community's lack of awareness on the benefit of equality	F	22	34	20	14	29	119	3.05	-.167	246	-.945	.120
		M	24	38	27	22	18	129	3.22				
4	Insufficient number of qualified women	F	9	14	21	18	55	117	2.18	-.156	243	-.940	.643
		M	4	27	25	24	48	128	2.34				

Key: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1= Strongly disagree

Item-1 of societal factor was presented to the respondents of the questionnaire whether the cultural norms and traditions of the society in which they live, and work had prevented them from aspiring / holding the secondary school principal position. As can be seen from table - 5 below, 46.6% (55) female and 51.6% (65) of male respondents believed that cultural norms and traditions of society were among the factors that prevented women from participating in leadership roles; they indicated their agreement by choosing numbers 4 and 5 from the five-point Likert scale, that means 'Strongly Agree' and 'Agree'. On the contrary, 37.3% (44) female and 23.8% (30) males of the respondents refused to accept the same item as part of the major causes for women underrepresentation; they declared their position regarding the item by responding 'strongly disagree' and 'Disagree'. The responses of the remaining respondents, 16.1% (19) females and 24.6% (31) males, were 'undecided /neutral'. The data obtained further showed that the percentage of responses obtained from male participants is slightly higher than the responses of female participants. Besides, greater number of participants (on average 53.4%) either disagreed or remained 'undecided'. This implies that cultural norms and traditions of the society is not considered as the factor for low participation of women teachers in leadership positions.

Item – 2 table - 5 was intended to assess whether the gendered domestic workload contributed to low participation of women in leadership positions. In this regard, the collected data revealed that the item was one of the major factors for women's low participation in school principal positions. Majority of the respondents, 65.3% (77) women and 58.6% (75), total 62.1% (152) agreed that gendered domestic workload was among the major societal factors that deter women from holding school leadership positions. On the other hand, considerable number of respondents, 14.4% (17) female and 19.8% (25) males, held neutral position while the remaining 20.3% (24) female and 22.2% (28) males had refused to consider domestic workload as the major factor for women teachers' low participation in leadership positions.

Item – 3 was identified and grouped under the category of socio-culture factors was "Community's lack of awareness on the benefits of ensuring equality of women in all aspects of life with their men counter parts". In relation to this, the respondents were asked to indicate the extent to which this factor influenced their career choices by selecting relatively appropriate rating scale from the five-point Likert scale. Accordingly, 47.1% (56) females and 48.1% (62) males agreed that the item was part of the major factors. On the other hand, 34.5% (41) female and 31.0% (40) male

respondents showed their disagreement while still the other 15.5% (20) female and 20.9% (27) male respondents remain neutral /undecided. The data obtained indicates, even though there are considerable number of participants who considered this specific item as one of the major factors, majority of the respondents (127 respondents) disagreed or remained neutral to consider it as being the major factor for women principals under representation.

In many literatures, the lack of qualified women, or the ‘pipeline problem’ as termed by Bird, L., (2015) and others, has been considered as being one of the major causes for women underrepresentation at all levels of education leadership position, particularly in the developing countries where gender disparity remain a challenge in their education system. In this regard, participants of the study were asked to show the extent to which lack of qualified women had affected women’s participation in school leadership positions (which is item 4). Among 245 respondents who filled this item, 62.4 % (73) female and 56.3% (72) male, total 59.2% (145) respondents answered ‘Disagree’ and ‘Strongly disagree.’ Only 19.7% (23) female and 24.2% (31) male respondents expressed their agreement by marking the options ‘Agree’ and ‘Strongly agree’. The remaining, 17.9% (21) female and 19.5% (25) male respondents stood at a neutral position. These responses implied that the factor “insufficient number of qualified women teachers” was not part of the major factors for currently observed low participation of women in school leadership positions.

In relation to these four items of socio-cultural factors, the researcher of this survey had further applied a two-tailed t-test statistics to see whether there were differences between the responses of women and men teachers. The results obtained indicate that the calculated t-value of the four items, which are: item 1 = -1.667, item 2 = 1.291, item 3 = -945, and item 4 = -.940, are lower than the critical t-value, which is 2. On the other hand, the computed level of significances for the same items are .022, .226, .120 and .643, respectively, see table - 5. These results imply that there are significant differences between the responses given on socio – cultural factors by the two groups of respondents, female and male. Based on this finding, it can be concluded that societal factors like Cultural norms and traditions of society, Community’s lack of awareness on the benefit of equality and Insufficient number of qualified women are not the major factors for women underrepresentation in educational leadership positions in Addis Ababa City Administration.

B. Institutional Factors:

Under the category of institutional factors, the respondents were presented with the list of eleven items (items 5 – 15). As has been shown in table 6, all the listed items were identified from the existing literature as being the major institutional factors for low participation of women in school principal positions. However, it was assumed that some of the factors might have more influence on the women's participation in the leadership roles than the others. The purpose of this parts of the questionnaire was, then, to identify the major institutional factors that deter women teachers from aspiring school principal positions and assess the extent to which they were influencing the female teachers' participation in the school principal positions. Accordingly, in the following pages and paragraphs, the researcher tries to analyze and interpret the Likert scale items ranged from numbers 5 to 15.

Table 6: *Institutional factors preventing women from aspiring principal role14*

Sn.	Items	Resp Sex	Rating Scale					N	Mean	Mean Diff	df	t-value	Sig (2-tailed)
			5	4	3	2	1						
5	Perceptions of leaders on women's development	F	40	32	27	14	9	122	3.66	.333	250	2.056	.388
		M	29	37	26	23	15	130	3.32				
6	Low leadership commitment	F	37	38	21	14	9	119	3.67	.191	248	1.191	.351
		M	34	41	22	22	12	131	3.48				
7	Capacity gaps of the leaders	F	42	36	19	15	9	121	3.72	.249	251	1.674	.107
		M	24	46	37	18	7	132	3.47				
8	Lack of women role models and /or mentors	F	24	29	18	20	26	117	3.04	.066	245	.371	.060
		M	15	40	28	21	26	130	2.98				
9	Lack of strong collaborations among the stakeholders	F	41	41	22	13	6	123	3.80	.270	254	1.882	.827
		M	28	47	33	17	8	133	3.53				
10	Men's negative attitudes towards women leaders	F	32	43	17	22	6	120	3.61	.422	247	2.713	.619
		M	23	33	30	31	12	129	3.19				
11	Absence of sustained leadership training	F	62	26	18	13	2	121	4.10	.686	252	4.677	.116
		M	29	40	30	25	9	133	3.41				
12	Lack of un-discriminative recruitment policies	F	47	22	28	16	7	120	3.72	.647	247	3.899	.891
		M	23	30	30	25	21	129	3.07				
13	Absence of WPN and Asso.	F	38	31	21	17	14	121	3.51	.535	251	3.150	.370
		M	20	31	31	26	24	132	2.98				
14	Lack of gender-exclusive budget line	F	31	41	22	19	8	121	3.56	.470	250	2.977	.699
		M	19	37	32	23	20	131	3.09				
15	Lack of strong M&S system	F	42	37	21	9	8	117	3.82	.449	247	2.891	.205
		M	24	50	22	23	13	132	3.37				

Key: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1= Strongly disagree

Perception of Leaders on women's development

Item number 5 was presented to respondents with the intention to assess the perceptions of the school leaders towards the advancement of women teachers into the leadership positions. Among the participants who responded the item, 59.0% (72) female, 50.8% (66) males, total 54.8% (138)

believed that ‘negative perceptions of the leaders’ on women’s career development’ have contributed to low participation of women in the leadership positions. On the other hand, considerable numbers of respondents, 18.9% (23) females and 29.2% (38) males, indicated their disagreement by selecting ‘Disagree /strongly disagree from the number scales indicated on the five-point Likert scale. The rest of the respondents 22.1% (27) female and 20.0% (26) male respondents remained neutral /undecided.

Leadership commitment

Item number 6 was intended to see whether the low commitments of education leaders serving at different levels of administrative structures had affected the participation of women in school leadership positions. As it can be observed from table – 6 (six), 19.3% (23) female and 26.0% (34) male participants disagreed to consider ‘low leadership commitment’ as the factor for women’s underrepresentation in education leadership while 17.6% (21) female and 16.8% (22) male participants’ answered ‘undecided / moderate’. However, majority of the respondents, 63.0% (75) female and 57.2 % (75) Male, responded that the low level of leadership commitment had been one of the major reasons for the currently observed low participation of women in the school principal positions.

Leaders’ capacity gap

The effectiveness of government policy directives, programs and strategies usually relies on the institutional leaders’ capacity to lead and execute. In this regard, the respondents were requested with item number 7 to indicate the extent to which the capacity gap of their leaders, particularly, those who have been serving at lower administrative echelons, i.e., zone, wereda and school levels, impact their interest to consider school principalship roles as their career choice. 64.5% (78) female and 53.0% (70) male participants expressed their agreement on the leaders’ lack of capacity to lead, by choosing ‘Strongly agree’ and ‘Agree’ from the five-point Likert scale measures. The other respondents, 15.7% (19) female and 28.0% (37) male, put themselves at ‘neutral /undecided’ position while the remaining 19.8% (24) female and 18.9% (25) male respondents expressed their disagreement by choosing ‘Disagree’ and ‘Strongly disagree’ from the options presented on Likert scale, table 6. From the responses obtained, it can be concluded that the capacity gap of the education leaders, particularly, of those who directly work with or supervise the women teachers,

was considered as one of the major factors for low women participation in school leadership roles, specially, secondary principal roles.

Women role models and mentors

Item number 8 was presented to the respondents with the intention to identify whether lack of women principals or mentors who could be taken as the role model impacted women teacher career choices, or their ambition to assume school principal positions. Among the participants who filled and returned the questionnaire, 45.3% (53) female and 42.3% (55) male total 43.7% (108) responded 'Strongly agree' and "Agree'. Of the remaining participants, 15.4% (18) female and 21.5% (28) males total 18.6% (46) responded 'Moderate' while the remaining participants, 39.3% (46) female and 36.2% (47) males total 37.7% (93) responded 'Disagree' and 'Strongly disagree'. The responses obtained implies that absence of women role models may moderately impact the women teachers career choice; it might be the factor for women teachers not to aspire school principal positions. However, in the city of Addis Ababa, particularly in the sample secondary schools 'lack of model women principals' does not seem the determining /major factor for women teachers' low participation in the principal positions. Because, as can be witnessed from the data obtained, more than 56.3% (37.7% female + 18.6% male) participants remained neutral or disagreed to consider the item as the major factor for women's underrepresentation.

Collaboration between and among stakeholders

The enforcement of international and national policies, women policy in our case, seeks strategic collaboration and coordination between and among different stakeholders. Partners, being GO, NGO, Civic Associations, etc. need to coordinate their resources and expertise to achieve the common strategic objectives of women's equal participation in the education sector, which ultimately contribute to the realization of equality between women and men citizens. Lack of collaboration, on the other hand, might be one of the factors for low participation of women in the education leadership positions. Accordingly, item number nine was presented to the participants for them to level the extent to which 'lack of strong collaboration among the stakeholders' had deterred women participation in school leadership positions. As it can be seen from Table 6, majority of the respondents, 66.7% (82) female and 56.4% (75) male, total 61.3% (157) indicated that lack of collaboration among different stakeholders had been one of the major factors for women's low participation in leadership positions. The other 17.9% (22) female and 24.8% (33)

male, total 21.5% (55), respondents remain undecided while still others, 15.4% (19) female and 18.8% (25) male, total 17.2% (44) showed their disagreement to consider ‘lack of collaboration’ as a factor for women underrepresentation in education leadership positions. These findings imply that the stakeholders, including government institutions, Development partners and civic organizations, are not working in a coordinated and organized manner towards achieving the common objectives. As the result, we can conclude that absence of well-coordinated and collaborated utilization of resources (financial, material, Human resource) and expertise have been one of the major factors for the failure to ensure equality of women and men in leadership roles.

Despite of the efforts which have been exerted to change the existing policies and legal frameworks (international conventions, declarations, protocols, and related national legal frameworks on the equality of men and women) into practices, the leadership posts of majority of the Ethiopian Government Institutions are still male dominated. The share of female principals in AA City Administration secondary schools, which is below 7% (AEB, 2022), is good evidence to justify this truth.

Men teachers’ attitude towards women leaders

Item number 10 was another item that had been intended to know whether ‘men teachers’ attitude towards women leaders’ was considered as one of the major barriers that block women teachers from aspiring or holding school principal position. Majority of the respondents 62.5% (75) female and 43.4% (56) male, total 52.6% (131) agreed that teachers attitude towards women leadership was one of the major factors for low participation of female teachers in school leadership roles. The other 14.2% (17) women and 23.3% (30) male, total 18.9% (47) respondents held neutral position while considerable number of respondents, 23.3% (28) female and 33.3% (43) male, total 28.5% (71) disagreed to consider male teachers’ attitude as the major factor of female underrepresentation. According to the responses obtained from the participants, ‘men teachers’ attitude towards women school leaders’ have negatively impact women’s representation in the school principals’ positions; it is one of the major factors for women’s underrepresentation in school leadership position.

Absence of sustained leadership training

In this regard, the respondents of the survey were asked whether ‘the absence of relevant and sustained leadership trainings’ had been part of the factors for low women participation in school

leadership. Total 61.8% (157) respondents, 56.1% (88) female and 51.9% (69) male, agreed that absence of sustained school leadership training was among the major factors that prevented women teachers from competing for principal positions. The responses of the other 14.9% (18) female and 22.6% (30) male participants were undecided while that of the remaining 12.4% (15) female, 25.6% (34) female respondents were 'disagree'. These results imply that women teachers may restrain themselves from assuming leadership positions because of lack of leadership competences which might have been acquired through relevant trainings.

Lack of un-discriminative recruitment policies

Gender-based policy frameworks should be free of bias and feasible to be changed to practices. In relation to the recruitment practices, there should be un-discriminative requirement policies that comply with the other national and school-based legislative frameworks [like school codes, discipline Guides, codes of conducts]. In this regard the respondents were asked to give their opinion on the Likert statement which requires to identify whether "lack of un-discriminative recruitment policies" affected the women's equality of representation in school principal positions. Responses obtained from majority of the participants indicated that the recruitment policies are not free from discrimination. As depicted on table 6, 57.5% (69) female and 41.1% (53) male, total 49.0% (122) participants reported their agreement by selecting 'Strongly agree' and 'Agree' with the statement, which implies that 'lack of un-discriminative recruitment policies' was one of the factors that discourage women's aspiration of leadership roles. The responses of some participants, 23.3% (28) female and 23.3% (30) male, were 'undecided while that of the remaining, i.e., 19.2% (23) female and 35.7% (46) male, total 27.7% (69), were 'Disagree' and 'Strongly disagree', respectively. It is implied from the responses obtained that absence of un-discriminative recruitment procedures had been one of the major factors for low participation of women in the leadership roles.

