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**FACTORS AFFECTING WOMEN'S PARTICIPATION IN LEADERSHIP
POSITIONS: IN GOVERNMENT SECONDARY SCHOOLS OF YEKA
SUBCITY ADDIS ABABA.**

BY

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Addis Ababa, Ethiopia

June, 2023

**FACTORS AFFECTING WOMEN’S PARTICIPATION IN SCHOOL
LEADERSHIP POSITIONS: IN GOVERNMENT SECONDARY SCHOOLS
OF YEKA SUBCITY ADDIS ABABA.**

**A thesis submitted to Department of Educational Planning and Management,
Addis Ababa University in Partial fulfillment of the requirement for the
Master’s Degree in School Leadership**

By

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Submitted to: Department of Educational

Planning and Management,

Addis Ababa, Ethiopia

June, 2023

Declaration

I declare that this thesis is my original work and that all sources of materials used for this thesis have been duly acknowledged. I declare that this thesis is not submitted to any university for the award of any academic degree.

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Advisor Approval Sheet

This is to certify that the thesis entitled “Factors affecting Women’s participation in School leadership positions: Yeka sub city government secondary Schools Addis Ababa” submitted to fulfilment of the requirements for the Degree of Master with specialization in School Leadership, and has been carried out by Wondrad Arega Mahider (ID No. GSK/3350/11) under my supervisions. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department in partial.

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Examiners Approval Sheet

We, the undersigned certify that we have and here by recommendation to Addis Ababa university to accept thesis submitted by *conducted the examination* entitled “Factors affecting Women’s participation in School leadership positions: Yeka sub city government secondary Schools Addis Ababa” submitted in partial fulfilment of the requirements for the Master of Arts with specialization in School Leadership .

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List of Abbreviations/Acronyms

SPSS:	Statistical Package for Social Science
REWA	Revolutionary Ethiopian Women's Association
UNDP	United Nations developmental programme.
PSMWG:	Public sector management working group
CEDAW	Convention on Elimination All forms Discrimination against Women
CSA	Central Statistics Agency
DAW	Division for the Advancement of Women
EC	Ethiopian Calendar
FDRE	Federal Democratic Republic Of Ethiopia
FGT	Feminist and Gender theories
NPEW	National Policy on Ethiopian Women
OGWI	Office of global women issue
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programmers

ABSTRACT

The purpose of this study was to assess factors affecting women's participation in Leadership position: Yeka Sub-city Government secondary schools in focus. To conduct this study, the descriptive survey method was employed. A total of 270 sample respondents were selected and involved in the study. Both probability and non-probability sampling techniques were employed; specifically non-probability-sampling technique was employed to select participants of interview sessions whereas a probability-sampling technique was used to select teachers and school leaders. The collected data were analyzed by descriptive statistics such as frequency count, percentage, mean, standard deviation, T value and P-value respectively. Data were analyzed using the "Statistical Package for the Social Sciences" (SPSS) version 25 software. The finding shows that, women perceive themselves that they are confined at lower tasks under men and they women still acknowledge the world as masculine scales and exhibit poor risk taking of them as ascertained by their moderate ratings in the sample secondary schools. Besides, women fear in succeeding balancing professional work and women leaders have the right communication skills a leader should have and they have interest in positions of higher responsibilities and agreed to the moderate level. In addition, women's have confidence in being successful in administration and they perceive leadership is given to males considerably agreed with average level agreement. The result of the study indicated that, women committed on carrying out family responsibility and women employees have the right ambition to be a leader but with low agreement level. Women leaders also have the right communication skills a leader should have and they have the right communication skills a leader should have in the sample secondary schools. Furthermore, there is also support by family so as to enhance participation of women in leadership position and the cultural beliefs and attitudes of people towards women role have an impact on women participation in leadership position was however agreed at high level. The researcher concluded that women still acknowledge the world as masculine scales and exhibit poor risk taking of themselves, Women fear in succeeding balancing professional work with family responsibility, women perceive being a motherhood is the major barrier to participate in leadership position in the sample secondary schools. Attitudinal misconceptions are reflected up on women themselves, in all community and higher officials. The Current status shows that women participation is steel at risk. From the seven secondary school one mine and three vice principals are found in position. Women perceive themselves are confined at lower tasks under men. Finally wrong attitude and misconception for women capacity become the most one. On the basis of these findings, the study recommends that, all concerned bodies of the education sector together with stakeholders should have to encourage women leaders by providing technical support such as mentoring, networking, and develop follow up mechanisms in which women's may practice their leadership roles.

Keywords: *Factors, Women's Participation, Leadership and Secondary Schools.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

At the present day, the issue of women participation has become a major concern throughout the world. Women are at least half percent of the world population. They hold on performing the majority of household routine activities and in the leading position during a day. They work longer hours than men .Women also do more of the total work than men do and contribute more to the development of their society directly or indirectly (Helina, 2015; UN, 2014)..

In Ethiopia, there had been different outlook between boys and are expected girls. Boys to have education and girls are expected to perform household activities. This assumption oppressed women for a number of years in its long history of Emperor. During “Derg” The socialization process, which determines gender roles, is partly responsible for the subjugation/handling by force/ of women in the country. Ethiopian society is socialized in such a way that girls held inferior to boys. In the process of upbringing, boys are expected to learn and become self-reliant, major bread winners, and responsible in different activities, while girls are brought up to conform, be obedient and dependent, and specialize in indoor activities like cooking, washing clothes, fetching water, caring for children (Helina, 2015; UN, 2014).

The Government of Ethiopia did a lot to solve the problems of women in different aspects, the formulation of national women’s policy in 1993, with the aim to institutionalize the political, economic, and social rights of women by creating structures in government offices and institutions so that the public policies and interventions are gender-sensitive and can ensure equitable development for all Ethiopian men and women.”But much of the constitutional and legal protections are not worth/value/ the paper they are written on. And also the ratification of the FDRE constitution in 1995 (Helina, 2015; UN, 2014).As well as adoption of international policies like Beijing declaration and plate form of action (BDPA). The nation also ratified international treaties human right (HR) , calls for equal participation of women in public decision-making (CEDAW) and UN charter in millennium developmental goals (MDGS). Additionally, Labour Law Proclamation, the Civil Service Proclamation of January 2002. According to these policies, the active and equal participation of women in all levels of decision

making position, they play a great role to strengthen democracy, socio-economic development and sustain all levels of development to once country.

In Ethiopia, the current government tries to play a great role to improve women participation in different levels of leadership position. This effort motivates Ethiopian women to have equal access for participation in different sectors in decision making position. However, women do not have equal access in leadership position in education sector in Yeka sub city. In the case of Yeka sub city secondary schools there are three women vice principals out of 7 principals and 21 vice principals. This shows the numbers of women have been minimal in leadership position in education sectors. Therefore, the researcher will study the area of assessment of factors affecting women participation in leadership position in education sector at Yeka sub city secondary schools.

Despite of the constitutional and policy provisions and commitment of government in gender equality, women in the country are denied of being prosperous/rich/, autonomous and receivers of development initiatives at all government levels. Their status in the socio-political, economic and cultural context is still undermined. Moreover, there are gaps in policy as formulated and policy as implemented to alleviate gender parity. It is in most cases related to lack of implementation of the policy, laws and constitutionally given rights of women. The existing societal practices, which favor men's interests mainly, have a negative impact on initiatives and efforts towards gender equality. Because of the socio-cultural constructions and practices, women are considered to be subordinate to men and second-class members/citizens both in the family and in the society. This is greatly influenced by the existing societal institutions. In other words, the societal institutions have validated such practices (UN, 2014; Jones, et al, 2010, The Norwegian Royal Embassy of Ethiopia, 2009). This is to mean that gender parity is institutionalized in community.

Women in Ethiopia occupy only 18.3 percent of all professional and scientific positions, and 25 percent of administrative positions, indicating that men still overwhelmingly dominate the upper and middle level position in the civil service (Teklay, 2016). Women hold up 71 percent of clerical and fiscal jobs and 51 percent of the custodial and manual jobs in federal employment (Federal Civil Service Agency, 2007).

Political participation and representation of women has always been dismal. In the 2007 elections, women held only 22% of the seats in National Parliament. Only 2 out of 28 Ministerial posts were held by women and 6 out of 30 state minister slots were held by women. In the 1995 election female representatives held 2.7% of members of parliament seats, in the 2000 election around 7.7% of the elected members of parliament were women. The 2005 election resulted in an increase of female member of parliaments to 22%, the 2010 elections led to a female share of 27.6% female of parliamentarians. In contrast to their male counterparts and voters, however, female representation still remains somewhat low and female leadership skills undeveloped restricting their ability to challenge and influence decisions that affect women's lives. In 2018, 10 of 20 ministerial posts are held by women. The current president of Ethiopia is also a woman.

According to Yeka sub city secondary schools there are only 3 women vice principals out of 7 men principals and 18 men vice principals, there are only 15 women department head out of 61 men teachers and also there are 34 women teachers co-curricular representative out of 65 men co-curricular representative teachers. Therefore, the data of Yeka sub city education office shows that the involvement of women in leadership position in education sector is very low in number and the change is very slow; this needs great attention to solve factors which affects women participation in leadership position.

Hence, this problem initiates the researcher to find out the assessment of factors affecting women Participation in leadership position in education sector in yeka sub city government secondary schools.

1.2. Statement of the Problem

Around the world, women's representation in government, especially high-level ministerial (executive) and legislative bodies, limits their influence over governance and public policies (Ashford, 2012). In many countries in northern Africa and southern and western Asia, women hold fewer than ten percent of seats in legislative bodies (Ashine, 2003). It is generally agreed that women constitute at least half of the world's population and form many important productive and reproductive roles as a key rational resource group. Nevertheless, their participation in influential societal activities does reflect neither their demographic weight nor the quality of their contribution to the society. Women have poor

representation at all levels of political structures. They are visible hardly in the high profile positions, where policies are formulated (Endale, 2014).

Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991; Hirut, 2004; Mukuria et al., 2005, Okello (n.d)) cited in Ethiopian Society of Population Studies (2008). Lack of access to productive resources such as land; lack of access to education, employment opportunities, basic health services, and protection of basic human rights; low decision making; violence and harmful traditional practices are some of the indicators of the socioeconomic marginalization of women in the country.

When we come to the local study area (yeka sub-city), the same problem has observed according to Women and Children Affair Office of the sub-City Administration the involvement of women in different decision-making positions in public organization is very low. According to Women and Children Affair Office of the sub-City report in 2010 E.C, women participation was only thirty-four percent and in 2009E.C women participation was twenty-two percent in civil service. Therefore, the report shows that the involvement of women in decision- making position is very low in number and the change is very slow. Hence, this problem initiated the researcher to find out the preventive problems of women empowerment efforts in institutional decision making in yeka sub-city.

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess factors affecting women participation in leadership position in education sector in Yeka sub city government secondary school

1.3.2 Specific Objectives

The specific objective of the study was :-

1. To identify the major social, cultural, economic and political factors affecting women in leadership position in education sector in Yeka sub city secondary schools.

2. To observe/ examine the attitude of women and men towards women participation in leadership position in education sector in secondary schools.
3. To assess the current status of women's participation in leadership position.

1.4. Research Questions

1. What are the major social, cultural, economic and political factors affecting women's participation in leadership positions in education sectors?
2. What are the attitude of women and men towards women participation in leadership position in education sectors?
3. What is the current status of women's participation in leadership position?

1.5. Significance of the Study

Nowadays in developing countries, to bring development in social, economic and political aspects, it needs mobilization the whole society. Since women are parts of the society, they need to engage in different activities like that of men at all sectors of the economy and social benefits. So women's have problems in participation in leadership position in education sectors in secondary schools. Therefore, this study may help for:

1. The government to give attention the factors affecting women participation in leadership position in education sector and take corrective action as much as possible.
2. To Education bureau develop new insight to overcome the factors affecting women participation in leadership position in education sectors.
3. The researchers to understand the extent of factors affecting women participation in leadership position in education sector.

1.6. Scope of the Study

The main focus of this study is factors affecting women participation in leadership position in education sector in Yeka sub city government secondary schools. The study specifically covers all government secondary schools from Yeka sub city.

The study was addressed women and men principals and female and male teachers from those government secondary schools. Furthermore this study is not including the supportive staff

workers, students and parent, teacher and also student associations' /PTSA/ and also other stake holders.

1.7. Limitation of the Study

The researcher was faced with different problems during data collection. Some of these were shortage of time to get relevant data from participant. Arranging appropriate time and make appointments with the participants were another challenge. Moreover the researcher was faced with problem during under taking the study like; some questionnaires could not be collected because of health, and personal problems of the respondents. Furthermore Lack of time to get constructive feedback from advisors during proposal and final report preparation. Finally, lack of budget was faced as problems to get related sources from different broadband Medias, but due to the small sample participants this study will be validity the research.

1.8. Definition of Key words

To provide operational definitions as well as constitutive definitions. And include a list of definitions for terms and concepts that have significant meaning for the study. Those key words are;

Sub-city: is the lowest government administrative structure accountable and report to the respective City Council in Addis Ababa.

Patriarchy: systematic societal structures that are institutionalize male physical, social and economic power over women (Hazel et al, 2000).

Empowerment: is a strategy to help the disadvantaged and the marginalized to gain power to change the quality of their lives (Raizeh, 2011).

Women empowerment: A bottom-up process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it (Hazel et al ,2000).

Participation: is a process through which stakeholders' influence and share control over development initiatives, decisions, and resources that affect them (World Bank, 1994).

Decision making: refers the ability to stand a given position in two or more matters on the table.

Women Participation: the ability to involve equally with men in all stages of life

1.9. Organization of the Study

The study is organized in to five chapters. The first chapter is introduction that consists of background of the study, statement of the problem, research objectives, and research questions, significance of the study, scope and limitations of the study; and organization of the study. The second chapter discusses the literature review of theoretical and empirical related literature and the conceptual framework. More over chapter three deal with research methodology that the study will employ. The fourth chapter consists of data analysis and interpretation of the findings. The last chapter is about conclusions and possible recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section will talk about the theories related to factors affecting women participation in leadership position in education sector secondary schools. It also gives an empirical literature review, summary, and research gap, the conceptual framework as well as operationalization of variables.

2.1. Basic concepts in Gender understanding

2.1.1. Gender Theories

Modern sociological feminist theory :-This theory criticizes that unpaid household activities such as child care work and conventional marriage leads women to be economically dependent and decrease their autonomy throughout their life. The theory also believed that equal division of household work avoids women's economic dependence on men. Increase their control over reproduction, improves flexibility of occupational working time and the conventional family household roles in their own family during long-term interest. Such precondition for gender equality plays an important role for extensive changes in both the marriage contract and the household division of labor. (Feminist and Gender theories, Nd).

Modern liberal feminist theory: - this theory believed that gender equality has to achieve equal status based on all social discrimination between men and women have to be resolved. Ancient work division of women specially unpaid child care become an obstacle on their occupational roles. Despite legal rights of women provides an equal opportunity to participate on their occupational roles. However, women's unequal burden of domestic child care work exposed them to be inferior on their occupational roles which prevent their rights of economic and political power as the whole. These unpaid domestic roles of women prevent them from competing with men for better occupational jobs. This theory claims that the abolition of all domestic unpaid roles between men and women create a fundamental ground for them to exercise gender equality to have equal responsibility in employment by avoiding gender stereotype. (Feminist and Gender theories, Nd).

2.1.2. Women in leadership position in Ethiopian Context

In general women in Ethiopia have historically been the poorest, weakest, most vulnerable and marginalized members of society. Laws and customs have traditionally discriminated against women especially in the past. In 1995, however, the new Constitution declared that women should have equal rights with men. Specifically, it states that women have equal rights with respect to employment, property use and ownership, inheritance, and the formulation of national development policies, Laws, customs, and practices that discriminate against women exclusion /prohibition/. Moreover, the Constitution grants the right of affirmative action to remedy past discrimination and inequalities and to enable women to participate equally in political, economic, and social life in both public and private spheres. Various laws have revised, or are undergoing revisions in order to reflect the constitutional guarantee of equality. Although, some progress have made, implementation mechanisms and structures to protect and enforce the rights of women have not yet fulfilled the constitutional mandate. Ethiopian women's status is low where they are generally poorer than men because they earn less, are less educated, are increasingly becoming heads of house-holds, with no resources to support their dependents, do not enjoy due acknowledgment for their labor contribution, particularly in agriculture, and do not have decision making power. Ethiopia is a patriarchal society that keeps women at a subordinate position, using religion and culture as an excuse. These excuse have for many years been supported by laws and legislation that uphold patriarchy and women's subordination. This has brought about, maintained disparities between men and women, in division of labor, share of benefits, in law, and state, in how households are organized Haregewoin etal (2003)

2.1.3. Advantages of women participation in leadership position

Every human being has the right to participate in leadership /decisions/ that defines her or his life directly. This right is the foundation of the ideal of equal participation in leadership position among women and men. This right argues that since women know their situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public environment of their lives, from the local to the global (Rosa, 2005). Women have played an important role in amending constitutions that address the issues of gender equality. Two notable examples include the French

parity constitutional amendment on equal representation of men and women, and the post-apartheid constitutional drafting process in South Africa (UN, 2000).

Women have acquired a legitimate space in rural political institutions that can raise their marginalized leadership position, they are still a minority simply having women on councils does not automatically mean that the interests of women in the community well represented. Without women's needs and interests taken into account, without opportunity for them to participate in and influence decision-making, development interventions and planning sustainable results will not come. Yet, having women in these leadership positions is an important step in changing the male-dominated political agenda and other positions. At least they have the opportunity to attend the meetings, interact with officials and take part in important discussions. It also ensures their mobility across the social hierarchy (Mostafizur, 2006).

2.1.4. Historical overview of Ethiopian women in leadership position

During the imperial regime of Ethiopian, the societies were under the political culture on religious based ideology. In this period Ethiopian women were lived in a marginalized with men's superiority and they had little or no impact on government policies, laws, regulations or development programs (NPEW, 1998). After 1974, the Revolutionary Ethiopian Women's Association (REWA) established by proclamation, but this organization was too monolithic and too close to the Derg to be of any real use to women. The purpose of its establishment was, in fact, the consolidation of the Derg's power. Promoting the interests of women was not high on its agenda nor was it designed to influence government policies or help women benefit from development programs. As a result, there was little improvement in the lives of Ethiopian women, whether in the social, economic or political sphere, especially those who lived in the rural areas. Soon after the downfall of the Derg regime, the various political and national organizations, setting aside their differences, formed a Transitional Government whose principle were set out in a Charter in which peace was the main principle of governance. This brought a period of relief to all Ethiopians, especially to women. The democratic process is able to grow and develop effectively when all people given equal encouragement to exercise their democratic rights, and women can experience the benefits of their labor on an equal basis with men. With this realization, the government of Ethiopia, both the Transitional Government and the first

elected Government in 1995, has given priority to the speeding up of equality between men and women (NPEW, 1998).

2.1.5. Women in leadership position International Context

Around the world, women's representation in government, especially high-level ministerial (executive) and legislative bodies, limits their influence over governance and public policies (Ashine, 2003). In many countries, women are participating in areas of public life where they were not previously visible. Women are slowly but increasingly occupying senior positions in the public and private sectors, including the judiciary, the academia and the media. There was less evidence in the discussion of women in leadership roles in trade unions, professional associations, and non-traditional areas. Men are still overwhelmingly the decision-makers as senior executives and board members of corporations, public sector officials, judges and law-makers, media executives, negotiators in trade unions, and leaders of civil society organizations and may not have women's issues as their primary concern (Women-Watch 2007).

2.1.6. Main factors that affect women participation in leadership position

The scarcity women in leadership and decision-making positions have been the concern of various stakeholders that are running the gender cause. This is due to major obstacles throughout the world that prevent women from taking a fully-fledged part in leadership and decision making positions. In almost all countries, the participation of women in various administrative levels and leadership positions lags behind that of men. Even if women exercise public functions on equal terms with men at local, national and international levels, they participate only marginally at the highest level of decision-making (Meron, 2003).

There are four categorical factors to discuss :-

A. social-cultural factors: -cultural believe that women need to have work on indoor activities does not need to participate in public activities and women's did not have ability to mobilize whole society due to discrimination and prejudiced perception .The patriarchal system puts women's to participate in their private sphere and for men on their public spheres. Due to the separation made in public and private activities, the domestic activities specified for women's and the public activities separated for men (Gebremedhin, 2013).

East Africa is a place where patriarchy is deep rooted in society. The situation would worst in a country like Ethiopia where majorities of the cultures are rooted in religion. The fact that men are biologically superior to women, as women are biologically weak, and has to depend on men for survival, men's leadership at all level has been taken as the only legitimate leadership for the protection of women. Hence, this cultural perception that says a woman is lesser than man are embodied in our culture which led the women especially the rural women to be confined to the domestic sphere with little or no exposure to the public sector. Proverbs such as "do not trust the women", "The wisdom of a woman and the lights of stars do not take you far" and so on often reinforce the negative attitude towards women and their role in leadership and decision making positions. Due to the deep-rooted traditional beliefs about the subordinate role of women in society, both men and women may find it difficult to accord the top female public decision-maker, the respect and cooperation she requires to be effective. Therefore, these cultures and traditions that invest superiority in men are widely acknowledged as drawbacks to women seeking leadership positions (Meron, 2003). Societal perceptions regarding the traditional division of labor, where women seen as bound to certain functions only, are also an important barrier that many women of the world over face(Nigist, 2008).