Absence of WPN and Asso.

Literature recommends that women professional networks and associations are parts of the strategies to ensure the equality of women and men. The FDRE Policy on Women and the subsequent documents like gender equality strategy and guidelines have also indicated the importance following such strategies. To this end, respondents of this survey were asked to indicate whether the absence of women professional networks and associations had impacted the

participation of women in school leadership, particularly, in principalship positions. From among the participants, 57.0% (69) female and 42.1% (51) male, total 47.4% (120) participants responded 'Strongly agree' and 'Agree' for item number 13, see table. The other participants, 17.4% (21) female and 23.5% (31) male, remain neutral while still other participants /25.6% (31) female, 37.9% (50) male and total 32.0% (81)/ responded 'Disagree' and 'Strongly disagree'. As the result, we can conclude that 'absence of women professional networks and associations might negatively affect women representation in leadership positions.

Lack of gender-exclusive budget line

Women-specific budget lines are an important tool for promoting gender equality and women's empowerment by ensuring that women and girls have access to quality education and that their needs are considered in the budgeting process. these budget lines can help to create a more equitable society where women and men have equal opportunities in all aspects of their life, including their career choice (Mareque & et el., 2022; UNESCO, 2019). In the other side, lack of women specific budget / the resources they need to succeed in their professional development process/ may prevent them from assuming leadership roles. In this regard, participants were requested to give their opinion on whether 'lack of women specific budget line' would be considered as a factor for women's low participation in leadership positions. the responses obtained indicated that, 59.5% (72) female and 42.7% (56) male participants expressed their agreement by responding 'Strongly agree' and "Agree'. The other 22.3% (27) Female and 32.8% (43) Male, total 27.8% (70) disagreed to consider women specific budget line as the factor for women underrepresentation while the remaining 18.2% (22) female and 23.7% (31) male, total 21.0% (53) put themselves at the 'neutral position. This implies that lack of budget line, particularly, women-specific budget line has been one of the causes for the observed institutional failure to ensure equality between men and women.

Lack of strong M&S system

For policy programs, strategies, and initiatives to be accomplished as intended, continuous follow-up as well as timely feedback and supports are required. Similarly, ensuring gender equality, as one of the country's policy priorities, needs sustained and collaborative follow up and support from the education leaders serving at different structural levels. In this regard, participants were

asked whether ‘lack of strong M&S system’ was the factor for low women teachers’ participation in principal positions (item 15). As indicated in table 6, majority of the respondent, 67.5% (79) female and 56.1% (74) male total 61.4% (153), responded that ‘Lack of strong M&S system’ has been one of the factors for women underrepresentation in school leadership positions. The remaining respondents, who are less in number, 14.5% (17) female and 27.3% (36) male total 21.5% (53), disagreed to consider ‘lack of women-specific budget line’ as one the major factors while 17.9% (21) female and 16.7% (22) male total 17.3% (43) remained ‘neutral’. These findings imply that lack of strong institutional monitoring and support system was one of the major factors for the currently observed low participation of women in school leadership positions.

The independent t-test statistics were also applied to see whether there were differences between the responses of female and male respondents. The data obtained indicated that the absolute t-values of Likert scale item numbers 6,7, 8 and 9 (which are 1.191, .674, .371, and 1.882, respectively) are less than their critical t-values while the computed levels of significances are slightly greater than the predetermined level of significances, which is 0.05. These imply that we do not have enough evidence to indicate whether there are significant or no significant differences between the two groups, female and male. On the other hand, the computed t-values and level of significances for the remaining 7 Likert statements (item 5 and items 10 – 15 in table – 6) indicated that there were no significant differences between the responses of the two groups being compared. Because their computed t-values and level of significances are greater than that of their critical t-values and predetermined values of significances, respectively, (see table -6).

In summary, the findings obtained from the data collected through an embedded concurrent mixed method indicated that women underrepresentation in the school leadership positions are majorly caused by the institutional factors. The education leader’s wrong perception on women’s development, their commitment and capacity to enforce relevant policy provisions; lack of resources needed to change policies into practices are identified as being the major factors for their low participation. According the data obtained from the participants, particularly women participants, absence of sustained leadership training, lack of strong collaborations between and among the stakeholders – including development partners, lack of strong M&S system, capacity gaps of the education leaders, low leadership commitment, men teacher’s negative attitudes towards women leaders, perceptions of leaders on women’s development, lack of un-

discriminative recruitment policies, absence of WPN and WPA were found to be the major factors that deterred women teachers from aspiring the secondary school leadership, particularly, principalship positions in AACA.

These findings were further substantiated with the responses obtained from the interviews made with the sample school leaders. The opinions gathered through the interview questions ‘Do you believe that the policies, programs, and development plans issued by the government are suitable in protecting women’s rights and interests? What further policy amendments would you like to recommend?’ indicated that problems of women underrepresentation in leadership positions are not related with the absence clear policy frameworks. Rather, they are majorly related with leadership commitments, lack of financial resources that can be utilized to implement women-specific strategic initiatives, and the time imbalance between family responsibility and school leadership roles. Participant ‘B’

“Despite various ideas being suggested at the policy level to ensure women’s participation in leadership roles, they are not implemented in practice. Encouragement, capacity building, and support are needed to attract women into leadership positions. The enforcement and implementation of policy direction are not being seen. Creating a conducive school environment is also not being prioritized. Moreover, there are gaps in terms of developing and implementing standardized and uniform codes of conducts, as well as disciplinary guidelines in our secondary school system. I believe that these and other similar factors have been preventing women teachers from aspiring leadership roles.”

C. Individual Factors

Table 7: *Individual factors preventing women from aspiring principal roles*

S.N.	Factors	Gender	Scales					Total	mean	Mean Diff	df	t-value	Sig (2-tailed)
			5	4	3	2	1						
16	Women teachers lack ability to work	F	18	27	18	22	36	121	2.74	-.441	249	-2.549	.005
		M	22	36	33	22	17	130	3.18				
17	unwillingness to do the assigned job	F	23	32	24	25	13	117	3.23	.021	244	.130	.557
		M	26	28	38	21	16	129	3.21				
18	self-perception of their own ability to work	F	17	31	19	22	27	116	2.91	-.331	245	-2.026	.002
		M	17	44	35	23	12	131	3.24				
19	Family-work balance	F	47	38	16	13	7	121	3.87	.242	250	1.588	.748
		M	35	45	29	11	11	131	3.63				

Key: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1= Strongly disagree

Respondents were presented with four basic items which are assumed to be the major individual factors that deter women teachers from assuming school leadership roles. Regarding item number 16 of Table 7, the responses of both female and male respondents indicated that ‘lack of ability to undertake leadership roles had prevented women teachers from aspiring school principal positions. As can be seen from table 7, female 37.2% (45) and male 44.6% (58) total 41.4% (104) respondents ‘agreed’ that ‘lack of ability to work leadership activities’ were considered as one of the major causes for women underrepresentation in the school leadership position. On the other hand, 48% (58) female and 29.2% (38) male total 38.2% (96) respondents disagreed to consider ‘lack of ability to work leadership activity’ as the major cause for women’s under representation while the rest respondents, 14.9% (18) female and 25.4% (33) male total 20.3% (51) respondents held neutral position. Two conclusions can be drawn from these findings. One is that women are lacking self-confidence; although they have almost similar experiences and education backgrounds, they consider themselves that they are less able than their male counterparts. Second, because of the workloads, both at home and at workplace, women may prefer allocating more of their time for the family than to allocate for leadership roles. This may deter them from assuming leadership roles.

Women teachers unwillingness to participate in the school leadership positions was also identified as one of the factors for women teachers' low participation in school leadership roles. In this regard, the respondents of the survey were presented with the item that asks whether "women teachers' lack of willingness to do the assigned leadership jobs" /item 17/ has been the factor for the underrepresentation of women in the cases of the sample schools. As indicated in table 7 (seven), 47.0% (55) female and 41.9% (54) male respondents agreed that 'lack of ability' was the factor for women teachers' low participation in school principal positions. On the other hand, 24 (20.5%) female and 38 (29.5%) male respondents stood at neutral position while the rest 38 (32.5%) female and 37 (28.7%) male respondents indicated their disagreement, that is to mean, lack of ability to work is not the factor for women under representation.

The 3rd item was presented to the respondents with the intention to check whether "the women teachers self-perception of their own ability to work" had contributed to the low participation of women teachers in school principal position. According to the responses of the participants, women teachers' self-perception' had moderately restrained them from participating in school leadership roles. As indicated in table 7 (seven), 41.4% (48) female and 46.6% (61) male respondents agreed that 'self-perception' of women teachers restrained them from participating in school leadership roles. Of the remaining participants, 42.2% (49) female and 26.7% (35) male respondents showed their disagreement to consider the item as a factor for women's low participation. According to this group of respondents, "the women teachers negative self-perception of their own ability" has less contribution in deterring them from participating in leadership positions. In relation with this item, the percent of male respondents is slightly exceeding that of women respondents. This may imply that majority of male teachers assume that women teachers' wrong self-perception had restricted them from aspiring or holding leadership positions in the school system in which they are serving. Whereas female respondents prioritized domestic workload and lack of willingness to participate in the school leadership activities as the major personal factor which prevented them from aspiring leadership positions. The data obtained from the interviews made with the female and male principals also substantiated the responses of the women participants who prioritized domestic workload and lack of willingness to participate in leadership roles. The opinions gathered through the structured interview indicated that other factor like domestic workload, absence of attractive benefit packages, absence of friendly work

environment, etc. have more contribution in restraining women from leadership positions than the women's self-perception.

The fourth item in table – 7 is focusing on family-work balance. In the patriarchal community, like that of ours, domestic workloads like childcaring and social responsibilities consume much of women's time, which otherwise can be utilized for their personal career development. Women teachers may not be interested in shouldering additional responsibilities like leadership roles, which by itself requires much of their time. In this regard, respondents of the survey were asked to indicate whether the domestic workload had been deterring them from assuming principal /school leadership roles. Majority of them, both female and male, indicated that fear of the imbalance between the family responsibility and leadership roles forced women to restrain themselves from assuming school principal positions. As it can be seen from table 7 (seven), 70.2% (85) of female and 61.1% (80) of male respondents had shown their agreement by selecting 'Agree' and 'Strongly agree' from the options indicated in five-point Likert scale table. Some of the remaining respondents had kept themselves 'Neutral' while the others, 16.5% female and 16.7% male, showed their disagreement. In general, the imbalance between the domestic workload and the school principal roles has been indicated as being one of the major factors that prevent women from aspiring and /or holding school leadership positions.

D. Other related factors

i. Leadership commitment as a factor in ensuring equal opportunity.

The enforcement and effectiveness of policy directions and initiatives partially depend on leadership commitments. The implementation of nationally endorsed gender equality related policy frameworks like FDRE Women Policy, Gender Mainstreaming Strategy and guidelines might be negatively or positively influenced by the level of education leaders' commitments. However, some leadership commitments might not be quantitatively measured as they are implicitly exercised in the daily routines of their leadership duties. This is to mean that there are some leadership behaviors which implicitly influence women's participation in leadership roles. For instance, delegating leadership tasks and more demanding assignments to male teachers, leaders' inclination to judge teachers based on their sexes, unconstructive comments for female

teachers are invisible factors which may, if not systematically managed, negatively affect women teachers' aspiration of leadership positions, see Table 8.

Table 8: *Leadership commitment level, as evaluated by respondents*

SN	items	Sex	5	4	3	2	1	N	Mean	%
1	Role assignments are free of stereotypes	F	17	28	36	18	19	118	3.051	95.2
		M	23	37	35	27	9	131	3.290	98.5
2	Delegating leadership tasks equally to both sexes	F	18	25	31	25	22	121	2.934	97.6
		M	21	30	45	20	17	133	3.135	100.
3	delegating more-demanding assignments for women teachers	F	11	24	31	28	24	118	2.746	95.2
		M	11	31	38	33	19	132	2.864	99.2
4	constructive comments for female teachers & principals	F	18	25	41	22	11	117	3.145	94.4
		M	20	32	47	20	11	130	3.231	97.7
5	Inclination to judge teachers based on their sexes	F	28	25	31	21	14	119	3.269	96.0
		M	16	39	31	24	21	131	3.038	98.5
6	Supportive workplace culture and environment	F	25	30	34	19	10	118	3.347	95.2
		M	26	39	39	16	10	130	3.423	97.7
7	Equal participation in the preparation and execution of strategic and operational plans	F	37	35	30	11	7	120	3.700	96.8
		M	27	41	45	14	5	132	3.538	99.2
8	Presence of different incentive schemes	F	9	24	38	21	27	119	2.723	96.0
		M	17	35	43	25	17	137	2.985	100.
9	Equal representation of women in the promotions and transfers decisions	F	15	29	34	23	19	120	2.983	96.8
		M	21	36	52	16	5	130	3.400	97.7
10	Women specific budget-line	F	12	19	28	23	39	121	2.521	97.6
		M	12	24	39	32	24	131	2.756	98.5
11	Gender- responsive M&S system	F	9	16	35	31	28	119	2.555	96.0
		M	11	25	46	39	11	132	2.894	99.2
12	Relevant and timely feedback for women teachers	F	4	29	43	27	18	121	2.785	97.6
		M	14	27	53	27	10	131	3.273	99.2
13	Variety of promotion opportunities for women teachers	F	12	24	27	22	33	118	2.661	95.2
		M	11	35	37	26	21	130	2.915	97.7
14	Investing on women teachers' PD	F	11	19	34	29	27	120	2.650	96.8
		M	15	34	29	32	21	131	2.924	98.5
15	Women teachers attend important meetings	F	32	43	24	8	11	118	3.653	95.2
		M	25	47	41	10	9	132	3.523	99.2
16	Women teachers participate in mass communication sessions	F	23	28	36	18	12	117	3.274	94.4
		M	19	43	36	28	6	132	3.311	99.2
17	Women teachers and principals participate in networking events	F	17	27	37	23	16	120	3.050	96.8
		M	22	27	45	27	10	131	3.183	98.5

Key: 5 = Very High, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = very low (source = Output 1)

In the other way round, committed leaders are expected to be free of such bias, and should provide appropriate supports to bring female teachers to the leadership positions. The purpose of this subtopic was to assess the extent to which the education leaders were committed to ensure equal participation between female and male teachers in school leadership positions. In this regard, the participants were presented with the list of 17 Likert scale items and requested to show their

opinion by selecting the number which they considered appropriate from the five options (very high – to – very low) presented on the five-point Likert scale table. Most of the responses obtained from the participants exhibited that both female and male had almost similar opinions on most of the items listed in table - 8; their responses failed between the range of **2.50 and 3.50**. This implies that the level of the commitments of the leaders seem ‘moderate’.