B. Economic factors: seventy percent of the world women's are poor. In reality, not almost all women own production resource and other resources that generate money and are under the control of men. Those women who did not have husband also have low economic status (Gemremedin, 2013). A number of women who might otherwise embark on political lives discouraged by the lack of funds for financing electoral campaigns and access to resources adequate to undertaking significant initiatives (UNDP, 2010).

Due to their secondary status in the society, women in Ethiopia as anywhere else in Africa have denied the right of having access to different resources and benefits. Although the Ethiopia Constitution (Article 35) grant men and women to have equal rights to acquire, administer, control, use and transfer property, and more specifically to use, transfer, administrate, control of land and the implementation of this right is still an issue in different localities. Because eighty five percent of the populations live in rural areas, where there is limited access to education and other social services. Land ownership would be a critical factor for the economic empowerment of women. Another barrier cited to gender and leadership is the feminization of poverty. Globally seventy percent of the world poor is women. They may not be able to afford the

enormous amounts of money required to fund their electoral campaign to occupy political office and fund their education (Meron, 2003). Typically, women earn less than men do, and the sexual division of labor in society imposes burdens on women not normally faced by men (UN, 2000).

C. Political factor: Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace. Women face many problems to enter the political Sphere and parties. The major challenge of all women participating in initiatives is, rising awareness of male party leaders about the need to increase women political participation and leadership both the right and the politically advantageous thing to do. On the other hand, lack of influence of women in party policy and platform development, limited representation of women on executive bodies in parties, lack of leadership positions and marginalization of women's wings within parties (UNDP, 2010). Women often face a triple burden when Participate in politics. They have a responsibility to their work or profession, to their family, and if they become involved in politics, they are effectively taking on a third full-time job. Most Societies fail to organize in a manner that enables both men and women with families to share these responsibilities, particularly considering that child-rearing responsibilities tend to fall disproportionately on women (UN, 2000).

D. Women's attitude to take responsibility: as Hannah et al (2014) Negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management various levels. Women are less interested in politics; both women and men often see politics as a men's affair. Similarly (Nigist, 2008) Women have not learned to develop political capacities, because public sector activities usually seen male duty. Consequently, women lack confidence in their own political capabilities, their lower level of education, professional experience, and income and time available disadvantages women as compared to men.

2.1.7. Women Related Policy, Conventions and Packages

According Medhanit et al (2012) Women's rights first been recognized because of their military contribution to fighting a fascist regime and further progress would only be realized by their

continued hard work and toil. Ethiopia ratified both the UN Charter adopted in 1948 and the Universal Declaration of Human Rights (UDHR) in 1949. Both these international instruments prohibit the negative discrimination of women based on their sex. Accordingly the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) was adopted in 1981. Ethiopia ratified the convention in the same year. CEDAW outlines a variety of political, social, economic, and legislative issues that States have to work on to eliminate discrimination against women and create equality between men and women.

The constitution which adopted in 1995 by the FDRE has amplified the provisions given to women, and assures women of equal rights with men in every sphere and affirmative action's would be taken in order to remedy the sufferings of women because of past inequalities. Beijing plus Five the United Nations Fourth World Conference, held in Beijing, in September 1995 came up with the Beijing Declaration and the Platform for Action. The Platform showed a renewed commitment to the goals of equality, development, and peace for all women.

The MDGS is another instrument that Ethiopia ratified with the aim of reducing poverty. The goals include, among others, enabling all children, both boys and girls, in the world to complete full course of elementary school and eliminating the gender gap at all levels of education, by the year 2015. Though the goals are highly ambitious for most developing countries including Ethiopia, they would reinforce the implementation of CEDAW, Beijing plus Five and other national instruments. The other important thing is that Labour Law Proclamation the Civil Service Proclamation of January, 2002, the economic Policy, along with its strategy, the Agricultural Development Led Industrialization (ADLI), the National Policy of Ethiopian Women, the National Population Policy, the Education and Training Policy, Health Policy, Developmental Social Welfare Policy, Environmental Policy, Culture Policy, Policy on Natural Resources and Environment, and others which are giving more attention for gender issue Medhanit et al (2012).

2.2. Conceptions

2.2.1. Empirical Review

2.2.2 Women and leadership position

This section will discuss empirical facts with different challenges that women faced at all levels. The indivisibility of women's human rights underpins women's participation in public and

political life. The issue of gender equality in political and public life cannot be considered in isolation, as women aspiring to participate in political and public life continue to face complex barriers related to the attainment of their full range of human rights, such as social, economic, cultural, family, health and safety rights (UNDP,2010).

2.2.2 Previous Research and Research Gap

Generally women under represented globally and internationally. They are half of population and yet hold less than one-fifth of positions international governments. They still significantly outnumbered in the chambers of parliaments, in regional councils, and they are often missing from negotiating tables where conflicts are to be resolved. All too often, important decisions that affect women, their families, and their societies made without their having a voice (OGWI, 2010).Women continue to experience significant discrimination related to their participation in public and political life in most domains of the public sphere and in all geographical regions. For example, The European Commission recently acknowledged that, “Across the European union, women are still largely outnumbered by men in positions of responsibility in all fields. The reasons for the under-representation of women in power and leadership position are multifaceted and complex”¹. There are significant barriers to women’s participation in public and political life that stem from economic, social and cultural issues, as well as from negative stereotypes about women and entrenched gender roles (UNDP, 2010). As (Women-Watch, 2007), in many countries, women are under-represented at leadership position levels in most areas of public administration. Women and men have different priorities for developing policies and laws because of their different gender roles in the household and community, their occupations in labor markets and their access to key resources, such as capital, property and credit.

As Abdo&Abegaz (cited in Kahadar, 2013) in African countries women have lacked an enough space in both political engagement and decision making process. Although the whole African constitutions and laws enshrined provision that recognize the right of women to equally participate in politics, African women are the most disadvantageous and marginalized groups in leader ship. For example the African traditional assembly leaders were male dominant; male has exercised the power of the law making, decision or policy making and leadership of the African

society traditionally and even religiously. Women had neither decision nor had the right to sit and speak or vote at the assembly. According to Hannah et al (2014) in Uganda explained that women are made to produce children and do kitchen work, are less intelligent, because they cannot do what a man can do. Culturally, there is a belief that women are supposed to be led but not to lead. Furthermore, study in Kenya (Daniel, 2012) indicates that traditional Perceptions of women as inferior to men prevail as many people uphold cultural practices, which enhance the subordination of women. Consequently, men continue to dominate women in political, economic, social, and religious realms. Similarly study by Khadar (2013) indicated that in Somali land women are currently uninvolved in the political affairs of the state.

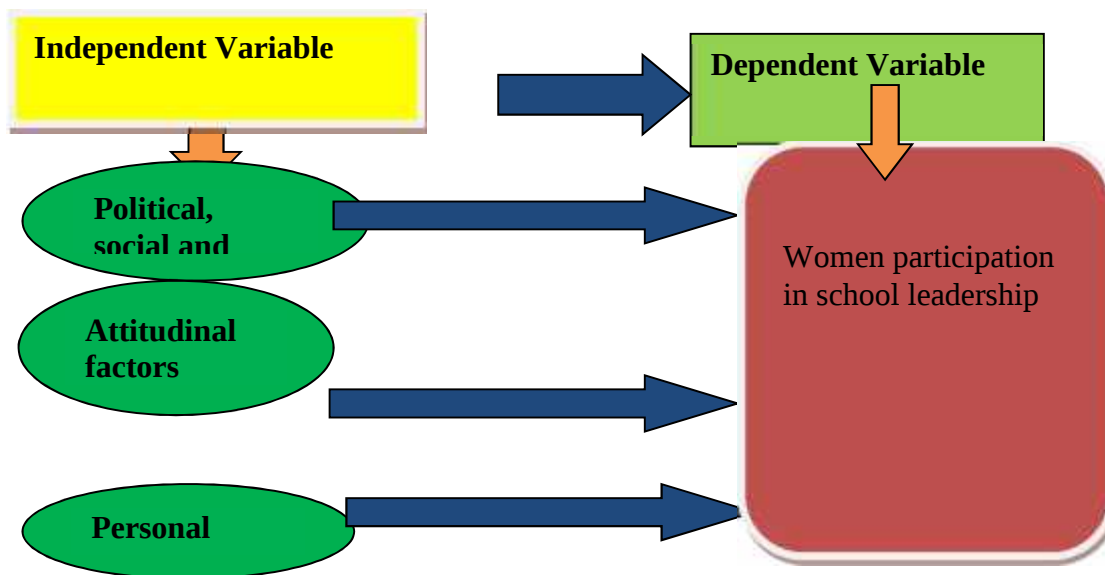
They do not have sufficient seats in local governments, parliamentary houses, judiciary and the cabinet houses as well. -In the House of Elders, which composes 82 seats, women have no seats today although there was a one woman in this house but later she resigned in 2012. Women are also politically underrepresented in local elections. In the recently 2012 Somaliland local council elections women have won only 10 seats out of 375 local council seats of the whole country. All the 25 seats in Hargeisa local council held by male members. And in the house of cabinet there are only four women out of 46 cabinet members. Somaliland government has not give in any attention to the women's political challenges though, certain women associations and international community addressed the absence of women's active role in the political process and despite of suggested quota to be reserved for women in the house of represent, there is no sign of improvement. Coming to Ethiopia Haregewoin et al (2003) Women have a marginal /minor/ position in accessing and succeeding in their education. The majority of women in the civil service are in clerical and manual jobs. Similarly study by (Endale, 2014) in Oromia region in Bedele town indicates that the participation of women in higher public leadership and decision making positions as well as in community based organizations such as "Idir" is observed low, emphases are given for the assignment of women in lower positions such as: routine manual, clerical, and line worker. Furthermore, a study by (Suad, 2014) in Dire Dawa City Administration indicates that most women in leadership position relegated to the lower levels and peripheral political leader ship positions.

In attempt to deal with the empirical/ experimental/ review literature on factors affecting women participation in leadership position both at nationally and globally. The researcher has confirmed a significant gap. This gap is worse/not as good as/ regarding the case of yeka sub city education

sectors. The factors affecting women participation is not given a great attention as a problem. Thus, the researcher will play an important role to narrow this gap as much as possible.

2.3. Conceptual frame work on Women Participation in leadership position

In this section the researcher will assess the factors that affect women's participation in leadership position in yeka sub city Government secondary school. Those includes political, economically, socio-cultural and women's attitude consider as factors which affect women's participation in decision making with respect to the current situation of gender equality in leadership position. The condition of women's leadership position in yeka sub city Government secondary schools is very low when they compare with men.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used descriptive type of research on its objective. Descriptive type is used to describe a situation, problem, characteristics and attitudes of men and women towards factors of participation including specific predictions with narrations of facts and characteristics of situations, (Kothari, 2004). Therefore, the rationale behind using descriptive research design is to dig out the real and current factors that affect women participation in leadership position in education sector.

3.2. Population and Sample

3.2.1. Population

The target population of the study was Yeka Sub City government secondary schools, principals and teachers to which the researcher will generalize the findings.

3.2.2. Sample Frame

According to Kothari, 2004 sample frame is the complete list of elements of the study population from which sample is drawn. Therefore, the researcher were prepared 861 lists of the total population.

3.2.3. Sample Unit

The sample unit in this study was indicated from women teachers and men teachers selected by using simple random sampling. While women and men school principals and v/principals were selected purposively from the study area.

3.2.4. Sampling Techniques

For this study, the researcher were used both probability and non-probability sampling. Moreover, from non- probability-sampling method, the researcher was used to select participants of interview sessions. For interview sessions, the researcher were selected men and women principals purposively because they are expected to provide relevant and detailed information for the aim of the researcher. On the other hand, the researcher were employed probability-sampling method to select teachers which were participated in questionnaire. Female and male school

principals, female and male teachers from seven government secondary schools based on the current data of Yeka Sub City Education office. /2014 E.C/.

The respondents were selected via simple random sampling methods that is lottery methods to avoid bias and to give equal chance for participants of the population from each school.

Table 3.1, Total Population of Respondents

Participant high schools	Total population	Sample size
Kokebe Tsebah	180	49
Millennium	106	36
Keftegna 12	110	37
Birhan Guzo	75	30
Tesfa birhan	109	36
Dejach wondirad	143	47
Karalo	138	45
Total	861	280

3.2.5. Sample Size

Sample size determination depends on cost, time, type of design, and population size. The selection of sample size is dependent on the type of research design used, the desired level of confidence, and the level of accuracy and the characteristics of the population (Kothari, 2004). Therefore the sample size was determined by using Slovene's formula, because the sample size is not as such large.

$$n = \frac{N}{1 + N(e^2)}$$

Where n = the desired sample size

N = the total population, Where N=861

e = the margin of error=0.05(in 95% accuracy is assumed)

$$n = \frac{861}{1 + 861(0.05^2)}$$

$$n = \frac{861}{1 + 861(0.0025)}$$

$$n = \frac{861}{1 + 861(0.0025)}$$

$$n = \frac{861}{1 + 861(0.0025)}$$

$$n = \frac{861}{3.075}$$

$$n = 280$$

$$n = 280$$

Therefore n=280 is the number of sample size

3.3. Source of Data

The researcher employed both primary and secondary data sources. Moreover, these sources help the researcher to obtain relevant data for this study.

3.3.1. Primary Data Source

The researcher was collected primary data from key informants of female and male school principals through interview and the main data collection tool (Questionnaire).

3.3.2. Secondary Data Source

The researcher were used secondary data from reports of Yeka sub-city education office, books, articles and similar type research undertakings. Moreover, international and national policies frame works have been consulted as well.

3.4. Data Collection Tools

The researchers used questionnaires and interviews to collect data from key informants found in Yeka sub city secondary schools.

3.4.1. Questionnaires

Both open ended and close-ended questions were prepared and distributed to the sample respondents. Open-ended questions helped to know respondent's attitude, perception and behaviors and helped the respondents gave their response freely according to their own willingness. On the other hand, close-ended questions, helped to obtain set of responses from the respondent. Moreover, using questionnaires is cost effective relatively from other methods and helped the researcher to obtain information from many respondents. The researcher will design the questionnaire in English language because all respondents are 1st & 2nd degree holders.

3.4.2. Interviews

The researcher was conducted interview with three key informants of women school vice principals which are working on three schools and other men school principals and v/principals. Moreover, this was helping the researcher to get reliable information from the target population what they feel and think about the factors affecting women participation in leadership position in education sectors. Therefore, semi structured interview was applied to get more detail, accurate and desired information; hence, the researcher had will a chance for further explanation of questions in order to get additional information.

3.5. Research Approach

The researcher used mixed research approach. The reason behind using mixed approach is to answer the questions from the complex nature of phenomenon, and the purpose of describing and understanding the issues from the participant's point of view. It also helps to integrate and confirm the study from different data sources; moreover, it gives an opportunity to perceive the problem in different perspective by using different data source techniques.

3.6. Method of Data Analysis

The Statistical Package for Social Sciences (SPSS) version 25 was used to analyze the data collected. Tables were created from the data gathered. Representations using tables and bar charts were used to ensure easy and quick interpretation of data. In order to examine respondents' opinion descriptive statistics such as frequency count, percentage, mean standard deviation, T value and P-value respectively were used.

3.7. Validity and Reliability

The researcher has given more attention to the research to be more reliable and valid. First, the researcher have distributed the questionnaire for men and women teacher's respondents to test reliability and make correction (if any) then use SPSS version 25 to decreases error. Second, the researcher was conducted interview with male and female principals and v/principals to evaluate the effectiveness of each item to achieve the intended objectives.

3.8. Ethical Consideration

The researcher tried to consider ethical issues throughout this study. Each questionnaire were contain opening letter, purpose and importance of the study. Respondents were informed that their response will keep in secret and their names will not write on the questionnaire and the data of the final report will not give to anyone without their full consent, the right to withdrawal from the research process at any time without giving any reason. The researcher also explained the purpose of the data only for academic purpose.

Chapter Four

Data Presentation, Analysis and Interpretation

4.1 Introduction

This chapter intends to reveal the findings and statistical analysis used to evaluate the research question that has been established in earlier chapters. Subsequent to the data screening process and also the chapter reports the results of the screening for errors in the sample and the procedural check on the instruments utilized. With the help of the preliminary and analysis of the results, try to assess factors affecting women's participation in Leadership position: Yeka Sub-city Government secondary schools in focus. Therefore, this chapter has two parts: the first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the main data.

To this end, both quantitative and qualitative data obtained through questionnaire, open ended items and interview data were used to answer the basic research questions. Due to their large size, respondents were selected randomly and included in the sample. Accordingly, 270 of the sample respondents were participated in the study. The number of participants involved in the study and sampling proportion was statistically representative and adequate to the analysis as well as to make the inference. The respondents were provided with 280 questionnaires (both close & open ended). Accordingly, 270 (96.42%) of them scientifically selected from Yeka Sub-city Government secondary schools school leaders together with teachers and returned the questionnaire just in time while the remaining 10 (3.57%) of the respondents did not returned back the questionnaire for various reasons.

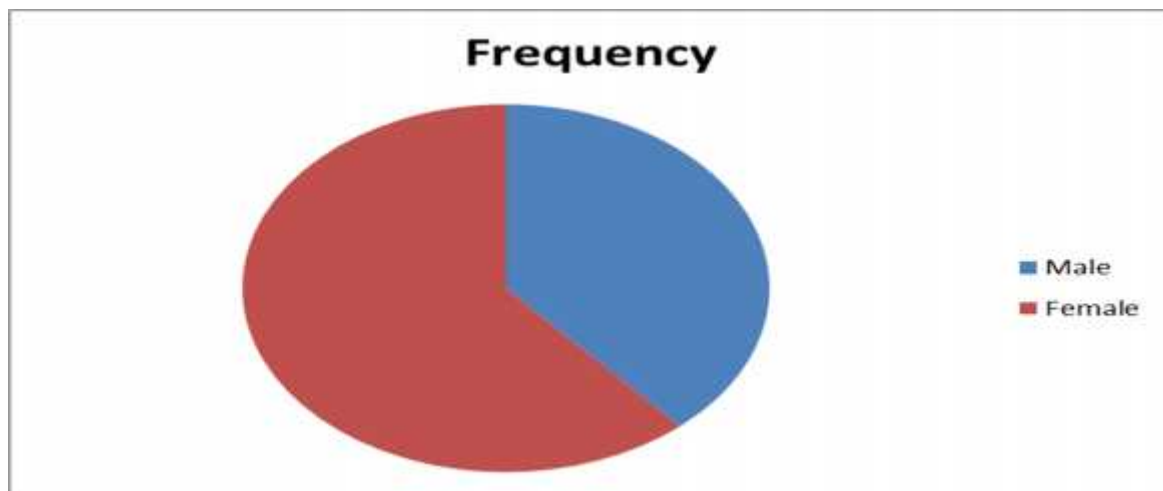
The collected data were analyzed by descriptive statistics such as frequency count, percentage, mean, standard deviation, T value and P-value. Data were analyzed using the "Statistical Package for the Social Sciences" (SPSS) version 25 software. Since the objective of this study was to understand the factors affecting women's participation in Leadership position: Yeka Sub-city Government secondary schools in Addis Ababa Administration. Initially the responses to questionnaire with the sample respondents were quantitatively analyzed whereas responses gained open ended items and interview based information were qualitatively analyzed and the

central themes mentioned in the questionnaire as open items and interview sessions in concerning the research questions were identified.