However, some items were found to be given special attention as they were responded by majority of the participants. Particularly, items number 6,7, 15 and 16 informed that school level leaders were much committed to attract women teachers to the leadership positions. To further explain, regarding item number 2.6 majority of the respondents, 46.6% (55) female and 50% (65) male total 48.4% (120), agreed that the leaders had created supportive ‘workplace culture and environment’ that attracts women teachers to the leadership positions. Regarding item number 2.7, which is ‘equal participation of women in the preparation and execution of strategic and operational plans,’ the responses of participants indicated that education leaders’ commitments were manifested in facilitating women teachers’ participation in the preparation and execution of strategic and operational plans of their schools,’ As indicated in table 8 (eight) 61.1% (72) female and 52.3% (68) male total 56.5% (140) participants responded, ‘Strongly agree’ and ‘Agree’. Moreover, the responses of participants for item number 2.15 depicted that there was no bias from school leaders’ side in favor of men teachers; women teachers were allowed to participate in important meetings just like their men counterparts. 63.6% (75) female and 55.4% (72) male total 59.3% (147) were put their responses against ‘very high’ and ‘above average’ on the five-point Likert scale, see Table 8. Furthermore, the responses of the participants for item number 16, Table 8, indicated that school leaders had shown their commitment by facilitating women teachers’ participation in mass communication sessions like school community conferences. The responses of 43.2% (51) female and 47.7% (62) male total 45.6% (113) participants indicated that school leaders had been facilitating the participation of women in community gatherings and other mass communication events.

In connection with leadership commitments, literature informed that there are some leadership behaviors which may emanate from implicit /unconscious bias. The school leaders might unconsciously delegate male teachers with more demanding assignments and sensitive leadership tasks than female teachers. Besides, they may unconsciously favor male teachers in opportunities

like leadership trainings and networking and communication programs. This shows that women teachers might be unconsciously denied accessing an opportunity to take part in programs which may improve their leadership ability. Some participants of the survey indicated that there were low commitments of education leaders in motivating and attracting women teachers towards leadership positions. In their responses to item numbers 3, 10 and 11 the participants indicated that there was low leadership commitment in motivating and attracting women teachers towards the leadership positions. In connection with this, responses of both groups, female and male, indicated that ‘more-demanding assignments’ – which is item number 3 - were not equally delegated to female and male teachers, i.e., male teachers are more delegated with sensitive leadership tasks. 43.7% (52) female and 39.7% (52) male participants responded, ‘Strongly disagree’ and ‘Disagree’ to item number 3, which is ‘delegating more-demanding assignments for women teachers. What does this imply? What to recommend?’

Besides, in response to the other Likert statement, which is item number 2.10, participants of the survey showed their disagreement on the existence of women-specific budget line, an initiative which is considered as one of the indicators for leadership commitment. In this regard, both female and male respondents disagreed in the existence of women-specific budget-line. The responses of 51.2% (62) female and 42.7% (56) male total 46.8% (118) indicated as there was no women specific budget line. The responses obtained from the interviews made with the school principals and officials of education offices also substantiated the responses obtained from the questionnaire.

In other way round, the establishment and enforcement of strong, gender-responsive monitoring and support system (item number 2.11) is one of the indicators to the leadership commitment. To this effect, participants were asked to indicate whether there was strong monitoring and support system. Majority of the respondents, 49.8% (59) female and 37.9% (50) male, total 43.4% (109) selected ‘Strongly disagree’ and ‘disagree’. This implies that both women and men teachers believe that education leaders, particularly, those who serve at the grassroot /Wereda and school/ levels were not committed in realizing strategic policy directions. Therefore, it would be plausible to recommend that the implementation of women policies and the subsequent strategies and initiatives should be frequently monitored, evaluated, and provided with relevant feedbacks to achieve the intended objectives, which is ensuring equality of women and men in the education

sector. In this regard, the higher structures: zone, bureau and federal, should design and implement sustained leadership capacity development programs.

ii. Provision of mentoring and coaching services for newly assigned female principals

Table 9 :Mentoring and coaching services

SN	Preferences	Female	%	Male	%	Total	%
	Yes	9		13		22	15.1
	No	59		65		124	84.9
	Total	68		78		146	100.0

Respondents were further asked to give their opinion on whether the newly assigned female principals and teachers were accessed with mentoring services. From among the participants only 7.4% (9) female and 10% (13) male participants responded, ‘Yes’ while the other (59) female and (65) male participants responded ‘No’. The remaining others reserved themselves from responding this specific question. This reservation might be because of two reasons; one, it might be because of the participants’ lack of clarity on the concepts of ‘mentoring and coaching’. Second, participants may not have any access to mentoring and coaching services in their workplace.

Table 10 :Frequencies of Mentoring services

SN	items	Sex	Very frequently	Frequently	Occasionally	Rarely	Never
	Frequency of mentoring services	F	2	4	28	26	8
		M	3	8	34	26	7
		Total	5	12	62	52	15
		%	3.4	8.2	42.5	35.6	10.3

Key: Very frequently = 5; Frequently = 4; Occasionally = 3; Rarely = 2; Never = 1

The participants who responded ‘Yes’ regarding ‘mentoring and coaching services’ were further requested to indicate the extent of the provision of mentoring services. In the distributed questionnaire, question number five was presented to the participants as the subsequent of question number 4. It was aimed to see how frequently the women respondents were provided with the mentoring services. The responses obtained indicated 42.5% of participants reported that they receive mentoring services ‘Occasionally’ while the other participants (45.9%) answered that they were ‘Rarely’ or ‘Never’ provided with mentoring services. This implies that almost all secondary

school teachers and newly assigned female principals are not provided with mentoring services. Women teachers have no mentors who guides them and who would be taken as a model.

iii. Gender-based Principal Preferences

Table 11: Gender-based Principal preferences

SN	Preferences	Female	%	Male	%	Total	% (Average)
1	Male principal	74	59.7	84	63.2	158	61.5
2	Female Principal	36	29.0	22	16.5	58	29.0
	Missing (have no preference)	14	11.3	27	20.3	41	16.0
	Total	124	100.0	133	100.0	257	100

Regarding principals' sex preference, respondents were asked to show whether they prefer women or men to be their principal. The responses obtained indicates that male principals are more preferred than women. As indicated in table 12 (twelve), 61.5% (158) of respondents' preference indicated as they prefer male principal over women principals; only 29% (58 in number) of respondents preferred women over male. In connection with item number 7, the participants were also presented with an open-ended item (item number 8) which requests them to reason out their preferences of principals. The written responses obtained from the women participants indicated that they prefer male to female for the principal positions because: first, male principals are more respected and feared by the students and teachers than women principals. Second, they preferred male to female principals because male principals do not make differences between and among their subordinates; third, male principals are more competent in leadership than women principals, and 4th male principals would not be rush in decision making as they are better at leadership roles. Male respondents of the item also responded that male principals are preferred to women because: 1st they are better at decision making, 2nd they have ample time to discharge their leadership roles as they may not have domestic workload pressure, 3rd they are more respected and feared by students and their subordinates, and 4th they are more competent to take responsibility and coordinate leadership activities than women principals.

The special point that attracts the attention of the researcher while he dealt over this issue was the fact that majority of women respondents prefer male principals over women principals; 59.7% (74) of female respondents who answered the item indicated that they preferred to have male principal to female principal. This may indicate that the respondents, both female and male teachers, have

less confidence regarding the women’s ability to lead institutions /schools. Such kind of judgements might be resulted from lack of competence (knowledge, skills, and attitude) and experiences in discharging leadership roles; lack of proficient mentors and female role models who could genuinely support and direct women teachers and principals in building their confidences. It also implies that women, teachers in our case, could not yet be confident to shoulder readership roles and responsibilities. Consequently, sustainable professional trainings both for the aspirant teachers and newly assigned principals as well as awareness raising programs like workshops, seminars / webinars and forums for the school communities need to be exercised to bring positive changes to women’s participation in leadership positions.

iv. Teachers interest to compete for the principal position (submission of application)

Table 12: Interest to compete for principal posts.

Preferences	Female	%	Male	%	Total	%
Yes	20	16.1	37	27.8	57	22.2
No	100	80.6	92	69.2	192	74.7
Missing	4	3.2	4	3.0	8	3.1
Total	124	100	133	100	257	100

Respondents were also asked whether they have ever applied to compete for the secondary school principal or vice principal positions. 80.6% (100) of female and 69.2% (92) of male participants, total 74.7% (192), responded that they had never applied to compete for the school principal positions. in connection with Yes /No item, the respondents were presented with another open-ended item, which requested them to indicate their reasons for being not interested to apply for the positions (item number ten). The answers obtained from this open-ended item revealed that the major causes for women teachers not to apply for the positions were: lack of interest to be the school principalship roles, domestic workload pressure, low experience /short service year, lack of confidence to serve on leadership /principal position (thinking that she /he was not fit for the position). On the other hand, male participants responses indicated that ‘inability to meet the minimum service years required to be recruited as a principal; fear of the workload that may follow the assignment to the principal position; fear of workplace conflicts that may arise while they are discharging their leadership roles; and the unfair recruitment and selection processes’ were the major reasons that caused their lack of interest to assume the school principal positions.

In summary, both female and male participants had shown their lack of interest to compete for the secondary school principalship posts, though teaching forces are the sole pool of the principal positions in our education system. As it can be observed from the data obtained through quantitative and qualitative methods, majority of the participants from both groups expressed that they had low interest to compete for the secondary school principal positions. Both groups, with slightly higher percent of male than female participants, had shown low interest to compete for the principal positions; only 16.1% of female and 27.8% of male participants showed interest to compete for the position.

v. Respondents’ level of interest to hold school principal positions.

Table 13: Level of interest to hold school principal position

SN	items	Sex	N	High interest	Medium interest	Low interest	Have no interest
Q11	interest to hold school principal positions	F	99	19	28	32	20
		%		19.2	28.3	32.3	20.2
		M	101	15	22	41	23
		%		14.9	21.8	40.6	22.8
		Total	200	34	50	73	43
		%		17	25	37	21

Key: High interest = 4, Medium interest = 3, Low interest = 2, Have no interest = 1

The respondents of the questionnaire were further asked to rate the level of their interest to be the secondary school principal. From among the participants who responded the item (item number 11), 52.3% female and 63.4% Male Participants responded that they have low interest in holding principal positions. Of the remaining participants, 28.3% female and 22% male responded that they have ‘Medium interest’ while only 19.2% female and 14.9% responded that they have ‘High interest’ to hold principal positions. This implies that lack of interest has been one of the major factors for women’s low participation in school principalship positions. In connection with this, the interviewees were requested to provide their opinion for an interview question stated as ‘what barriers do you think are deterring women teachers from being attracted to principalship positions?’. Factors like lack of benefits attached to principalship roles, fear of the imbalance between domestic responsibilities and principal roles, lack of conducive and women-friendly work

environment, and lack of confidence to assume school principal position were cited as the major barriers for women teachers not to assume principalship roles.

Participant ‘B’ further stressed that:

“Male teachers and students’ unsupportive attitude towards female school leaders; the imbalance between the principal’s workload and the attached benefits, the imbalance between the school leaders’ responsibilities and the attached benefits; ineffective implementation of the school policies like students and teachers’ policies, code of conducts and school discipline protocols are the major reasons for women teachers not to be attracted to principal positions.”

4.2.3. Female and Male Participant’s perception on the assumed factors:

The second basic research question of this survey was to examine /assess whether there were differences between the perception of female and male participants over factors considered as the causes of women underrepresentation in leadership positions. The researcher of this survey tried to assess this basic question in two ways. The first way was to examine whether the two groups of respondents, male and female teachers, had differently observed the possible factors for women underrepresentation in school leadership positions. The second way was allowing the respondents to weigh and put the listed factors /items in their rank order (as indicated in table 16) and then, examine whether there were differences between the rank order arranged by the two groups, female and male.

i. Participants’ perception on the assumed factors

Table 14: *Female and Male respondents’ perception on factors listed in the table**

Sn.	Institutional Factors	Resp Sex	Scale					N	Mean	Mean diff	df	t-value	Sig
			5	4	3	2	1						
10	Men’s attitudes towards women leaders	F	32	43	17	22	6	120	3.61	.422	247	2.713	.619
		M	23	33	30	31	12	129	3.19	.422	246.7	2.716	
12	Lack of un-discriminative recruitment policies	F	47	22	28	16	7	120	3.72	.647	247	3.899	.891
		M	23	30	30	25	21	129	3.07	.647	246.9	3.906	
13	Absence of WPN and Asso.	F	38	31	21	17	14	121	3.51	.535	251	3.150	.370
		M	20	31	31	26	24	132	2.98	.535	247.9	3.147	
14	Lack of gender-exclusive budget line	F	31	41	22	19	8	121	3.56	.470	250	2.977	.699
		M	19	37	32	23	20	131	3.09	.470	249.9	2.983	

*This table is drawn from the Table 5, which contains lists of possible factors.

For most of the possible factors listed in Table – 5, participants from both groups provided almost similar answers. However, some of the items (particularly, item numbers 10, 12, 13 and 14) from among the 19 items which were listed in a five-point Likert scale table (table – 5) were differently perceived by the two groups of respondents, see Table 14. To further explain, Regarding ‘Men’s attitudes towards women leaders’, only 23.3% (28) female participants expressed their disagreement on the presence of ‘men teachers’ negative attitude towards the female leaders’; whereas more male respondents, 33.3% (43), reflected their disagreement by answering ‘Disagree’ and ‘Strongly Disagree’ from the options indicated on Likert scale table. Besides, only 14.2% (17) female participants responded ‘Neutral’ for the same item, whereas still more (or 23.3%) male participants responded “Neutral”.