Table 4.1: Sex Compositions of Respondents

N	Number of Male	In percent	Number of Female	In percent	Total
1	104	38.5	166	61.5	270

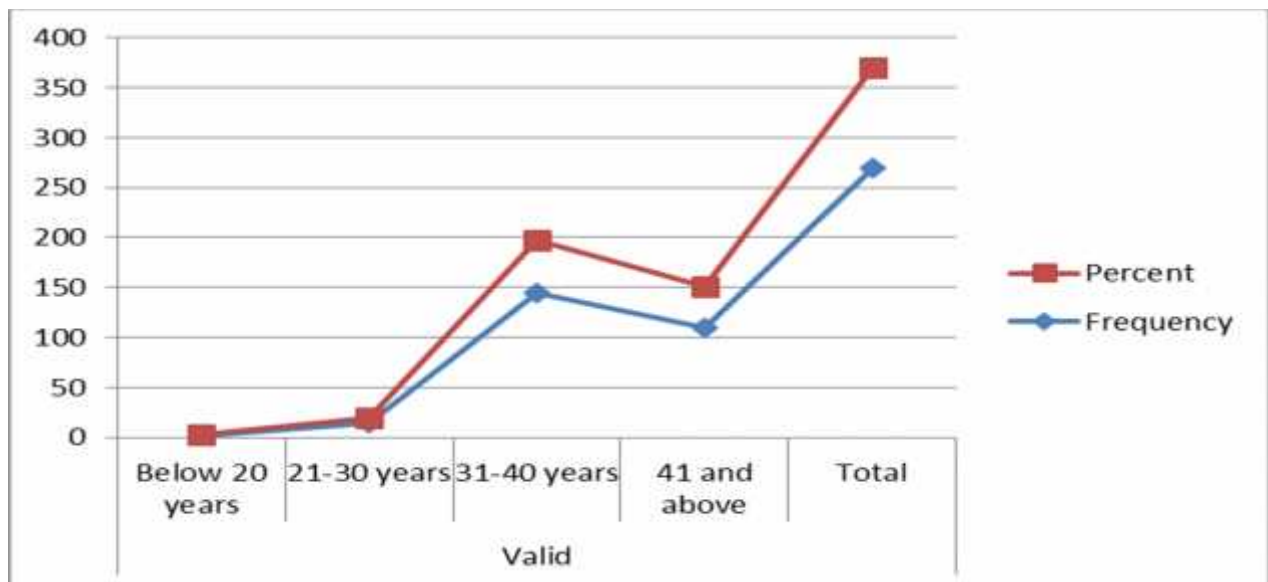
Figure 4.1: Sex Compositions of Respondents



Source: Survey Data

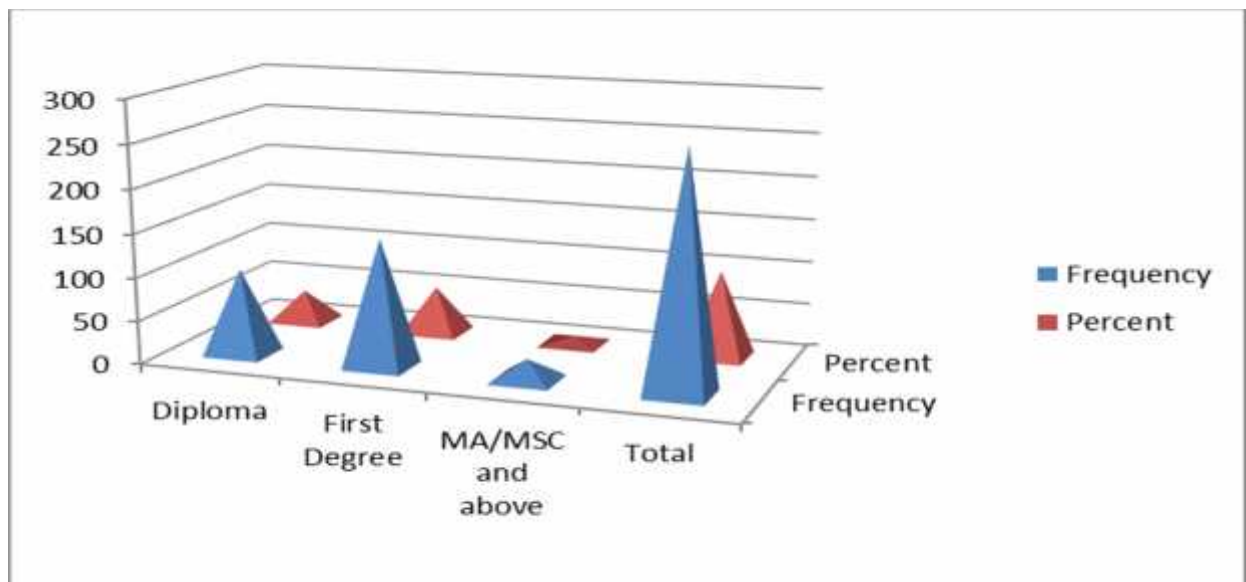
Item one of figure 4.1 shows that of the respondents, 104 (38.5%) of the sample employees were males and 166 (61.5%) were females. Based on the data indicated above the researcher can deduce that a significant proportion of female respondents participated in filling out the questionnaire compared to male respondents. Besides, the above data indicates that females, let alone occupy managerial positions, their participation at leadership positions were reasonably significant comparing to the previous trend. But, the proportions of male respondents at the sample secondary schools reasonably lower than that of female counterparts.

Figure 4.2: Age Compositions of Respondents



As can be observed from the above figure of item two, 14 (5.2%) of the sample respondents were found to be within the age range of 21-30 whereas the majority 144 (53.3%) of them were in the age of 31-40 years. Besides, 110 (40.7%) of the sample respondents were found to be within the age range of 41 and above years and only 2 (0.7%) of them were found under the age range of 20 years. The above figure clearly shows that most of the sample respondents were in the age of 31-40 years. Moreover, majority of the respondents were relatively energetic, matured and fit to take responsibilities .Having reasonably matured age significantly impacts on women's leadership participation to their respective secondary schools.

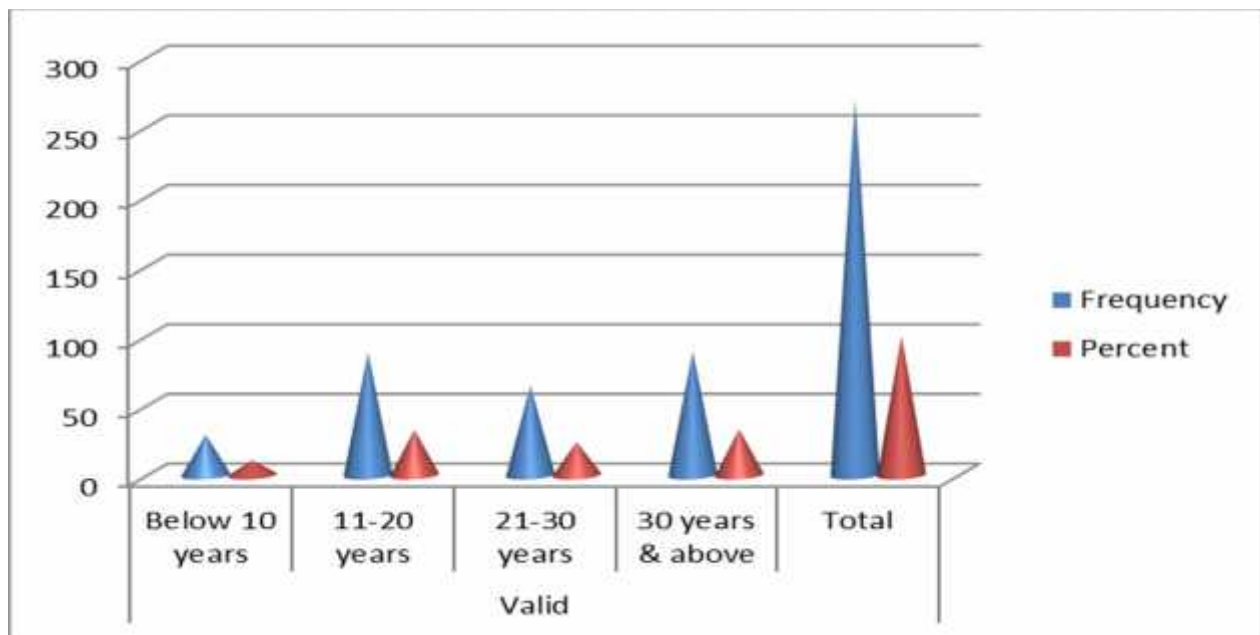
Figure 4.3: Qualifications of Respondents



Source: Survey Data

As to item 1 of Figure 4.3, about 24 (8.9%) of the respondents had qualified with MA/MSc and above whereas, 147 (54.4 %) almost the majority of the sample respondents have got first degree. Besides, 24 (8.9%) of the sample respondents were qualified with diploma. From this result one can realize that significant numbers of the sample respondents have qualified with BA and MA degrees respectively. And yet a reasonable proportion of the sample respondents were qualified with diploma. This is therefore, one can possibly conclude that a good level of respondents' qualification in secondary schools expect to yield efficient and effective utilization of leadership roles and this defiantly brings the overall institutional achievements as well as easy the path to meet the intended goals the secondary schools.

Figure 4.4: Service Year of Respondents



The majority of the sample respondents, 33.0%, had served in the service range of 30 years and above whereas relatively similar proportion of the sample respondents i.e. 88 (32.6%) were found in the service range of 11-20 years. Furthermore, 64 (23.7%) of them had a service year 21-30 years and also about 10.7 % of them had worked less than 10 years. In general, the data illustrates that most of the sample respondents have reasonably adequate experiences to carry out responsibility and to provide sufficient service on leadership positions and provide efficient service to their respective secondary schools.

4.2. The Attitude of Women towards Themselves

Table 4.1. Women's Attitude towards Themselves

Items	One-Sample Statistics			Test Value = 3					
				T	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
	N	Mean	Std. Deviation					Lower	Upper
2.1	270	3.3630	1.37209	40.274	269	.000	3.36296	3.1986	3.5274
2.2	270	3.2926	1.51312	35.756	269	.000	3.29259	3.1113	3.4739
2.3	270	3.3889	1.37984	40.356	269	.000	3.38889	3.2236	3.5542
2.4	270	3.9222	.56334	114.405	269	.000	3.92222	3.8547	3.9897
2.5	270	3.7185	1.02498	59.612	269	.000	3.71852	3.5957	3.8413

Source: Survey Data

In order to assess factors affecting women's participation in leadership position were presented to rate certain issues in this regard. The average rating to the women's attitude towards themselves was evaluated using t-tests; which are presented in the following way. The factors affecting women's participation in leadership position in secondary schools were presented with five questions to be rated in a scale of agreement level. The one sample t-test statistical technique was used to assess the average level of agreement to each statement.

The judgment to the significance of the tests was based on p-value. If the p-value was equal or above 0.05 levels then the agreement was considered as moderate level agreement. If p-value falls below the significant level, $\alpha=0.05$, the result indicated the significant difference between the average rating, M, and the test value (i.e. 3). The t-value below zero OR the CI for the mean difference below zero indicated the significant level disagreement to the statement. The t-value above zero OR the CI for the mean difference above zero indicated the significant level of agreement to the statement. The 95% CI was computed by adding the test value (i.e. 3) to the CI of the mean difference. Based on these facts the following interpretations were made to the analysis results depicted in the table below.

Women underestimate their abilities and perceive themselves as less skillful and passive in leadership level of acceptance than men, statement 1, was rated with $M=3.36$ average agreement level; which falls within 3.1986-3.5274 range of 95% CI. This indicates that women underestimate their abilities and perceive themselves as less skillful and passive in leadership level of acceptance than men moderately. Similarly, women perceive themselves that they are confined at lower tasks under men had agreed statement 2 with $M=3.29$ average agreement which falls within the 95% CI range of 3.1113-3.4739. The result indicates that, women perceive themselves that they are confined at lower tasks under men in all sample secondary schools.

Women consider themselves to have low level of acceptance than men in the sample secondary schools. They also significantly agreed that statement 3 was rated with $M=3.38$ and $p\text{-value}=0.000<0.05$. The 95% CI agreement level to this statement ranges in 3.2236-3.5542. Moreover, sample employees significantly believed ($p\text{-value}=0.00<0.05$) that women still acknowledge the world as masculine scales. For this statement #4 the average rating was $M=3.92$ ranges in 3.8547-3.9897 confidence interval. Women exhibit poor risk taking of themselves as ascertained by their high rating of $M=3.71$, which was significant level agreement to the statement. They also believed that women exhibit poor risk taking of themselves by the sample respondents and the result aligned with the works of Women-Watch 2007 and Hannah et al 2014.

4.3. Factors that affect Women Participation for Leadership Positions

Table 4.2. Individual Factors

Items	One-Sample Statistics			Test Value = 3					
				T	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
	N	Mean	Std. Deviation					Lower	Upper
3.1	270	4.3852	.57177	126.023	269	.000	4.38519	4.3167	4.4537
3.2	270	4.5000	.91963	80.404	269	.000	4.50000	4.3898	4.6102
3.3	270	2.6222	.99341	43.373	269	.000	2.62222	2.5032	2.7413
3.4	270	4.1704	.85829	79.840	269	.000	4.17037	4.0675	4.2732
3.5	270	2.5444	.94252	44.359	269	.000	2.54444	2.4315	2.6574
3.6	270	3.5889	1.30108	45.325	269	.000	3.58889	3.4330	3.7448
3.7	270	3.1704	1.03501	50.333	269	.000	3.17037	3.0464	3.2944

Source: Survey Data

In order to assess the factors that affect women participation for leadership positions were presented to rate certain issues in this regard. The average rating to the factors that affect women participation for leadership positions and their significance was evaluated using t-tests; which are presented in the following way.

Sample respondents were also asked to assess the factors that affect women participation for leadership positions in general and individual factors in particular. They were presented with seven statements to give their rating agreement. The one-sample t-test was conducted to each statement to evaluate the average agreement level where p-value was used to judge the significance of agreement or disagreement to each statement.

As to the statement #1, the average agreement was $M=4.38$ resulting in $p\text{-value}=0.000 < 0.05$ that indicates the high level agreement to the statement “Women fear in succeeding balancing professional work and with family responsibility”. The 95% CI was computed within the range of 4.3167-4.4537. This indicates that women fear in succeeding balancing professional work and

with family responsibility in the sample secondary schools. Women committed on carrying out family responsibility was significantly agreed with $M=4.50$ that falls within the 95% CI range of 4.3898-4.6102. Respondents were also low ($p\text{-value}=0.000<0.05$) Lesley agreed to the statement #3 that women employees have the right ambition to be a leader. The low agreement to the statement was $M=2.62$.

Sample respondents highly agreed with $M=4.17$ and $p\text{-value}=0.000<0.05$ to the statement #4 that states “Women leaders have the right communication skills a leader should have”. This indicates that Women leaders have the right communication skills a leader should have in the sample secondary schools. Similarly, Looking into statement #5, the women have interest in positions of higher responsibilities was also agreed to the moderate level; $M=2.54$ and $p\text{-value}=0.000<0.05$.

Sample respondents also had high agreed, $M=3.58$ and $p\text{-value}=0.00<0.05$, regarding the women’s have confidence in being successful in administration. The statement that “Women perceive leadership is given to males considerably agreed with $M=3.17$ and in the range 3.0464-3.2944 confidence level that falls significantly ($p\text{-value}=0.000<0.05$) almost at the moderate level and the finding associate with UN, 2000 and OGWI, 2010 reports.

4.4. Factors that affect Women Participation for Leadership Positions

Table 4.3 Institutional Culture

Items	One-Sample Statistics			Test Value = 3					
				T	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
	N	Mean	Std. Deviation					Lower	Upper
4.1	270	3.1815	.97192	53.787	269	.000	3.18148	3.0650	3.2979
4.2	270	2.8889	1.01781	46.639	269	.000	2.88889	2.7669	3.0108
4.3	270	3.2815	1.03221	52.238	269	.000	3.28148	3.1578	3.4052
4.4	270	3.2889	1.33507	40.479	269	.000	3.28889	3.1289	3.4489
4.5	270	3.7630	.74382	83.127	269	.000	3.76296	3.6738	3.8521
4.6	270	3.5222	1.32655	43.629	269	.000	3.52222	3.3633	3.6812
4.7	270	3.4963	.74549	77.064	269	.000	3.49630	3.4070	3.5856
4.8	270	2.5370	.92292	45.169	269	.000	2.53704	2.4265	2.6476
4.9	270	3.2963	.97610	55.490	269	.000	3.29630	3.1793	3.4133

Source: Survey Data

In order to assess factors that affect women participation for leadership positions were presented to rate certain issues in this regard. The average rating to the institutional factors and their significance was evaluated using t-tests; which are presented in the following way.

Regarding the opportunities to work on challenging, high profile assignments for women advancement in leadership position, statement #1, sample respondents rating was M=3.18, that was average level agreement within the range of 3.0650-3.2979. Respondents also had average level agreement, M=2.88, that there is flexible working hours to enhance the participation of women in leadership position. And again, a significant level rating with M=3.28 indicated moderate level agreement to the statement that “There is a support by supervisors to enhance the participation of women in leadership position”. Sample respondents did moderately agree to the statement #4. They rated the statement “Discriminatory promotional practice is a challenge for

women advancement”. They, however, significantly agreed with $M=3.28$ that a discriminatory promotional practice is a challenge for women advancement in the sample secondary schools.

Respondents rated there is by the supervisors to assume the advancement of women to participate in leadership position as their responsibility at a significant level agreement with $M=3.76$; which was a bit more than moderate level agreement within the 95% CI range of 3.6738-3.8521. Sample respondents rated that there are successful women role models in the hierarchy of the organization with significant level agreement with $M=3.52$; which was more than average level agreement within the 95% CI range of 3.3633-3.6812.

There is top management’s commitment to implement gender sensitive policies to encourage women statement #7, employees rating was $M=3.49$, that was average agreement within the range of 3.4070-3.5856. Sample respondents had high level agreement, $M=2.53$ and $p\text{-value}=0.00<0.05$, that there is attractive work environment enough to enhance the participation of women in leadership position and moderate level. As to the statement #9, the average agreement was $M=3.29$ resulting in $p\text{-value}=0.000<0.05$ that indicates the moderate level agreement to the statement 9 “There is good perspective /attitudes / by top management towards women in advancing to leadership position in the sample secondary schools”. Besides, the result aligned with the works of Gebremedhin, 2013 and Medhanit et al 2012.

4.5. Factors that affect Women Participation for Leadership Positions

Table 4.4. Socio-Cultural Factors

Items	One-Sample Statistics			Test Value = 3					
				T	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
	N	Mean	Std. Deviation					Lower	Upper
5.1	270	3.1519	1.11890	46.287	269	.000	3.15185	3.0178	3.2859
5.2	270	2.8111	1.04786	44.081	269	.000	2.81111	2.6856	2.9367
5.3	270	3.8296	.74715	84.224	269	.000	3.82963	3.7401	3.9192

Source: Survey Data

In order to assess the factors that affect women participation for leadership positions, sample respondents were presented to rate certain issues in this regard. The average rating to the socio-cultural factors and their significance was evaluated using t-tests; which are presented in the following way.

The first issue socio-cultural factors were related by the sample respondents. Average rating to this statement #1 by respondents were $M=3.15$. The respective t-test results indicated that sample respondents had rated this issue as considerably moderate ($p\text{-value}=0.000<0.05$) while respondents identified being a motherhood is the major barrier to participate in leadership position in the sample secondary schools

Statement #2 assessed that there is support by family so as to enhance participation of women in leadership position. This statement was rated with $M=2.81$ by sample respondents. Respondents rating was moderate level agreement ($p\text{-value}=0.000<0.05$).

The statement that “Cultural beliefs and attitudes of people towards women role have an impact on women participation in leadership position”, was however agreed high level agreement with $M=3.82$ with 95% CI range of 3.7401-3.9192. The t-test with $p\text{-value}=0.000<0.05$ indicated that the high rating was registered and also the result parallel with the findings of UNDP, 2010 and Khadar 2013.

4.6. Factors that affect Women Participation for Leadership Positions

Table 4.5. Economic Factor

Items	One-Sample Statistics			Test Value = 3					
				T	Df	p-value	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
			Mean Std.Deviation						
6.1	270	2.9852	.89181	39.144	271	.000	3.37297	3.2078	3.5369
6.2	270	4.2148	1.63312	35.767	271	.000	3.29253	3.1116	3.4742
6.3	270	3.1889	1.37984	40.361	272	.000	3.38893	3.2244	3.5553
6.4	270	3.5889	.57314	115.406	272	.000	3.92231	3.8552	3.9899

Source: Survey Data

In order to assess factors that affect women participation for leadership positions were presented to rate certain issues in this regard. The average rating to the economic factors and their significance was evaluated using t-tests; which are presented in the following way.

Lack of access to education affects women's participation in decision making position in Yeka sub city secondary schools, statement #1, respondents rating was $M=2.98$, that was average level agreement within the range of 3.2078-3.5369. Respondents also had average level agreement, $M=4.21$, that, shortage of finance prevents women from participating in leadership position and rated at a very high agreement level.

Sample respondents did moderately agree to the statement #3. They rated the statement "low academic qualification of women affects their participation in leadership position in education sector". They, however, moderately agreed with $M=3.18$ resulting in $p\text{-value}=0.000 < 0.05$ indicated that low academic qualification of women affects their participation in leadership position in education sector in the sample secondary schools. Respondents rated women who did not have access to resource are less participated in decision making in secondary schools at a significant level agreement with $M=3.58$ and $p\text{-value}=0.000 < 0.05$ which was a bit more than moderate level agreement within the 95% CI range of 3.8552-3.9899. In addition, the result aligned with the works of Abdo&Abegaz (cited in Kahadar, 2013).

4.7. Interview Data Interpretation

Interview sessions and qualitative data have been collected with Yeka Sub-city Education Office Experts, supervisors and Leaders. Accordingly, the responses to questionnaire with the sample respondents were quantitatively analyzed whereas responses gained open ended items and interview based information were qualitatively analyzed and the central themes mentioned in the questionnaire as open items and interview sessions in concerning the research questions were identified.