In relation with the exiting recruitment policies, majority of female participants % (69) indicated that “Lack of un-discriminative recruitment policies” had been one of the factors for low participation of women in school leadership positions. The share of female participants who failed to consider “Lack of un-discriminative recruitment policies” as a factor for women underrepresentation was only 19.2% (23). On the contrary, % (76) male participants responded either ‘moderate’ or ‘disagree’. This fact depicts that majority of women participants believe that the existing recruitment policies are not free of bias and discrimination while relatively lower number of male participants held similar positions.

The difference between the two groups was further observed in their responses to item number 13, which was intended to examine whether lack ‘WPA and WPN’ has influenced the representation of women in school leadership positions. The percent of female participants who responded, ‘Strongly agree’ and ‘Agree’ was 57.0% (69). On the other hand, only 38.9% (51) male participants were considered ‘women specific budget line as a factor for women underrepresentation in leadership positions. The remaining 61.1% male participants responded either ‘Moderate’ or ‘Disagree’. As can be understood from the responses obtained, majority of female respondents considered this item as being one of the major factors while, to the contrary, significantly large number of male participants declined to consider lack of women specific budget-line as a factor for the observed low representation of women in leadership positions. These differences between the responses of the two groups implies that there were differences in the way they perceive the possible factors of women under representation in leadership positions.

Moreover, the necessity of having mainstreamed gender budgeting and women-specific budget-line to improve women's participation in school leadership positions were stated in the FDRE Women Policy and subsequent documents. In this regard, respondents were asked to show the extent to which "lack of women-specific budget line had influenced women participation in leadership roles. In this regard, the responses of most women participants, 59.5% (72), indicated that it had influences over the efforts being exerted to ensure equality of participation between men and women. Only 22.3% (27) of them (female) disagreed to consider gender specific budget line as part of the major factors. On the other hand, the percent of male participants (42.7% /56) who considered lack of women specific budget line as part of the major factors were lower than that of female participants. Moreover, 32.8% (43) of male participants declined to consider 'Lack of gender-exclusive budget line' as part of the major factors for low participation of women in leadership positions. The rest of the participants, 18.2% (22) female and 24.4% (32) male, remain 'undecided'.

Finally, the independent t-test was employed to see whether there were differences between the responses of the two groups. As it can be seen from table – 15, the absolute t-values of the four items (items number 10, 12, 13 and 14) are greater than the critical t-value, which is 2. Similarly, the computed level of significance is greater than the predetermined level of significance, which is 0.05. This is to mean that there were no significant differences between the responses of the two groups being compared concerning the factors prohibiting females from school leadership positions.

ii. The assumed factors in their rank order

iii. *Table 15: Magnitude of factors affecting females' school leadership positions.*

S. N	Items	Rank order		
		F	M	Remarks
1	Societies perceptions of women's worth (Gender bias)	4	2	3
2	societies expectations of women	7	4	6
3	Belief of the society, like: 'Men are natural leaders'	14	14	14
4	gendered domestic workload	1	1	1
5	Insufficient number of qualified women	11	12	11
6	Discriminatory school policies	5	6	5
7	Lack of family-sensitive work environment	2	3	2
8	Male teachers' attitudes and actions towards women leaders	6	7	7
9	Absence of sustained mentoring and coaching services	3	8	4
10	Lack of women principal to be taken as a role model	8	5	8
11	un-constructive comment from men teachers and principals	9	9	9
12	Women teachers self-perception on their own ability to lead	10	10	10
13	Women teachers ability to lead /personal competence	12	11	12
14	Women teachers' personal choices	13	13	13

Here, the researcher tried to examine whether there were differences between the levels of the responses of the two groups for the fourteen items listed in table - 16. As it can be seen from table 16, gendered domestic workload, lack of family-sensitive work environment, and societies perceptions of women's worth (Gender bias) ranked from 1 – 3, while 'women teachers' personal choices to be school principal' and 'belief of the society (like 'men are natural leaders')' placed on the 13th and 14th position by both female and male respondents.

The data presented in table 16 indicated that majority of the listed items were ranked in the same order by both groups of participants, female and male. However, responses obtained over items 1, 2, 9 and 10 of table - 16 depicted as there were differences between the rank orders given by female and male participants. Item number 1, which is 'societies perceptions of women's worth' (Gender bias), ranked 4th by female respondents while it was ranked 2nd by male respondents. Observable difference was also seen between the two groups over item number 2 (societies expectations of women); it was ranked 7th by female respondents while it was ranked 4th by male respondents. Moreover, item number nine, which is absence of sustained mentoring and coaching services', was differently observed by women and men respondents. It was held 3rd place among female participants while it was placed 8th among male participants. Moreover, significant differences

were observed between responses of the groups over item number 10, which is ‘lack of women principal to be taken as a role model’, it was ranked 8th by female participants while it was placed in the 5th position by male respondents. This implies that while both groups have almost similar perceptions over most of the factors that deter women from assuming leadership roles, still there are factors which have been perceived differently by both women and men. The following table indicated the factors that most affect female teachers' interest to participate in the school principal positions in their rank order.

4.2.4. Intervention Strategies

Affirmative Action

For a given person to be assigned and effectively play leadership roles, he is required to have conceptual knowledge and technical skills which enables him to effectively discharge his duties and responsibilities. as well as and Leadership roles require both subject knowledge and technical skills as well as psychological readiness to serve as a leader. Technical skills and interest to serve as a leader are among the behaviors of the leaders which mainly acquired through practices. However, the education system of our country is not as such open for women teachers to exercise leadership roles. The male dominated leadership culture implicitly refrain women teachers from assuming leadership roles. As the result, the representation of women in the secondary schools' principal position is remained low. In this case, some intervention mechanisms which would motivate and attract women towards the principal positions should be identified and introduced. Different intervention mechanisms had been identified and exercised in different countries. Affirmative action is one of the intervention methods that has been enforced and found to be important in attracting women towards leadership positions, see Table 16.

Table 16 *Affirmative measures (items 1-4)*

SN	Specific Intervention	Sex	5	4	3	2	1	Z	Mean	Mean Diffe.	df	t-value	Sig.
1	Quota system (as provisional mitigation measure)	F	44	35	27	6	8	120	3.84	.246	249	1.649	.100
		M	31	50	27	12	11	131	3.60				
2	Women-responsive recruitment guideline	F	51	35	23	8	2	119	4.05	.250	247	1.952	.052
		M	36	48	32	12	2	130	3.80				
3	Participatory planning process	F	62	36	13	8	0	119	4.28	.392	248	3.291	.001
		M	39	50	33	6	3	131	3.89				
4	Monetary and non-monetary incentive system	F	53	41	19	5	2	120	4.15	.442	248	3.465	.001
		M	32	50	31	12	5	130	3.71				

a) Quota system

Quota system is one of the intervention strategies in improving women’s participation in leadership roles. Quota system may not be a long lasting method to improve women participation in leadership as it may contradict with the meritocracy in the institutions human resource management system. However, as can be seen from literatures, it can be used as a provisional strategy to narrow the wide gaps between female and male. In relation with this, the participants of the survey were asked for their opinion in ‘employing the quota system’ as a strategy to improve women participation in leadership positions, see Table.

The data obtained from the participants revealed that 66.4% (79) female 62.3% (81) male 64.3% (160) total participants showed their agreement by responding ‘Strongly agree’ and ‘Agree’. On the other hand, 22.7% (27) female and 20.8% (27) male total 21.7% (54) remained ‘undecided’ while the other 11.8% (14) female and 17.7% (23) male participants disagreed to consider ‘Quota system’ as an intervention mechanism. From the responses of the participants, it can be concluded that quota method, if utilized with care, can still have acceptance to serve as an intervention method. Besides, the computed independent t-test, which is mean diff = 0.246, df = 249, t-test = 1.649, and Sig (2-tailed) = .100, indicates that there is a small difference between the two groups

being compared. Therefore, we fail to conclude that there is not a significant difference between the two groups being compared.

b) Gender responsive recruitment strategy

Literatures explained that institutions of education are expected to revise or introduce new recruitment policies which help improve the women representation in school leadership positions. In this regard, participants of the survey were asked to give their opinion on whether to consider 'having an updated and revised gender responsive recruitment policy' as one of the strategies to overcome challenges related with women participation in leadership roles. The responses obtained from the respondents indicated that 72.3% (86) female and 64.6% (84) male total 68.3% (170)/249 participants responded, 'strongly agree' and 'Agree'. The remaining 8.4% (10) female and 10.8% (14) male total 9.6% (24) respondents disagreed to consider 'having updated and revised gender responsive recruitment policy' as one of the major intervention strategies while still other participants, 19.3% (23) female and 24.6% (32) male total 21.7% (55), remained neutral by selecting 'Moderate' from the options presented in the Likert scale table, see table 16. In connection with this, the researcher further calculated an independent t-test statistics to see whether there was a difference between the responses of the two groups on 'recruitment and selection. Accordingly, the results obtained, which is a mean diff. = .250, df = 247, t-value = 1.952, Sig (2-tailed) = .052, indicated that there was not enough evidence to decide whether there were differences between the responses of the two groups.

C) Participatory planning

Participatory Planning process (item 3) is a collaborative approach that involves the active participation of all employees /teachers in our case/, GOs, DPs and civic associations in the decision-making process. According to Shvedova (2005), PPP is designed with the goal of ensuring that all voices are heard and that everyone has an opportunity to contribute to the decision-making process (Shvedova, 2005). In this sense, women teachers should be provided with an opportunity to participate in their institutions' planning, implementation, and evaluation processes, if they are expected to assume the school leadership roles. In this regard, the researcher was interested to know the feeling of women secondary school teachers in considering 'participatory planning' as a positive intervention strategy to improve their representation in leadership positions.

The responses obtained indicate that 80.7% (96) female and 67.9% (89) total 74% (185) participants are agreed on facilitating participatory planning process to be considered as one of intervention methods. The other % (13) female and % (33) male total % (46) participants responded 'Moderate', while the remaining % (8) female and % (9) male participants responded, 'Strongly disagree' and "Disagree'. Besides, the researcher computed the independent t-test to see whether there were differences between the responses obtained from the two groups. The results obtained, which is, mean diff. = .392, df = 248, t-value = 3.291, = Sig (2-tailed) = .001 indicated that statistically there was a significant difference between responses of the two groups being compared.

d) Monetary and non-monetary incentive

From among the participants who responded the item, 81.7% (98) female 68.5% (89) male total 74.8% (187) participants expressed their agreement to consider the introduction of incentive package, monetary and non-monetary, as one of the major strategies that helps attract women teachers towards the school leadership positions, particularly, principal roles. Limited number of participants, 6.7% (8) female and 6.9% (9) male total 6.8% (17) disagreed to consider the strategy as one of an intervention mechanism in improving women's participation in leadership roles while still others, 10.8% (13) female and 25.4% (33) male total 18.4% (46) respondents, remained 'undecided'. These data implies that majority of the respondents, with significantly higher percent of women respondents, agreed in considering 'monetary and non-monetary incentives' as one of the intervention strategies to be used in attracting women teachers towards leadership /principal positions. The computed values of a two-tailed independent t-statistics, which are mean difference = .442, df = 248, t-value = 3.465 and sig (2-tailed) = .001 also indicated that there was statistically significant difference between responses of the two groups, female and male.

Women Friendly School Environment

Table 17 *Women friendly school Environment (items 5-8)*

SN	Specific Intervention	Sex	5	4	3	2	1	Z	Mean	Mean Diff.	df	t-Value	Sig. (2-tailed)
5	Accommodative school leadership structure	F	60	31	16	9	2	118	4.17	.269	247	2.112	.036
		M	42	45	35	7	2	131	3.90				
6	Gender equality supportive work culture	F	68	21	18	5	1	113	4.33	.335	235	2.472	.014
		M	49	41	19	9	5	124	3.99				
7	Work-life balance	F	65	30	18	5	1	119	4.29	.332	247	2.772	.006
		M	46	40	38	4	2	130	3.95				
8	Flexible work time	F	51	29	24	7	1	112	4.09	.391	236	2.859	.005
		M	33	44	34	8	7	126	3.70				

a) Accommodative school leadership structure

The presence of pertinent policy frameworks and the willingness of the education leaders to change these policies into practice might be the crucial factors in the process of ensuring equality of women and men. However, the objective of ensuring female teachers equal participation in school leadership positions, would be realized if it is supported by the total school systems. There should be an accommodative school leadership structure which is adaptable to the needs of the female teachers and principals. In this regard, participants were asked to provide their opinion on the need to consider creating an ‘accommodative school leaders structure’ as one of the intervention mechanisms to improve women representation in school principal positions. The data obtained 77.1% (91) female and 66.4% (87) male total 71.5% (178) participants agreed on the importance of designing and exercising ‘accommodative school leadership structure’ as one of the intervention mechanisms in improving women participation in leadership roles. Of the remaining participants, 20.5% (51) respondents responded ‘moderate’ while the other 8.0% (20) disagreed to consider ‘accommodative school leadership structure’ as an alternative intervention mechanism. In general, majority of the respondents, with significantly higher percent of female participants than that of male participants, agreed on considering this Likert item as an appropriate intervention mechanism. In relation with this, the researcher computed an independent t-test to see whether there was a difference between the responses of the two groups. The values obtained, i.e., mean

diff. = .269, df = 247, t-value = 2.112, = Sig (2-tailed) = .036 indicated that **there was a significant difference** between the responses of the two groups, female and male.

b) Gender Equality Supportive School Culture and Environment:

Gender equality supportive school culture is a culture that encourages equal opportunities for both female and male teachers in their career development. As stated by Bergmann et al. (2022), gender equality supportive school culture can have a positive impact on female participation in leadership positions (Bergmann et al., 2022). Initiating and/ or nurturing such a culture would be important as it helps to create a safe and inclusive work environment for all teachers, irrespective of their sex. In this regard the participants were asked to indicate their level of agreement on the need to consider establishing and strengthening ‘gender equality supportive school culture’ as part of the intervention mechanisms. Of the participants who responded item number six, 78.8% (89) female and 72.6% (90) male total 75.5% (179) participants expressed their agreement for this Likert statement to considered as one of the intervention mechanisms. Relatively, small number of participants disagreed to consider the item as an important means of intervention in the process of realizing equal participation of women in leadership positions, while the responses of the other % (62) participants, 21 female and 41 males, remain ‘undecided’. The responses obtained from both groups, with the percent of women’s response slightly exceeds that of men, indicated the importance of considering ‘Gender equality supportive work culture’ in the interventions to be introduced. In connection with this, the researcher further computed a t-test and came out with the results of mean diff. = .335, df = 235, t-value = 2.472, = Sig (2-tailed) = .014. These values indicate that there is a statistically significant difference between the two groups.

a) Work-life Balance:

Regarding the work-life balance, participants of the survey were asked whether interventions related with balancing the women teachers /principal’s domestic workload with their roles in the workplace are needed to be strengthened, to improve their participation in secondary school leadership positions. In their response to Likert item number 7, most of the participants [79.8% (95) female and 66.2% (86) male, total 72.7% (181)] answered ‘Strongly agree’ and ‘Agree’ while relatively small number, which is 22.5% (56) responded ‘Moderate. The participants who responded ‘Disagree’ and ‘Strongly disagree’ are quite a few, they are 12 in number (4.8%). These shows that most of the respondents from both groups believe that there should be agreed upon

strategies which would allow women teachers and principals to balance their time between their home responsibilities and workplace responsibilities. Besides, the differences between the responses obtained from the two groups [which is 79.8% – 66.2% = 13.6%] might be an indication of the extent to which women teachers were challenged in balancing their time between home and workplace responsibilities. Besides, the result of the computed t-test values, which are: mean diff = .332, df = 247, t-value = 2.772, = Sig (2-tailed) = .006 indicated that there was **no significant difference** between the responses of the two groups. This may imply the need for designing and enforcing strategies which support women teachers to balance their time between the domestic and workplace roles.