The 1st question was forwarded as, (from your practical experience and observation how do you evaluate the current standing of women in secondary school leadership in Yeka Sub-city?).

positions were less to that of their counterpart male. Most of the participant said that different improvements on policy that deals about woman participation in the leadership positions. Accordingly, about secondary schools of Yeka sub-city, there are different positions of

leadership, vice principal, department head and co-curricular leader positions. in these positions were not food 1 out of 7 main principal positions(14%) there are only three female vice principals out of 21 vice principal positions (14%). There are 15 female department head out of 76 department heads (19%). There are 34 female co-curricular leaders out f 99 (34%). The result indicated the participation of women's in the leadership

4.8. The current standing of women in secondary school leadership in Yeka Sub-city
Table 4.6 The current standing of women's participations in secondary school

NO	Leadership positions	Women's participation	Male Participation	Women's participation in Percent
1	Main principal	1	6	14%
2	Vice principal	3	18	14%
3	Department head	15	61	19%
4	Co-curricular leader	34	65	34%

Source: Survey Data

The second question was forwarded as, (What are the current selection and placement used for assigning educational leaders in Yeka Sub-city?).

There are different strategies and/or methods used to assign educational leaders. These were, educational qualification that must be second degree in educational leadership or any subjects in teaching, experience must be five years and above for both sex together with the past two years performance result, plus 3% for female as well as supportive letter about employee behavior from school principals must be fulfilled.

The third question was forwarded as, (Does your institution encourage women to leadership positions in Yeka Sub-city?).

Most of the respondent indicated that women encouraged by facilitating training and capacity development sessions to fellow women's and encouraging them to be near to leadership position and also promote them to apply to each of the leadership positions.

The fourth question was forwarded as, (what is your attitude towards women educational leadership skill and competence in performing leadership functions in secondary schools?).

The most participant's attitude towards women is positive. They have the quality that leader should have but individual deference is always there from female to female.

The fifth question was forwarded as, (What major factors do you think that hinder women to come to secondary school leadership?).

The 99% of respondent sad that being motherhood is the major factors that hinders females participate in leadership position, low academic qualification compered to male, cultural beliefs and attitudes of people towards women's role and most women haven't interest to work in the positions of leadership.

The 6th question was forwarded as, (What alternative ways do you think would encourage women to come to secondary school leadership positions?).

As principal feel the interview participants there are deferent alternatives to bring women in leadership positions in secondary schools. These are: giving chance for further education without male computations, creating conducive environment better to women's and working on attitude towards women.

Finally interview participants were asked to say something other than mention above. Accordingly, they offered their idea. Most participants argue that women's participation in the leadership positions is lesser positions like club leaders, department head and the like. Mostly because the position of the main principal and vice principals are considered as high responsibility demanding and this together with other reasons make them far from.

Chapter Five

Summary of Findings, Conclusions and Recommendations

This chapter deals with the summary of major findings of the study, the conclusion drawn based on the major findings and recommendation that forwarded based on the conclusions arrived.

5.1 Summary

This study was conducted aiming at assessing the factors affecting women's participation in leadership position: In Yeka Sub-city Government secondary schools. More specifically, the study intended to attain the following objectives:

1. To identify the major social, cultural, economic and political factors affecting women in leadership position in education sector in Yeka sub city secondary schools.
2. To observe/ examine the attitude of women and men towards women participation in leadership position in education sector in secondary schools.
3. To assess the current status of women's participation in leadership position.

This study explored factors affecting women's participation in leadership position. Issues were analyzed with the intension to understand the ground facts from sample secondary school respondent's perspectives. The study employed mixed approach but dominantly the quantitative research design with the assumption that reality is socially constructed by participants and there are many truths. This research approach was appropriate as the researcher was trying to understand the complexity of the issue under investigation through the lived experience, perceptions and perspectives from a holistic standpoint.

For the purpose of this study, a descriptive survey designed was employ to disclose the understanding of respondents on the issue under study. This method was' chosen with the assumption that it helps to conduct data as it exists and to gather several data related to the problem under study. Both primary and secondary sources of data were used. Data were generated via Questionnaire and interview. The respondents were provided with 270 questionnaires (both close& open ended). Accordingly, 270 (96.42%) of them scientifically

selected from Yeka Sub-city Government secondary schools school leaders together with teachers and returned the questionnaire just in time while the remaining 10 (3.57%) of the respondents did not returned back the questionnaire for various reasons. The data secured through questionnaire and interview sessions were analyzed quantitatively and to this effect, the study attempt to answer all the basic questions:

In attempt to answer the above basic research questions, a descriptive survey was preferred to serve the purpose. The study was conducted in secondary schools in Addis Ababa City Administration. Questionnaire and interview guide were developed and data also gathered based on the review of related literature. The collected data were analyzed by descriptive statistics such as frequency count, percentage, mean, standard deviation, T value and P-value respectively. Data was analyzed using the “Statistical Package for the Social Sciences” (SPSS) version 25 software.

5.1.1 Characteristics of the Respondents

To obtain information about the characteristics of respondents, four basic items in the first set of the questionnaire were provide to the sample respondents. Based on the responses of the participants, a significant proportion of female respondents participated in filling out the questionnaire compared to male respondents. Besides, the above data indicates that females, let alone occupy managerial positions, their participation at leadership positions were reasonably significant comparing to the previous trend. Besides, the study result clearly shows that most of the sample secondary school respondents were in the age of 31-40 years.

Moreover, majority of the respondents were relatively energetic, matured and fit to take responsibilities. Furthermore, there were a good level of employee’s qualification in such academic institution expect to yields efficient and effective utilization of the leadership positions as well as easy the path to meet the intended goals the secondary schools. Besides, the experience of respondents working in sample secondary schools was adequate to provide adequate response to the survey question.

5.1.2. Major Findings

Most of the data reported is based on the findings of the research. Accordingly, the sample respondents were forwarded their opinions and the data was analyzed accordingly. As to the major findings of the study, as many issues raised during discussion as well as responses from the data collection instruments the sample respondents were forwarded the following views.

As findings of the study confirms, women underestimate their abilities and perceive themselves as less skillful and passive in leadership level of acceptance than men and rated with average agreement level. Besides, women perceive themselves that they are confined at lower tasks under men had agreed statement with average agreement in the sample secondary schools. And also, women still acknowledge the world as masculine scales and exhibit poor risk taking of themselves as ascertained by their high rating.

Furthermore, women fear in succeeding balancing professional work and with family responsibility in the sample secondary schools and women employees have the right ambition to be a leader but rate with low agreement to the statement. Besides, women leaders have the right communication skills a leader should have and they have interest in positions of higher responsibilities and agreed to the moderate level. Women's have confidence in being successful in administration and they perceive leadership is given to males considerably agreed with average level agreement.

As findings of the study confirmed that, women fear in succeeding balancing professional work and with family responsibility and also they fear in succeeding balancing professional work and with family responsibility in the sample secondary schools. In addition, Women committed on carrying out family responsibility and women employees have the right ambition to be a leader but with low agreement level. Women leaders have the right communication skills a leader should have and they have the right communication skills a leader should have in the sample secondary schools. Furthermore, women have interest in positions of higher responsibilities was also agreed to the moderate and they have confidence in being successful in administration. Similarly, women perceive leadership is given to males and being motherhood is the major barrier to participate in leadership position in the sample secondary schools. There is also support by family so as to enhance participation of women in leadership position and the cultural

beliefs and attitudes of people towards women role have an impact on women participation in leadership position was however agreed at high level.

5.2. Conclusions

The following conclusions were made based on the findings of the study and the evidences allow us to conclude that, assessing the factors affecting women's participation in leadership position: Yeka Sub-city Government secondary schools were analyzed and concluded as follows.

Accordingly, women perceive themselves that they are confined at lower tasks under men had agreed statement with average agreement in the sample secondary schools. And also, women still acknowledge the world as masculine scales and exhibit poor risk taking of themselves as ascertained by their high rating. Women leaders have the right communication skills a leader should have and they have interest in positions of higher responsibilities and agreed to the moderate level. Women fear in succeeding balancing professional work and with family responsibility and also they fear in succeeding balancing professional work and with family responsibility in the sample secondary schools.

- Women leaders have the right communication skills a leader should have and they have the right communication skills a leader should have in the sample secondary schools. Similarly, women perceive leadership is given to males and being a mother hood is the major barrier to participate in leadership position in the sample secondary schools.
- Women still acknowledge the world as masculine scales and exhibit poor risk taking of themselves.
- Women fear in succeeding balancing professional work with family responsibility.
Women perceive being a motherhood is the major barrier to participate in leadership Position in the sample secondary schools.
- Attitudinal misconceptions are reflected up on women themselves, in all community and higher officials.

➤ The Current status shows from the seven secondary school one mine and three vice principals are found in position. The majority of the respondents argue that women perceive themselves are confined at lower tasks under men. Finally wrong attitude and misconception for women capacity become the most one.

5.3 .Recommendations

The findings of this study are believed to have some recommendations for practice. The implication might show areas of intervention to improve the most wanted women's participation in leadership position in secondary schools of Addis Ababa City Administration. As we think of improving the women's participation in leadership position and the factors that hinders them to came out of their box. Accordingly, the following recommendations are made on the basis of the research findings and the conclusion.

- ❖ Ministry of education in general and Addis Ababa Education Bureau in particular need to realize the participation of women in leadership positions especially in secondary schools through its laws, policies and regulations by effective implementation.
- ❖ All concerned bodies of the education sector need to facilitate conducive work environment and encourage women's to all levels of leadership positions. Furthermore, all concerned stakeholders together with education sector institutions need to think of about the development of women's by developing and designing gender sensitive workshops and training about family shared responsibilities and gender role perceptions that are conducted with men so as to make them more receptive to females.
- ❖ All concerned bodies of the education sector need to work hard so as to bring a confident women's by their potential performance and compete equally with men in leadership positions.
- ❖ Women's need to have their own effort and upgrade themselves by education, knowledge and skills in order to fit to the leadership positions in secondary schools and beyond. In addition, all concerned stakeholders who have objective on women's empowerment must work hard in increasing social networks through social-medias and help them to create personal relationship with both men and women in and out of their organization.
- ❖ The last not least, all concerned bodies of the education sector and stakeholders should have to encourage women leaders by providing technical support such as mentoring, networking, and develop follow up mechanisms in which women's may practice their leadership roles.