Capacity Development

Under this sub-topic of the survey, the researcher’s intention was to identify whether there are needs to strengthen the existing leadership CD programs, on the one hand, and to introduce new and reformed capacity training programs which may genuinely contribute to the improvement of the participation of women in leadership positions, on the other hand. In this regard, three Likert statements were presented to the participants and responded as indicated in table 18 below.

Table 18: Leadership Capacity Development (items 9-11)

SN	Specific Intervention	Sex	5	4	3	2	1	Z	Mean	Mean Diff	df	t-value	Sig.
9	institutionalized system of mentoring services	M	43	49	26	9	3	120	4.22	.294	248	2.208	.028
		F	59	33	18	7	2	130	3.92				
10	Sustained awareness raising programs	F	60	35	17	6	1	120	4.68	.768	248	1.710	.088
		M	45	49	21	10	5	130	3.92				
11	Women exclusive leadership training programs	F	70	24	15	9	1	119	4.29	.324	247	2.505	.013
		M	49	42	26	11	2	130					

a) Mentoring service

Regarding item number nine, 76.7% (92) female and 70.8% (92) male participants reflected their agreement on the introduction of ‘the institutionalized system of mentoring services’ as one of the intervention mechanisms to improve women representation in leadership positions. The responses

obtained showed that both groups, with slightly higher percent of women, agreed on the importance of introducing **reformed capacity development initiatives** as one of the intervention programs. In connection with this statement, the researcher had calculated a two-tailed independent t-test to see whether there is a difference between the responses of the two groups. The values obtained, which are mean diff = .294, df = 248, t-value = 2.208 and sig (2-tailed) = .028 indicated that there was a significant difference between the responses of the two groups.

b) **Awareness raising**

Respondents were also asked to forward their opinion regarding the provision of ‘sustained awareness raising programs’ (see item 10) for the school community in general and women teachers, in particular. The responses obtained from both groups indicated the importance of strengthened and sustained awareness raising programs. 79.2% (95) female and 72.3% (94) male, total 75.6% (189) participants selected ‘Strongly agree’ and ‘Agree’ from the options presented on the five-point Likert scale. Small numbers of participants, 14.2% (17) female and 16.2% (21) male, remained ‘neutral’ while the others, 5.8% (7) female and 11.5% (15) male, participants disagreed on the importance of ‘sustained awareness raising programs’ in improving women teachers’ participation. In this regard, the computed t-statistics with a mean diff of .768, df of 248, t-value of 1.710 and level of sig (2-tailed) .088 indicated that there is not enough evidence to conclude that the difference between the two groups is statistically significant or not significant. This is because, the computed level of significance is slightly exceeded the alpha value of .05 while the absolute t-value of 1.710 is less than the critical t-value, which is 2.0.

c) **Need for women exclusive leadership training programs**

In relation with item eleven, 78.3% (94) female and 70% (91) male, total 74% (185) participants agreed on considering ‘women exclusive leadership training programs’ as one of the intervention mechanisms. On the other hand, minimum number of participants 12.6% (15) female and 20% (26) male, responded ‘Moderate’ while only 8.4% (10) female and 10% (13) male participants expressed their disagreement in considering this issue as an intervention mechanism. This shows that majority of the participants appreciated that ‘considering women exclusive leadership training programs’ would be important in improving women representation in leadership positions. The calculated t-statistics, which is mean diff = .324, df = 247, t-value = 2.505, sig(2-tailed) = .013,

indicates that there is statistically significant difference between the two means of the compared groups.

Professional Networks and Associations

In a country with patriarchal society, where men play the leading role in all aspects of social life, women may not be encouraged to hold leadership positions. Besides, lack of senior women teachers and principals who might be considered as role models can be one of has been considered as the factors for women underrepresentation in leadership positions. In connection with this factor, participants of the survey were presented with two Likert statement, one for professional networks, the other for sector specific professional associations, see Tables 19.

Table 19: Women School Professional Networks and Associations (12&13)

SN	Specific Intervention	Sex	5	4	3	2	1	Z	Mean	Mean Diff	df	t-value	Sig (2-tailed)
12	Women school leaders Professional Networks	F	68	26	18	6	2	120	4.27	.488	249	3.591	.000
		M	44	37	33	11	6	131	3.78				
13	Sector-specific women Professional Associations	F	52	41	17	5	2	117	4.16	.281	242	2.250	.025
		M	39	47	32	5	4						

a) Women Professional Networks

Regarding the need for women education leaders' professional networks, participants of the survey were requested to give their opinions on whether 'Women school leaders Professional Networks' are to be established and strengthened to attract women teachers' to school leadership positions. The results obtained indicated that 71.8% (94) female and 61.8% (81) male total 69.7% (175) participants agreed that establishing and /or strengthening WPN should be considered as one of the intervention strategies in the process of improving women participation in the secondary school leadership positions. Here, the reader of this survey report may observe that, even though majority of the respondents from the compared groups agreed on this Likert statement to be consider as part of an intervention strategy, there is still difference between the percent of responses obtained from male and female participants. Significantly high percent of women participants (77.5%) than men participants (61.8%) responded 'strongly agree' and 'agree'. In connection with this, the researcher

calculated an independent t-test statistics to see whether there were differences between the responses of the groups being compared. The computed result showed that the mean difference of item 12 is 0.488, degrees of freedom is 249, t-test value is 3.591 and significance level is .000. This result shows that there is a significant difference between the two groups, female and male.

b) Women professional associations

The participants of the survey were also asked whether establishing subject based professional associations like Math, chemo, Bio, English, etc. are to be considered as parts of intervention mechanisms to improve the share of women in school leadership positions. Majority of the respondents, i.e., 77.5% (93) female and 65.6% (86) male total 71.3% (179) participants agreed on considering sector specific and women only professional association as the remedial measure to narrow the gap between women and men in assuming leadership roles. The percent of the responses obtained from the female participants is significantly greater than that of male participants, just like the responses obtained over WPN. Besides, the independent t-statistics was calculated to see whether there was difference between the responses of the two groups. The results obtained, i.e., mean difference = .281, df = 242, t-value = 2.250 and sig (2-tailed) = .025, indicated that there was a significant difference between the two groups being compared.

Collaborations among stockholders

Issues related with ensuring equality of women and men are not the responsibility of a single institution. It is, rather, a multisectoral issue that should engage all relevant GOs, NGOs and civic associations, etc. Government institutions are expected to provide implementable policy frameworks with the required human and financial resources. For example, relevant strategies and guidelines prepared by an independent institution, say ministry of education, should be recognized and supported by other ministries and government agencies like MoF, MoPS and NPC. Relevant development partners are also expected to provide both technical and financial supports for the program objectives to be realized, see Table 20.

Table 20: *Collaborations among stakeholders and partners*

SN	Specific Intervention	Sex	5	4	3	2	1	Freq.	Mean	Mean diff	df	t-value	Sig. (2-tailed)
14	Collaboration between and among the stakeholders	F	63	34	17	4	3	121	4.24	.185	246	1.527	.128
		M	44	57	17	7	2	127	4.06				

In this regard, the researcher presented a Likert scale item which requests whether ‘the collaboration between and among the stakeholders’ are to be considered as one of the major intervention mechanisms in bringing women teachers towards school leadership positions. The responses obtained from the participants supported the idea which was read as ‘strengthening collaboration between and among the stakeholders’ is very crucial to enhance women’s participation in leadership roles. Of the participants responded this item, 80.2% (97) female and 79.5% (101) male total 79.8% (198), agreed on the importance of strengthening collaboration among stakeholders. The remaining few participants, 24.8% (34/248) and 6.5% (16/248), responded ‘moderate’ and ‘disagree’, respectively. The researcher further computed the independent t-test statistics to see whether there was statistically significant difference between the responses of the two groups. The obtained result, which is mean diff = .185, df = 246, t-value = 1.527, and sig (2-tailed) = .128 proves that there is no statistically significant difference between the two groups as the level of significance (.128) is greater than .05.

Budget line

It would be difficult, if not impossible, to implement strategic initiatives, and ultimately realize the policy directions intended to ensure equality between women and men. To effectively change the policy provisions into practice and ensure the achievement of the intended goals, there should be identified budgetary sources. In this regard, the participants were requested to express their opinion on whether a clear women-specific budget line is required to implement initiatives related to improve women teachers’ participation in school leadership positions and the following responses were obtained, see Table 21.

Table 21: *Budget for Program Implementation*

SN	Specific Intervention	Sex	5	4	3	2	1	Freq.	Mean	Mean diff	df	t-value	Sig.
15	Women- specific budget line (Resources)	F	61	34	12	8	6	121	4.12	.395	248	2.936	.004
		M	30	51	33	13	2	129	3.73				

Majority of the participants, 78.5% (95) female and 62.8% (81) male, total 70.4% (176) of participants, with slightly greater percent of women, answered in favor of the need of women-specific budget line. Only, (14) female and (15) male disagreed to consider this item as one of the intervention approaches. The computed t-test 2.936 with Mean diff.= .395, df = 248 and sig (2-tailed) = .004 indicated that there was a statistically significant difference between the two groups being compared.

Monitoring and Support

Table 22: *Monitoring and support system*

SN	Specific Intervention	Sex	5	4	3	2	1	Freq.	Mean	Mean diff	df	t-value	Sig. (2-tailed)
16	strong and all-inclusive M&S system	F	66	33	15	4	3	121	4.28	.296	248	2.410	.017
		M	43	54	22	7	3	129	3.98				

Institutions are expected to have strong and sustained M&S system to accomplish the policy initiative and achieve the intended goals effectively and efficiently. Regarding the importance of considering M&S as an intervention strategy, 81.8% (99) female and 75.2% (97) male total 79.6% (196) participants responded that they agree with the importance of establishing and implementing strong monitoring and support system to improve the participation of women teachers in school leadership roles. However, although both male and female participants agreed on the importance of monitoring and support strategies, the responses showed that women needed more support. As it can be seen from table 22 above, the percent of women participants who responded, ‘Strongly Agree’ 54.5% (66) is significantly exceeds the percent of male participants who responded the same, which is 33.3% (43). The remaining 15 (12.4%) female and 22 (17.1%) male total 37

(14.8%) participants remained undecided while a few numbers of participants, 7/ 5.8% female and 10 / 7.8% male, answered that they disagree to consider 'strong and all-inclusive M&S system' as an intervention strategy in enhancing women participation in leadership positions. Besides, the researcher of the study applied a two-tailed t-test statistics to determine whether there were differences between the responses of women and men respondent. The results obtained indicate that there was a significant difference between the two groups being compared. The calculated t-value of the Likert item 2.410 with mean difference = .296, df = 248 and sig (2-tailed) = .017. in summary, the findings imply that education institutions (secondary schools) need to have a strong and sustained M&S system to accomplish the policy initiatives and achieve the intended goals, in this case ensuring equality of women and men in leadership positions. In

CHAPTER FIVE: SUMMARY, CONCLUSION, and RECOMMENDATION

This chapter presents the summary of the main findings, the conclusions, and recommendations of the study. The main objective of the study was to assess women's participation in school leadership positions and identify factors that influence their participation in leadership position in secondary schools and thereby to suggest possible corrective measures based on the findings of the survey. To answer the stated purposes of the study, data were collected from relevant sources, analyzed, and interpreted. Based on the data obtained, the researcher identified the following major summaries of the findings. Besides, the conclusions drawn from the major findings and the possible recommendations would be covered in this section of the study.

5.1. Summary

5.1.1. Status of women's participation in principalship positions

The findings of the study revealed that out of 77 main principals leading secondary schools of Addis Ababa City Administration only 3 (3.9%) are women, while 74 (96.1%) are men. Similarly, among 223 deputy principals, only 26 (11.7%) are women, and 197 (88.3%) are men. Despite a relatively high percentage of women teachers (25.1%), their participation in leadership roles is significantly low. Interviews made with secondary school principals and relevant officials revealed barriers that deter women teachers from aspiring to principal positions. they include the imbalance between family responsibilities and leadership roles, the absence of women-specific benefits and incentives, lack of support from educational leaders, and the lack of acknowledgment for existing women principals' efforts. Moreover, women teachers receive limited leadership trainings and mentoring opportunities; these has been hindering their confidence and motivation to pursue leadership positions.

5.1.2. Factors deterring women teachers from holding leadership positions

The study was aimed to assess the socio-cultural, institutional, and individual factors deterring women teachers from aspiring leadership positions in AACIA. Nineteen possible factors were identified from the related literature, and their impact on women's participation in secondary school principal roles was assessed. The responses obtained from female and male teacher

participants were analyzed, interpreted, and discussed to draw conclusions about the major institutional barriers affecting women's participation in leadership positions. The findings were summarized as follows:

- The data obtained from the responses of the participants revealed that from among the socio-cultural factors listed in the five-point Likert scale gendered domestic workload was perceived as one of the major barriers for women's low participation in school principal positions. As has been revealed from the responses of the participants, lack of qualified women was not considered as the major factor for women's underrepresentation in school principal positions.
- Among the institutional factors, perceptions of leaders on women's development, low leadership commitment, and capacity gaps of education leaders working at the lower structural levels were identified as major obstacles. A significant percentage of female and male respondents agreed that negative perceptions of leaders regarding women's career development hindered their participation in leadership roles. Similarly, low leadership commitment and capacity gaps of leaders were viewed as significant barriers to women's advancement to the principalship positions.
- Collaboration among stakeholders was also perceived as crucial factor for promoting gender equality, and its absence was considered a significant factor contributing to women's underrepresentation in leadership roles. Moreover, the absence of well-coordinated and sustained monitoring and support system within institutions was identified as the major factor contributing to the underrepresentation of women in secondary school principalship positions.
- The absence of sustained leadership trainings and mentoring services were also viewed as a significant factor affecting women's willingness to aspire to leadership roles, this highlights the importance of continuous professional development. In connection with this, the lack of a gender-exclusive budget line was considered a significant obstacle, as it affected the allocation of resources necessary for women's professional development and career advancement.
- The absence of women professional networks and associations were also perceived as being one of the major factors which negatively affecting women's participation in leadership roles. However, lack of women role models and mentors was not considered as being parts of the major factors for women's low participation in principal positions; the responses obtained from

majority of respondents indicated that it was moderately affecting women teachers' career choices in the city of Addis Ababa.

- Men's negative attitudes towards women leaders were identified as one of the major barriers, as many respondents agreed that such attitudes negatively impacted women's representation in leadership positions. The absence of un-discriminative recruitment policies was also seen as one of the factors hindering women participation in school principalship positions.

4.1.3. Female and Male Participant's perception on the assumed factors:

The survey aimed to compare the perceptions of female and male participants regarding the factors influencing women's underrepresentation in school leadership positions. Two approaches were used to assess this: first, examining whether the two groups had different observations on the possible factors, and second, allowing participants to rank the listed factors and analyzing differences in the rank orders between females and males. The data obtained from the Responses of the participants summarized as follows:

- Both female and male participants provided similar responses for most of the factors listed in the Likert scale table. However, the responses for some items showed differences of perceptions between the two groups, female and male. For instance, regarding "Men's attitudes towards women leaders," a higher percentage of male participants disagreed with the presence of men teachers' negative attitudes compared to female participants. Similarly, more female participants believed that the lack of un-discriminative recruitment policies affected women's participation in secondary school principalship roles, while a higher percentage of male participants held a different view.
- Significant differences were also observed in responses to other items, such as the absence of women-specific budget lines and the need for sustained mentoring and coaching services. Female participants were more likely to consider the absence of these factors as the major obstacles to women's participation in leadership roles, while male participants were less likely to do so.
- When participants ranked the factors in order of their influence, gendered domestic workload, lack of family-sensitive work environment, and societies' perceptions of women's worth

(gender bias) were ranked as the top three factors affecting women's representation in leadership positions by both female and male respondents. However, there were differences in the rank orders for some items, such as "societies' expectations of women" and "absence of sustained mentoring and coaching services." Women participants ranked these factors on the 7th and 3rd places while male participants ranked them on the 4th and 8th places, respectively.

5.1.4. Intervention Strategies

The fourth objective of the study was to identify intervention strategies to improve women's participation in secondary school leadership roles. Various measures, including affirmative action, gender-responsive recruitment policy, participatory planning, and monetary / non-monetary incentives were assessed; and the following major findings were identified.

- The findings revealed that affirmative actions, such as implementing a quota system, was considered a viable temporary strategy to address the gender gap in secondary schools' leadership positions.
- Monetary and non-monetary incentives were also seen as an important strategy in attracting qualified women to leadership roles. Besides, creating an accommodative school leadership structure and fostering a gender equality-supportive work culture were also identified as being an essential intervention strategy to empower and retain women in leadership positions.
- Capacity development was seen as the crucial intervention strategy, particularly through the institutionalization of mentoring services, sustained awareness-raising programs, and exclusive leadership training for women. Participants of the study further acknowledged the significance of establishing and strengthening women's professional networks and sector-specific associations in improving women's participation in school leadership roles.
- Collaboration among stakeholders, including government institutions, development partners, and NGOs was recommended to be considered as a critical intervention strategy for implementing successful gender equality initiatives. According to responses of the participants, strong and sustained collaboration may help ensure the effectiveness and efficiency of resource utilization. The participants also recommended that a dedicated budget for implementing women-specific initiatives would enhance the implementation of the aforementioned interventions.

- Monitoring and support systems were highlighted as being essential for ensuring the success of the policy initiatives. The data obtained from participants of the study indicated that there is a significant difference between male and female respondents in the importance they placed on M&S system. Female respondents expressed a greater need for strong and all-inclusive monitoring and support systems.

5.2. Conclusion

The study indicated that institutional factors played a central role in women's underrepresentation in school leadership positions. Leadership perceptions, commitment, capacity, collaboration, attitudes, training opportunities, recruitment policies, professional networks, budget allocation, and monitoring and support systems were identified as crucial areas that needed improvement to address the gender disparity in secondary school principalship positions. The findings of the study were further supported by interviews conducted with school principals, who emphasized the importance of effective implementation of policies, capacity building, and creating a conducive environment to attract and support women in school leadership roles.

There were significant differences between the perceptions of female and male participants on some factors /items while both participants shared similar perceptions on most of the factors influencing women's participation in school leadership positions. These findings highlighted the importance of addressing gender biases, providing supportive work environments, and implementing mentoring programs to promote women's participation in leadership roles. To foster gender equality in secondary school leadership positions, it is crucial to address these differences and implement targeted strategies that address the unique challenges faced by women in leadership positions.

The study identified a range of intervention strategies to increase women's representation in leadership positions in secondary schools. These strategies included affirmative action, gender-responsive recruitment, participatory planning, capacity development, collaboration among stakeholders, and dedicated budget allocation. By implementing these interventions, educational institutions can foster an environment that promotes gender equality and empowers women to assume leadership roles effectively.

5.3. Recommendations

In order to address the underrepresentation of women in the secondary school principalship positions, it seems necessary to implement systemic reforms. To this end, affirmative action policies need to be revised and updated to prioritize the recruitment and promotion of qualified women to principalship roles. These policies can set clear targets for increasing women's representation in leadership positions and ensure gender balance in the selection process. Additionally, gender-responsive recruitment practices need to be implemented to actively encourage and attract women candidates to apply for leadership positions. Targeted outreach efforts, mentoring programs, and professional development opportunities need to be tailored specifically for women secondary school teachers to enhance their chances of advancing to secondary school leadership roles. Furthermore, policy initiatives need to focus on promoting work-life balance for women teachers and principals, as this has been identified as a significant barrier. Introducing and /or strengthening childcare supports, organizing flexible working arrangements, and exercising parental leave policies are crucial to enable women to balance their personal and professional responsibilities effectively.

Educational institutions, particularly secondary schools, need to create a supportive and inclusive work environment that fosters a culture of mentorship and support from education leaders. Encouraging current women principals to mentor aspiring women leaders can play a pivotal role in inspiring and guiding the next generation of female leaders. Moreover, addressing gender biases within the school system is essential. Workshops and training sessions need to be conducted to raise awareness about these biases and their impact on women's career advancement. Strategic planning needs to focus on enhancing training opportunities for women teachers and school principals, developing targeted leadership training programs to equip them with necessary skills, and creating professional networks where women can share experiences and access support systems. Furthermore, to ensure the availability of resources for implementing these strategic interventions, a dedicated budget for gender equality initiatives needs to be allocated.

The successful implementation of the recommended strategies relies on effective execution and monitoring. Therefore, educational authorities and school administrators need to take the lead in implementing affirmative action policies, gender-responsive recruitment practices, and work-life balance initiatives. This may involve creating clear guidelines and ensuring compliance across all

educational institutions in the city. Moreover, collaboration among stakeholders is essential for effective implementation; thus, a collaborative and coordinated periodic progress assessments need to be conducted to evaluate the impact of the interventions. Furthermore, regular monitoring and data collection on women's representation in leadership roles would enable the identification of areas for improvement and inform evidence-based decisions for further policy refinement. In summary, implementation success hinges on the commitment of all stakeholders, and a sustained effort is required to create a conducive environment that empowers women to assume leadership positions effectively.

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APPENDEX – I: Questionnaire

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Questionnaire (to be filled by female teachers and School leaders)

This study intends to examine the factors limiting women teachers from holding or aspiring school principal positions. Your school /office has been selected as one of the sample secondary schools for the study. The purpose of this questionnaire is, then, to gather information on factors limiting women’s participation in principal positions. Therefore, you are kindly requested to provide your genuine views and opinions on the factors that are deterring women teachers from aspiring school principal positions. The information you provide will help the researcher to understand the barriers that have been faced by women aspirants of leadership positions and, as the result, to suggest possible remedial measures. Finally, the researcher would like to assure you that your participation on this interview is entirely based on your consent. On top of this, the information obtained will be kept strictly confidential and used only for the purpose of this study. Thank you in advance for your willingness to fill out the questionnaire!

General Directions:

- A. **Likert scale items:** you are required to indicate **the extent of your agreement** by putting a tick mark (√) in the cell, where the row containing **the selected item** and the column containing **the number of the scale (5 or 4 or ...)** are intersecting each other.
- B. **Open ended items:** you are required to put your responses in written form. Your responses are expected to be not more than 3 short sentences or phrase.
- C. **Closed-ended items:** you are required to simply put a ‘√’ mark in a box adjacent to your responses.

Part One: Demography of respondents

1. Gender:

- a. Male b. Female

2. Age

- a) 21 – 25 years b) 26 – 30 years C) 31 – 35 years
d) 36 – 40 years e) 41 – above year

3. Marital Status

- a) Single b) Married C) Divorced

4. Number of household members:

- a) 3 b) 4 c) 5 d) 6 e) 7 & above

5. Qualification:

- a) Diploma b) Bachelor degree C) Master's degree
d) PhD e) Others (specify) _____

6. Role of the respondent

- a) Principal b) Deputy Principal c) Teacher

7. Designation of the respondent

- a) Lead teacher and above b) Associate lead teacher
c) Teacher d) Junior teacher e) Beginner teacher

8. Year of Service

- a) 1 – 5 years b) 6 – 10 years C) 11 – 15 years
d) 16 – 20 years E) above 20 years

Part II: Challenges deterring women participation in school principal positions

1. What factors, do you think, are deterring women teachers from holding or aspiring school principalship positions?

Table – 1: Factors preventing women from aspiring school principal positions

SN	items	5	4	3	2	1
I	Societal /Cultural Factors					
1	Cultural norms and traditions of society					
2	gendered domestic workload					
3	Lack of awareness about the benefit of equality between women and men					
4	Insufficient number of qualified women to choose from					
II	Institutional Factors					
5	Perceptions of the leaders towards the advancement of the women in higher roles					
6	Leadership commitment towards ensuring gender equality					
7	Capacity gaps of the leaders and implementors to change policy provisions into practices					
8	Lack of women principals and /or mentors who could be taken as role models					
9	Lack of strong collaborations and coordination between and among the stakeholders					
10	Men's attitudes and actions towards women leaders					
11	Absence of sustained leadership training programs for women teachers who are aspiring leadership roles (Lack of Succession Plan)					
12	Lack of clear and un-discriminative recruitment policies					
13	Absence of Women Professional Networks and Associations (like: Chemo, Bio, Math, School Principals, etc.)					
14	Lack of gender-exclusive budget line					
15	Lack of strong monitoring and support system for females					
III	Personal Factors					
16	Women teachers ability to work					
17	Women teachers' willingness to do the assigned job					
18	Women teachers' self-perception about their own ability to work					
19	Family-work balance					

Key: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1= Strongly disagree

2. To what extent do the cultural norms and traditions of society deter the women teachers from aspiring the school principal positions?

- a) Very low b) Low c) moderate d) high e) very high

3. How do you evaluate your institution’s leadership commitment in ensuring equal opportunity for women teachers to be promoted to leadership positions?

Table -2: **Leadership commitment level - as evaluated by respondents**

SN	items	5	4	3	2	1
1	Role assignments are free of stereotypes of both sexes /4					
2	school principal delegate leadership tasks equally to both women and men teachers					
3	Women teachers are given more-demanding assignments					
4	Female teachers receive constructive comment from male teachers and principals					
5	There is no inclination to judge a women teacher based on her sex rather than competence					
6	The workplace culture and environment are supportive of the equality of women and men					
7	Women teachers are made to participate in the preparations, implementation and evaluation of strategic and operational plans					
8	Different incentive schemes are applied to encourage women’s participation in the leadership positions					
9	Women are represented in the promotions and transfers decision making processes					
10	There is gender exclusive budget-line					
11	There is gender- responsive Monitoring and support system					
12	There is relevant and timely feedback for women teachers					
13	Variety of promotion opportunities are created for women teachers					
14	The institution /school invest in women teachers’ professional development					
15	Women teachers attend important meetings					
16	Women teachers participate in mass communication sessions					
17	Women teachers and principals participate in networking events which are conducted outside the workplace					

Key: 5 = Very High, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = very low

4. Do newly appointed female principals receive **mentoring and coaching** services?

- a) Yes b) No

5. If your answer for the item number 4 is ‘YES’, how would you rate the frequency?

- a) Never b) Rarely c) Occasionally d) Frequently
 e) Very frequently

6. How frequently women teachers get **support** to allow them to function effectively **at work, at home, or in any social activities**? WLB

- b) Never b) Rarely c) Occasionally d) Frequently
e) Very frequently

7. Would you prefer to have a male or a female principal?

- a) Female b) Male

8. If your answer for the item number 7 is 'Male', what specific leadership attributes of 'Male' have convinced you to prefer them? please specify in not more than three leadership attributes. _____

9. Have you ever applied for the secondary school principal or vice principal position?

- Yes No

10. If your answer for the item number 9 is 'No', what is your reason for not applying for the position? please specify your reasons in not more than three phrases.