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APPENDIX I Questionnaire

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaires to be filled by School Leaders and Female Teachers

Dear Participants

I would like to express my heartfelt appreciation, in advance, for taking time to fill out the questionnaire. The questionnaire is designed for the preparation of a research for the fulfilment of MA degree in Educational Leadership and Management. The purpose of this questionnaire is just to get information regarding factors affecting women's participation in Leadership position: Yeka Sub-city Government secondary schools in focus. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer and respond to each of the information by writing or putting an "X" mark in the space provided.

Section I. General information

1.1 Sex Male ☐ Female ☐

1.2 Age

- (1) Below 20 years ☐
- (2) 21-30 years ☐
- (3) 31-40 years ☐
- (4) 41 and above ☐

1.3 Qualification

- (1) Diploma ☐
- (2) First Degree ☐
- (3) MA/MSC and above ☐

1.4 Service Year

- (1) Below 10 years ☐
- (2) 11-20 years ☐
- (3) 21-30 years ☐
- (4) 30 years & above ☐

Section II. Issues related to women's Attitude towards Themselves

Direction: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly Disagree 2.Disagree 3.Undecided 4. Agree 5.Strongly Agree.

No	Items	Strongly Disagree.1	Disagree. 2	Undecided.3	Agree .4	Strongly Agree. 5
2.1	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership level of acceptance than men.					
2.2	Women perceive themselves that they are confined at lower tasks under men.					
2.3	Women consider themselves to have low level of acceptance than men.					
2.4	Women still acknowledge the world as masculine scales.					
2.5	Women exhibit poor risk taking of themselves.					

Section III. Factors that affect Women Participation for Leadership Positions

Direction: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly Disagree 2.Disagree 3.Undecided 4. Agree 5.Strongly Agree.

No	Items	Strongly Disagree.1	Disagree. 2	Undecided.3	Agree.4	Strongly Agree.5
Individual Factors						
3.1	Women fear in succeeding balancing professional work and with family Responsibility.					
3.2	Women committed on carrying out family responsibility.					
3.3	Women employees have the right ambition to be a leader.					
3.4	Women leaders the right communication skills a leader should have.					
3.5	Women have interest in positions of higher responsibilities					

3.6	Women have confidence in being successful in administration.					
3.7	Women perceive leadership is given to males					
Institutional Culture						
3.8	There are opportunities to work on challenging, high profile assignments for women advancement in leadership position.					
3.9	There is flexible working hours to enhance the participation of women in leadership position.					
3.10	There is a support by supervisors to enhance the participation of women in leadership position.					
3.11	Discriminatory promotional practice is a challenge for women advancement.					
3.12	There is by the supervisors to assume the advancement of women to participate in leadership position as their responsibility.					
3.13	There are successful women role models in the hierarchy of the organization.					
3.14	There is top management's commitment to implement gender sensitive policies to encourage women.					
3.15	There is attractive work environment enough to enhance the participation of women in leadership position.					
3.16	There is good perspective /attitudes / by top management towards women in advancing to leadership position.					
Socio-Cultural factors						
3.17	Being motherhood is the major barrier to participate in leadership position.					
3.18	There is support by family so as to enhance participation of women in leadership position.					
3.19	Cultural beliefs and attitudes of people towards women role have an impact on women participation in leadership position.					
Economic Factor						
3.20	Lack of access to education affects women's participation in decision making position in Yeka sub city					

	secondary schools					
3.21	Shortage of finance prevents women from participating in leadership position in secondary schools					
3.22	Low academic qualification of women affects their participation in leadership position in secondary schools					
3.23	Women who did not have access to resource are less participated in decision making in secondary schools					

1. In your view how can women's participation in the leadership positions are improved to achieve their participation at secondary school level?

Please give any other comments you deem would be helpful in relation to this research exercise.

Thank You!

Appendix II Interview

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide for Yeka Sub-city Education Office Experts, supervisors and Leaders

1. From your practical experience and observation how do you evaluate the current standing of women in secondary school leadership in Yeka Sub-city?
2. What are the current selection and placement used for assigning educational leaders in Yeka Sub-city?
3. Does your institution encourage women to leadership positions in Yeka Sub-city? How?
4. What is your attitude towards women educational leadership skill and competence in performing leadership functions in secondary schools?
5. What major factors do you think that hinder women to come to secondary school leadership?
6. What alternative ways do you think would encourage women to come to secondary school leadership positions?
7. If you fill, something to tell, please have a say!!_____

Thank You!

Appendix III SPSS Statistics Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Women's Attitude towards Themselves

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Women underestimate their abilities and perceive themselves as less skilful and passive in leadership level of acceptance than men.	270	3.3630	1.37209	.08350
Women perceive themselves that they are confined at lower tasks under men.	270	3.2926	1.51312	.09209
Women consider themselves to have low level of acceptance than men.	270	3.3889	1.37984	.08397
Women still acknowledge the world as masculine scales.	270	3.9222	.56334	.03428
Women exhibit poor risk taking of themselves.	270	3.7185	1.02498	.06238

One-Sample Test

	Test Value = 0					
	t	d/f	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Women underestimate their abilities and perceive themselves as less skillful and passive in leadership level of acceptance than men.	40.274	269	.000	3.36296	3.1986	3.5274
Women perceive themselves that they are confined at lower tasks under men.	35.756	269	.000	3.29259	3.1113	3.4739
Women consider themselves to have low level of acceptance than men.	40.356	269	.000	3.38889	3.2236	3.5542
Women still acknowledge the world as masculine scales.	114.405	269	.000	3.92222	3.8547	3.9897
Women exhibit poor risk taking of themselves.	59.612	269	.000	3.71852	3.5957	3.8413

Factors that affect Women Participation for Leadership Positions

Individual Factors

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Women fear in succeeding balancing professional work and with family Responsibility.	270	4.3852	.57177	.03480
Women committed on carrying out family responsibility.	270	4.5000	.91963	.05597
Women employees have the right ambition to be a leader.	270	2.6222	.99341	.06046
1.7 Women leaders the right communication skills a leader should have	270	4.1704	.85829	.05223
Women have interest in positions of higher responsibilities	270	2.5444	.94252	.05736
Women have confidence in being successful in administration.	270	3.5889	1.30108	.07918
4 Women perceive leadership is given to males.	270	3.1704	1.03501	.06299

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Women fear in succeeding balancing professional work and with family Responsibility.	126.023	269	.000	4.38519	4.3167	4.4537
Women committed on carrying out family responsibility.	80.404	269	.000	4.50000	4.3898	4.6102
Women employees have the right ambition to be a leader.	43.373	269	.000	2.62222	2.5032	2.7413
1.7 Women leaders the right communication skills a leader should have	79.840	269	.000	4.17037	4.0675	4.2732
Women have interest in positions of higher responsibilities	44.359	269	.000	2.54444	2.4315	2.6574
Women have confidence in being successful in administration.	45.325	269	.000	3.58889	3.4330	3.7448
4 Women perceive leadership is given to males.	50.333	269	.000	3.17037	3.0464	3.2944

Factors that affect Women Participation for Leadership Positions

Institutional Culture

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
There are opportunities to work on challenging, high profile assignments for women advancement in leadership position	270	3.1815	.97192	.05915
There is flexible working hours to enhance the participation of women in leadership position	270	2.8889	1.01781	.06194
There is a support by supervisors to enhance the participation of women in leadership position.	270	3.2815	1.03221	.06282
Discriminatory promotional practice is a challenge for women advancement.	270	3.2889	1.33507	.08125
There is by the supervisors to assume the advancement of women to participate in leader ship position as their responsibility.	270	3.7630	.74382	.04527
There are successful women role models in the hierarchy of the organization.	270	3.5222	1.32655	.08073
There is top management's commitment to implement gender sensitive policies to encourage women	270	3.4963	.74549	.04537
There is attractive work environment enough to enhance the participation of women in leadership position.	270	2.5370	.92292	.05617
There is good perspective /attitudes / by top management towards women in advancing to leadership position.	270	3.2963	.97610	.05940

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
There are opportunities to work on challenging, high profile assignments for women advancement in leadership position	53.787	269	.000	3.18148	3.0650	3.2979
There is flexible working hours to enhance the participation of women in leadership position	46.639	269	.000	2.88889	2.7669	3.0108
There is a support by supervisors to enhance the participation of women in leadership position.	52.238	269	.000	3.28148	3.1578	3.4052
Discriminatory promotional practice is a challenge for women advancement.	40.479	269	.000	3.28889	3.1289	3.4489
There is by the supervisors to assume the advancement of women to participate in leader ship position as their responsibility.	83.127	269	.000	3.76296	3.6738	3.8521
There are successful women role models in the hierarchy of the organization.	43.629	269	.000	3.52222	3.3633	3.6812
There is top management's commitment to implement gender sensitive policies to encourage women	77.064	269	.000	3.49630	3.4070	3.5856
There is attractive work environment enough to enhance the participation of women in leadership position.	45.169	269	.000	2.53704	2.4265	2.6476
There is good perspective /attitudes / by top management towards women in advancing to leadership position.	55.490	269	.000	3.29630	3.1793	3.4133

Factors that affect Women Participation for Leadership Positions

Socio-Cultural factors

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Being a motherhood is the major barrier to participate in leadership position.	270	3.1519	1.11890	.06809
There is support by family so as to enhance participation of women in leadership position	270	2.8111	1.04786	.06377
Cultural beliefs and attitudes of people towards women role have an impact on women participation in leadership position.	270	3.8296	.74715	.04547

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Being a motherhood is the major barrier to participate in leadership position.	46.287	269	.000	3.15185	3.0178	3.2859
There is support by family so as to enhance participation of women in leadership position	44.081	269	.000	2.81111	2.6856	2.9367
Cultural beliefs and attitudes of people towards women role have an impact on women participation in leadership position.	84.224	269	.000	3.82963	3.7401	3.9192

Factors that affect Women Participation for Leadership Positions

Economic Factor

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Lack of access to education affects women's participation in decision making position in Yeka sub-city secondary schools.	270	2.9852	.89181	.01650
Shortage of finance prevents women from participating in leadership position.	270	4.2148	1.63312	.09909
Women low academic qualification of women affects their participation in leadership position in education sector.	270	3.1889	1.37984	.08997
Women who did not have access to resource are less participated in decision making in secondary schools	270	3.5889	.57314	.05249

One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Women Lack of access to education affects women's participation in decision making position in Yeka sub-city secondary schools.	39.144	271	.000	3.37297	3.2078	3.5369
Shortage of finance prevents women from participating in leadership position.	35.767	271	.000	3.29253	3.1116	3.4742
Women low academic qualification of women affects their participation in leadership position in education sector.	40.361	272	.000	3.38893	3.2244	3.5553
Women who did not have access to resource are less participated in decision making in secondary schools	115.406	272	.000	3.92231	3.8552	3.9899