11. How would you rate the level of your interest to be a school leader?

- High interest Moderate interest Low interest None

12. Which of the following factors **most affect female teachers' interest** to participate in the school principal positions? (Please indicate the following factors in their rank order - **from most severe to least severe**)

Table 3: Rank orders of factors affecting women's interest

S. N	factors	Rank (1-8)
1	Societies perceptions of women's worth (Gender bias /stereotyping)	
2	societies expectations of women	
3	Belief of the society, like: 'Men are natural leaders'	
4	gendered domestic workload	
5	Insufficient number of qualified women to choose from	
6	Discriminatory school policies, including recruitment guideline	
7	Lack of family-sensitive work environment	
8	Male teachers' attitudes and actions towards women leaders	
9	Absence of sustained mentoring and coaching services	
10	Lack of women principal to be taken as a role model	
11	un-constructive comment from men teachers and principals	
12	Women teachers self-perception on their own ability to lead	
13	Women teachers ability to lead /personal competence	
14	Women teachers' personal choices	

13. What intervention mechanisms should be introduced /strengthened to alleviate the barriers deterring women teachers from participating in school principal positions?

Table – 4: Interventions to improve women teachers’ participation in principal position

SN	Areas of Intervention	Specific Intervention	5	4	3	2	1
1 2 3 4	Affirmative measures	Strengthening quota system to provisionally improve share of women school principals					
		Revise the recruitment guideline of school principals in a way to ensure gender equality					
		Strengthen women participation in planning, implementation, monitoring, etc.					
		Introducing monetary and non-monetary incentives which help attract and retain female teachers,					
5 6 7 8	Women friendly school Environ’	Improve the school leadership structure to accommodate more women aspirants of principal positions					
		Gender equality supportive work culture					
		Work-life balance					
		Flexible work time, etc.					
9 10 11	Trainings, mentoring and coaching /CD	Establishing and institutionalizing a system of mentoring and coaching services for women teachers who are aspiring for principal positions and the newly assigned women principals					
		Conducting sustained awareness raising programs , including trainings, for all stakeholders on the benefits of gender equality					
		Organizing women exclusive leadership training programs both for the aspirants and the newly assigned women principals					
12 13	Networks and associations	Establishing and strengthening women school leaders Professional Networks					
		Encouraging and strengthening sector-specific women professional associations (like: chemo, bio, math, etc. Associations)					
14	Collabo-ration	Strengthening the collaboration between and among the stakeholders working for the same goals					
15	Resources	Allocating women exclusive budget - which majorly serves to realize the above-mentioned positive interventions, /4					
16	M& Support System	Establishing strong and all-inclusive monitoring and evaluation system, /6					

Key: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

14. Is there any other intervention would you like to add? please specify:

APPENDEX – II: Questionnaire – Translate Version

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የትምህርትና ሥነ-ባሕሪ ጥናት ኮሌጅ
የትምህርት ዕቅድና አመራር ትምህርት ክፍል
መጠይቅ (በ2ኛ ደረጃ መምህራን የሚሞላ)

ይህ ጥናት ሴት መምህራን በት/ቤት ርዕሰ መምህርነት በታላቅ እንዳይመደቡ የሚያደርጓቸውን ተግዳሮቶች ለመፈተሽ ያለመ ነው። የእርስዎ ትምህርት ቤት ለዚህ ጥናት በናሙናነት ከተመረጡ ሁለተኛ ደረጃ ትምህርት ቤቶች መካከል አንዱ ነው። የመጠይቁ ዋናው ዓላማም በትምህርት አመራር የሥራ መደቦች በተለይም በርዕሰ መምህርነት በታላቅ የሴቶችን ተሳትፎ በሚገደቡ ሁኔታዎች ላይ መረጃ መሰብሰብ ነው። ስለሆነም ሴት መምህራን የት/ቤት ርዕሰ መምህርነት በታላቅ እንዳይዙ ወይም እንዳይሆኑ በሚከለክላቸው ጉዳዮች ላይ እውነተኛ አስተያየትዎን እንድሰጡ በአክብሮት ይጠየቃሉ። እርስዎ የሚሰጡት ምላሽ /መረጃ ተመራማሪው ሴት መምህራን ወደ አመራርነት ደረጃ እንዳያድጉ የሚያደርጉ መሰናክሎችን እንዲገነዘብ እና ተገቢ የመፍትሄ ሀሳቦችን እንዲጠቁም ያግዛል። በመጨረሻም፣ ተመራማሪው በዚህ ቃለ መጠይቅ ላይ ያለዎት ተሳትፎ ሙሉ በሙሉ በእርስዎ ፍቃድ ላይ የተመሰረተ መሆኑን ሊያረጋግጥልዎ ይወዳል። ከዚህም በተጨማሪ እርስዎ የሚሰጡት መረጃ ሚስጥራዊ እና ለዚህ ጥናት ዓላማ ብቻ ጥቅም ላይ የሚውል ነው። **መጠይቁን ለመሙላት ፈቃደኛ ስለሆኑ በቅድሚያ አመሰግናለሁ!**

አጠቃላይ መመሪያ:

D. በሠንጠረዥ መልክ ለቀረቡ መጠይቆች /Likert Scale: የተመረጠውን የጥያቄ ሐረግ /ዓረፍተ ነገር የያዘው **ረድፍ** እና የመለኪያውን ቁጥር (5፣ 4፣ ወዘተ.) የያዘው **አምድ** በሚገናኙበት ሣጥን ውስጥ የ'√' ምልክት በማስቀመጥ የስምምነትዎን ደረጃ መግለፅ ይጠበቅብዎታል።

E. የምርጫ ጥያቄዎች /Closed-ended Items: ከመረጡት ፊደል አጠገብ ባለው ሣጥን ውስጥ የ'√' ምልክት በማድረግ ምላሽን ያመለክታሉ።

F. ለክፍት ጥያቄዎች /Open-ended Items: ምላሾችዎን በጽሁፍ መልክ ማስቀመጥ ይጠበቅብዎታል። ነገር ግን ምላሽዎ ከ3 አጭጭር ዓረፍተ ነገሮች ወይም ሐረጎች ያልበለጡ ቢሆኑ ይመረጣል።

School Code: _____

Respondant's No.: _____

ክፍል አንድ፡ የምላሽ ሰጪዎች ዲሞግራፊ

1. ያታ፡

- b. ወንድ b. ሴት

2. ዕድሜ

- a) 21 – 25 ዓመት b) 26 – 30 ዓመት C) 31 – 35 ዓመት
d) 36 – 40 ዓመት e) 41 – ዓመት እና በላይ

3. የጋብቻ ሁኔታ፡

- a) ያገባ b) ያላገባ C) ፈት

4. የቤተሰብ አባላት ብዛት፡

- a) 3 b) 4 c) 5 d) 6 e) 7 እና በላይ

5. የትምህርት ደረጃ፡

- a) ዲፕሎማ b) የመጀመሪያ ዲግሪ C) ማስተርስ ዲግሪ
d) ዶክተሬት ዲግሪ e) ሌላ (ይገለጽ) _____

6. የሥራ ደርሻ፡

- a) ዳይሬክተር b) ምክትል ዳይሬክተር c) መምህር

7. ምላሽ ሰጪው ያለበት እርከን፡

- a) መሪ መምህር እና በላይ b) ተባባሪ መሪ መምህር
c) መምህር d) መለስተኛ መምህር e) ጀጫን መምህር

8. የአገልግሎት ዘመን፡

- a) 1 – 5 ዓመት b) 6 – 10 ዓመት C) 11 – 15 ዓመት
d) 16 – 20 ዓመት E) ከ20 ዓመት በላይ

ክፍል ሁለት: በት/ቤት ርእሰ መምህርነት መደብ የሴቶችን ተሳትፎ የሚቀንሱ ተግዳሮቶች

1. ሴት መምህራን የ2ኛ ደ/ት/ቤት ር/መምህርነት ቦታ እንዳይይዙ የሚገደቧቸው መሰናክሎች ምንድናቸው ብለው ያስባሉ? (መፍቻው ከሠንጠረዥ ግርጌ ተመላክቷል)

ሠንጠረዥ - 1: ሴቶች የት/ቤት ርእሰ መምህርነት ቦታ እንዳይይዙ/እንዳይፈልጉ የሚከለክሏቸው ምክንያቶች/

SN	ምክንያቶች /Factors	5	4	3	2	1
I	ማህበረሰባዊ /ባህላዊ ምክንያቶች					
1	የማህበረሰብ ባህል እና ወጎች					
2	የቤት ውስጥ ሥራ ጫና / gendered domestic workload					
3	የሴት እና የወንድ እኩልነት መረጋገጥ ባለው ጥቅም ላይ የማህበረሰብ ግንዛቤ ማነስ					
4	ለርዕሰ መምህርነት ቦታ የሚመጡ ብቃት ያላቸው ሴቶች አለመኖራቸው					
II	ተቋማዊ ምክንያቶች					
5	በሴቶች ወደ ከፍተኛ የኃላፊነት ሚና ማደግ ላይ የአመራሮች የተዛባ እይታ					
6	የሥርዓተ-ይዘት እኩልነትን ለማረጋገጥ የአመራር ቁርጠኝነት ማነስ					
7	የአመራሮች እና ፈፃሚዎች የአቅም ክፍተት - የፖለቲካ ድንጋጌዎችን ወደ ተግባር ለመቀየር አለመቻል					
8	ለሴት መምህራን አርአያ /Role model ተደርገው ሊወሰዱ የሚችሉ ሴት ርዕሳን መምህራን እና /ወይም ሜንተሮች አለመኖር					
9	በባለድርሻ አካላት መካከል ጠንካራ ትብብር እና ቅንጅት አለመኖር					
10	በሴቶች መሪዎች ላይ የወንዶች የተሳሳተ አመለካከት እና ድርጊት					
11	የመሪነት ሚና ለሚሹ ሴት መምህራን ዘላቂ የአመራር ስልጠና መርሃ ግብሮች አለመኖር (የመተካካት እቅድ አለመኖር)					
12	ግልጽ እና ከአድሎ ነፃ የሆኑ የቅጥር ፖሊሲዎች/መመሪያዎች አለመኖር					
13	ጠንካራ የሴቶች ሙያዊ የግንኙነት መረቦች /Networks/ እና ማህበራት (እንደ: ኬምስትሪ፣ ባዮሎጂ፣ ሂሳብ፣ የት/ቤት ር/መምህራን፣ ወዘተ.) አለመኖር					
14	ከሥርዓተ-ይዘት ጋር የተያያዘ የበጀት ርዕስ /Budget line አለመኖር					
15	ሴቶች ላይ ብቻ የሚያተኩር ጠንካራ የክትትልና የድጋፍ ሥርዓት አለመኖር					
III	ግለሰባዊ ምክንያቶች					
16	የሴት አስተማሪዎች በአመራርነት የመሥራት ችሎታ (እውቀት፣ ክህሎት፣ እይታ /attitude)					
17	የሴት መምህራን በርዕሰ መምህርነት ተመድቦ ለመስራት ፈቃደኛ መሆን					
18	የሴቶች መምህራን ስለራሳቸው የመሪነት ችሎታ የተዛባ ግንዛቤ					
19	በቤተሰብ ኃላፊነቶች እና በመደበኛ የሥራ ኃላፊነቶች መካከል ያለው ሚዛን አለመጠበቅ /work-life balance					

መፍቻ: 5 = በጣም እስማማለሁ 4 = እስማማለሁ 3 = ገለልተኛ 2 = አልስማማም 1 = በጣም አልስማማም

2. ሴት መምህራን የት/ቤት ርእሰ መምህርነት ቦታን እንዳይመኙ /እንዳይዙ የህብረተሰቡ ባህል እና ወገኖች ምን ያህል ተጽዕኖ ያሳድሩባቸዋል?

- b) በጣም ዝቅተኛ b) ዝቅተኛ c) መካከለኛ d) ከፍተኛ
 e) በጣም ከፍተኛ

3. ሴት መምህራን ከወንድ እኩል ወደ አመራርነት ቦታ እንዲያድጉ **እኩል እድል በመፍጠር** ረገድ የተቋማችሁን **የአመራር ቁርጠኝነት** እንዴት ይገመግማሉ? (መፍቻው ከሠንጠረዥ ግርጌ ተመላክቷል)

ሠንጠረዥ -2: የአመራር ቁርጠኝነት ደረጃ - በመላሾች እይታ

SN	የመላሾች እይታ /items	5	4	3	2	1
1	ለሴቶች የሚሰጡ ኃላፊነቶች / Role assignment/ ከተዘገባ አመለካከት የጸዱ ናቸው					
2	የት/ቤት ርእሰ-መምህር ለሴቶች እና ለወንዶች መምህራን እኩል ውክልና ይሰጣል (በሥራ ጉዳይ ቢሮ በማይኖርበት ጊዜ)					
3	የበለጠ ተፈላጊ እና ችሎታን የሚጠይቁ ስራዎችን ለሴት አስተማሪዎች ይሰጣሉ።					
4	ሴት መምህራን ከወንዶች ባልደረባቸው ገንቢ አስተያየቶችን ያገኛሉ					
5	ሴት መምህራን በጾታ ላይ ተመስርቶ የመፈረጅ ዝንባሌ የለም (ሴት ስለሆነች አትችልም፣ ይከብዳታል፣ ወዘተ.)					
6	የት/ቤቱ ተቋማዊ ባህል እና አካባቢው የሴቶች እና የወንዶች እኩልነትን የሚደግፍ ነው					
7	ሴት መምህራን በስትራቴጂክ እና አመታዊ ዕቅዶች ዝግጅት፣ ትግበራ እና ግምገማ ላይ ይሳተፋሉ					
8	በአመራር ቦታዎች ላይ የሴቶችን ተሳትፎ ለማበረታታት የተለያዩ የማበረታቻ መርሃ ግብሮች ይተገበራሉ					
9	ሴቶች በደረጃ እድገት እና በዝውውር ውሳኔ አሰጣጥ ሂደቶች ሁሌም ይሳተፋሉ					
10	ለሥርዓተ-ጾታ ተግባራት ማከናወኛ ልዩ የበጀት ርዕስ /budget line አለ።					
11	የሴቶችን ሁለገብ ተሳትፎ ማሻሻል ላይ ያተኮረ የክትትል እና ድጋፍ ሥርዓት ተዘርግቷል					
12	ለሴቶች አስተማሪዎች ተገቢ እና ወቅታዊ ግብረ-መልሶች ይሰጣሉ					
13	ለሴቶች መምህራን የተለያዩ የደረጃ እድገት እድሎች ተመቻችተዋል					
14	ትምህርት ቤቱ በሴቶች መምህራን ሙያዊ እድገት ላይ እየሰራ ነው					
15	ሴት አስተማሪዎች አስፈላጊ በሆኑ የሥራ ስብሰባዎች ላይ ይሳተፋሉ					
16	ሴት አስተማሪዎች በትላልቅ የግንኙነት መድረኮች ላይ ይሳተፋሉ					
17	ሴት መምህራን እና ርእሰ መምህራን ከስራ ቦታ ውጭ በሚደረጉ የሙያ ማህበራት እና ትስስሮች /professional Associations & Networks/ መድረኮች ላይ ይሳተፋሉ					

መፍቻ: 5 = በጣም ከፍተኛ 4 = ከፍተኛ 3 = አማካኝ 2 = ዝቅተኛ 1 = በጣም ዝቅተኛ

4. አዲስ በበታው የተመደቡ ሴት ርዕሳን መምህራን የሚንቀሳቀሱ እና ኮቺይንግ /Mentoring & coaching አገልግሎት ያገኛሉ?

- b) አዎ b) አይደለም

5. ለጥያቄ ቁጥር 4 የሰጡት ምላሽ ‘አዎ’ ከሆነ፣ ድግግሞሹን እንዴት ይመዝኑታል?

- c) ፈጽሞ b) አንዳንዴ c) አልፎ አልፎ d) በተደጋጋሚ
- e) በጣም በተደጋጋሚ

6. ሴት አስተማሪዎች በስራ ቦታ፣ በቤት ውስጥ ወይም በማንኛውም ማህበራዊ እንቅስቃሴዎች ውስጥ በብቃት እንዲሳተፉ ለማስቻል ምን ያህል ድጋፍ ያገኛሉ? ድግግሞሹን ያመለክቱ።

- a) ፈጽሞ b) አንዳንዴ c) አልፎ አልፎ d) በተደጋጋሚ
- e) በጣም በተደጋጋሚ

7. ወንድ ነው ወይስ ሴት ርዕሰ መምህር እንዲኖሩት ይመርጣሉ?

- b) ሴት b) ወንድ

8. ለጥያቄ ቁጥር 7 የሰጡት ምላሽ ‘ወንድ’ የሚለው ከሆነ፣ እንዲመርጡ ያስቻለዎት የ‘ወንድ’ **ልዩ የአመራር ባህሪዎች** ምንድናቸው? (ከሶስት ያልበለጡ የወንድ **ልዩ የአመራር ባህሪዎችን** /leadership attributes/ በጽሁፍ ይግለጹ)

9. ለሁለተኛ ደረጃ ት/ቤት ርዕሰ መምህርነት ወይም ም/ርዕሰ መምህርነት ቦታ ለመወዳደር አመልክተው ያውቃሉ?

- a) አዎ b) አይደለም

10. ለጥያቄ ቁጥር 9 የሰጡት ምላሽ ‘አይደለም’ ከሆነ፣ ለቦታው ላለማመልከት ምክንያት ምንድነው? እባክዎን ምክንያትዎን ከሶስት ሐራጎች ባልበለጠ በጽሁፍ ያመለክቱ።

11. የ2ኛ ደረጃ ትምህርት ቤት ርዕሰ መምህር ሆኖ ለማገልገል ያሉትን ፍላጎት እንዴት ይመዝኑታል?

- a) ከፍተኛ ፍላጎት b) መካከለኛ ፍላጎት c) ዝቅተኛ ፍላጎት
- d) ፍላጎት የለኝም

12. ቀጥሎ በቀረበው ሠንጠረዥ ከተመለከቱት ምክንያቶች ሴት አስተማሪዎች በት/ቤት ርዕሰ መምህርነት ቦታ ለመሳተፍ ያላቸውን ፍላጎት የበለጠ የሚጎዳው የትኛው ነው? (ከ1 – 14 ያሉትን በክብደታቸው ቅደም ተከተል ያስቀምጡ)

ሠንጠረዥ 3: ሴቶች ወደ ትምህርት ቤት ርዕሰ መምህርነት ቦታ እንዳያድጉ /እንዳይሙኙ የሚያደርጉ ምክንያቶች

S. N	ምክንያቶች /factors	Rank (1-14) ቅደም ተከተል
1	ማህበረሰቡ ስለሴቶች ያለው የተዛባ ግንዛቤ (አድሎአዊ አመለካከት)	
2	ማህበረሰቡ ከሴቶች የሚጠብቃቸው ኃላፊነቶች /gendered roles	
3	'ወንዶች በተፈጥሮ መሪዎች ናቸው' የሚል የማህበረሰብ እምነት፣	
4	የቤት ውስጥ ሥራ ጫና	
5	ለመሪነት ሚና በቂ የትምህርት ዝግጅት ያላቸው ሴቶች በብዛት አለመገኘት፣	
6	አድሎአዊ የትምህርት ቤት ፖሊሲዎች - የምልመላ መመሪያን ጨምሮ	
7	ከቤተሰብ ኃላፊነት ጋር የሚጣጣም ምቹ የሥራ አካባቢ አለመፈጠር	
8	ወንድ አስተማሪዎች ለሴት ርዕሰ መምህራን ያላቸው አሉታዊ አመለካከት	
9	ቀጣይነት ያለው የማማከር እና የማሰልጠን /mentoring & coaching service/ አገልግሎት አለመኖር	
10	በአርአያነት ሊወሰዱ የሚችሉ ሴት ርዕሰ መምህራን አለመኖር	
11	ወንዶች መምህራን እና ርዕሰ መምህራን ለሴቶች ባልደረቦቻቸው የሚሰጡት ገንቢ ያልሆነ አስተያየት	
12	ሴት መምህራን በራሳቸው የመምራት ችሎታ ላይ ያላቸው የተሳሳተ እይታ /negative self-perception	
13	የሴት መምህራን የመምራት ችሎታ /personal competence	
14	የሴት መምህራን የግል ምርጫ /personal choice	

ክፍል ሦስት: የሴት መምህራን ተሳትፎን ለማሻሻል ሊወሰዱ የሚገቡ አዎንታዊ እርምጃዎች

13. ሴት መምህራን በ2ኛ ደረጃ ት/ቤት ርእሰ መምህርነት ቦታ ያላቸውን ተሳትፎ ለማሻሻል ምን ዓይነት አዎንታዊ እርምጃዎች /remedial measures/ መወሰድ አለባቸው? (መፍቻው ከሠንጠረዥ ግርጌ ተመላክቷል።)

ሠንጠረዥ 4: በ2ኛ ደረጃ ት/ቤት ርዕሰ መምህርነት ቦታዎች የሴቶችን ተሳትፎ ለማሻሻል የሚያግዙ አዎንታዊ እርምጃዎች

SN	Areas of Intervention	ዝርዝር አዎንታዊ እርምጃዎች / Intervention	5	4	3	2	1
1 2 3 4	Affirmative measures	<p>በሴቶች እና ወንዶች ርዕሰ መምህራን መካከል የሚታየውን ሰፊ የተሳትፎ ልዩነት ለማጥበብ የኮታ ሥርዓትን አጠናክሮ ማስቀጠል /በጊዜያዊ መፍትሄነት</p> <p>በሥራ ላይ ያለውን የት/ቤት ርእሰ መምህራን የቅጥር መመሪያን የሴቶች እኩል ተሳትፎነትን ማረጋገጥ በሚያስችል አግባብ ማሻሻል</p> <p>በዕቅድ ዝግጅት፣ በትግበራ እና በአፈፃፀም ክትትልና ግምገማ ሂደት የሴቶችን ተሳትፎ አጠናክሮ ማስቀጠል</p> <p>ሴት ርዕሰ መምህራንን ለመሰብሰብ እና በትምህርት ሥርዓቱ ለማቆየት የሚያግዙ የገንዘብ እና ገንዘብ-ነክ ያልሆኑ ማበረታቻዎችን ማስተዋወቅ፣ ወደ ትግበራ ማስገባት</p>					
5 6 7 8	Women friendly school Environ'	<p>የትምህርት አመራር መዋቅሩን በአመራርነት ቦታ ላይ ማገልገል የሚፈልጉ ብዙ ሴቶችን መጋበዝ አንዲቸል አድርጎ ማሻሻል፣</p> <p>የጾታ እኩልነትን የሚደግፍ የሥራ ባህል እና አካባቢ መፍጠር</p> <p>ለሴት አመራሮች የሥራ ቦታ እና የቤት ውስጥ ኃላፊነትን ለማመጣጠን የሚያግዝ ድጋፍ ማድረግ</p> <p>የሥራ ጊዜን ተለማጭ እና ተቀያይሮ አድርጎ ማመቻቸት</p>					
9 10 11	Trainings, mentoring and coaching /CD	<p>በርዕሰ መምህርነት ቦታ ላይ አዲስ ለተመደቡ እና ተመድቦ ለመስራት ፍላጎት ላላቸው መምህራን የሚያገልግል የ'Mentoring & Coaching' ሥርዓት መፍጠር /ወይም አጠናክሮ መተግበር</p> <p>ለባለድርሻ አካላት በስርዓተ-ጾታ እኩልነት ፋይዳ ዙሪያ ተከታታይ የግንዛቤ ማስጨበጫ መርህ ግብሮችን /ዎረክሾፖች፣ ሴሚናሮች፣ ሥልጠናዎች/ አዘጋጅቶ መስጠት</p> <p>ወደ ትምህርት ቤት አመራርነት ቦታ አዲስ ለተመደቡ እና ተመድቦ ለመስራት ፍላጎት ላላቸው ሴት መምህራን ልዩ የአመራርነት ሥልጠና መርህ ግብሮችን ቀርጾ መስጠት፣</p>					
12 13	Networks and associations	<p>የትምህርት ሴክተር የሴቶች ሙያዊ ኔትወርኮች (Professional Networks: like: women school leaders' network, chemistry /Math/ Biology teachers' network etc) እንዲቋቋሙ ማበረታታት እና ማጠናከር</p> <p>በትምህርት ሴክተር በፍላጎት ላይ የተመሰረቱ የሙያ ማህበራት እንዲደራጁ ማበረታታት እና ማጠናከር (እንደ ኬሞ፣ ባዮ፣ ሂሳብ፣ ወዘተ ያሉ Professional Associations)</p>					

SN	Areas of Intervention	ዝርዝር አዎንታዊ እርምጃዎች / Intervention	5	4	3	2	1
14	Collabo-ration	ለተመሳሳይ ዓለማዊ ግብረት ገለጻቸውን መካከል ያለውን ትብብር እና ቅንጅት ማጠናከር					
15	Resources	ከላይ የተጠቀሱ አዎንታዊ እርምጃዎችን ተግባራዊ ለማድረግ የሚያግዝ ልዩ የበጀት ርዕስ /'women exclusive budget line'/ ማስፈቀድ					
16	M& Support System	ጠንካራ እና ሁሉንም ገለጻቸውን ያካተተ የክትትልና ድጋፍ ሥርዓት መፍጠር፣ አጠናክሮ ማስተግበር					

መፍቻ: 5 = በጣም እስማማለሁ 4 = እስማማለሁ 3 = ገለልተኛ 2 = አልስማማም፣

1 = በጣም አልስማማም

14. እላይ በሠንጠረዥ ውስጥ ከተጠቀሱት መፍትሄዎች ሌላ የሚጨምሩት ካለ፣ እባክዎን ይግለጹ፡

መጨረሻ

APPENDEX – III: Interview Guide – Male Principals

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

General Information:

1. **School name:** _____
2. **Sub-city:** _____, Woreda: _____
3. **Interviewee's personal information:**
 - i. **Name:** _____
 - ii. **Age:** _____ (write)
 - iii. **Marital status:** Married Single Divorce
 - iv. **Experience as a principal** _____ (write)
 - v. **Qualification:** First degree Second degree

Guides to interview (for male Principals):

- 1) What factors do you think are the causes for low participation of women in the school leadership? What alternative ways would you like to recommend **attracting women teachers** to the principal positions?
- 2) What strategies do you use/has been made in your school to attract females to school leadership?
- 3) Are there women teachers' **professional networks and / or associations** which work in collaboration with your school? If any, how do you evaluate **their contribution**?
- 4) How do you evaluate the existing **collaborations** between and among the school community, parents, local NGOs and civic associations, etc. in supporting **women's rise to leadership positions**?
- 5) What internal and / externa communication strategies have been used **to raise awareness and bring solutions to ensure** equality of women and men in school leadership positions?
- 6) What is your attitude towards women education leaders' **competence** in performing secondary school leadership functions?
- 7) What platforms does your school have to communicate and submit **reports and timely data** on gender equality related issues to the upper education structures?

Thank you for cooperation!!

APPENDIX – III: Female Principals

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

General Information:

4. School name: _____
5. Sub-city: _____, Woreda: _____
6. Interviewee's personal information:
 - vi. Name: _____
 - vii. Age: _____ (write)
 - viii. Marital status: Married Single Divorce
 - ix. Experience as a principal _____ (write)
 - x. Qualification: First degree Second degree

Guides to interview (for Female Principals):

1. Do you believe that the policies, programs, and development plans issued by the government are suitable in protecting your rights and interests? What **further policy amendments** would you like to recommend?
2. How do you evaluate the **commitment of higher officials** (district, sub-city and region educ. offices) in facilitating female teachers' advancement to leadership positions?
3. what **barriers** do you think are deterring women teachers not to be attracted to principal positions?
4. How many times and for how long days in a year (2022) have you been offered capacity building **trainings**?
5. Have you ever been provided with **mentoring** services? Who did provide you, male or women? Whom do you prefer? Why?
6. How do you evaluate **male teachers' attitude** towards your leadership?
7. Is there any **Professional Network** In which you are a member? How would you evaluate its importance in your career advancement?
8. Having been the secondary school principal, are there any **special benefits** that make you different from other female teachers?
9. What would you like to be done for you to continue serving as the school principal?

Thank you for cooperation!

