



ADDIS ABABA UNIVERSITY
COLLEGE OF DEVELOPMENT STUDIES
CENTER FOR GENDER STUDIES

**EXPLORING OPPORTUNITIES AND CHALLENGES OF WOMEN
POLICE OFFICERS IN LEADERSHIP AT FEDERAL POLICE
COMMISSION , CRIME PREVENTION SECTOR OF ADDIS ABABA**

BY
ROZINA MULUGETA TADEGE

JUNE, 2022

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**A thesis submitted to the School of Graduate Studies of Addis Ababa
University in partial fulfillment of requirement for the Degree of
Master of Art in Gender Studies**

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JUNE, 2022

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DECLARATION

I hereby declare that the thesis entitled "Exploring Opportunities and Challenges of Women Police Officers in Leadership at the Federal Police Commission, Crime Prevention Sector of Addis Ababa" is my own work and has not been presented or submitted partially or in full by any other person for a degree at any other university and that all sources of materials used for the purpose of this thesis have been acknowledged.

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ACKNOWLEDGMENT

First and foremost, I want to express my gratitude to my Almighty God for assisting me. I would also like to express my heartfelt gratitude to my adviser, Dr. Mulumebet Zenebe, for her unwavering and inspiring support. It would have been impossible to complete this work without her insightful remarks and recommendations. I would also like to thank all of the study participants who took the time to provide me with useful information and shared their thoughts and experiences with me. My thanks is also extended to my father Mulugeta Tadege and my husband Kaleb Belete for inspiring me to persevere in all of my efforts. Finally, I would like to express my gratitude to all of my friends for their encouragement, and passionate support.

ABSTRACT

The study's main objective was to look into the opportunities and challenges faced by female police officers in leadership positions at the Federal Police Commission's Crime Prevention Sector of Addis Ababa. To that end, efforts were made to explore female officers' opportunities for leadership participation, identify factors that contribute to women officers' holding various leadership positions, assess barriers that prevent them from participating in leadership positions, and recommend some measures that could be taken to improve their participation in leadership positions. To achieve the objectives of the study, quantitative and qualitative research methods were used. The researchers collected data from both primary and secondary sources. The data was collected using interviews and questionnaires. Concerning the sampling techniques, both probability and non-probability sampling methods are implemented to draw the sample employees. Selected respondent data is processed and analyzed by using statistical tools such as SPSS, percentage, mean, and frequency. To improve the validity and reliability of the study's conclusion, the findings were thematically categorized and analyzed using a triangulation of different data sources. The findings of this study revealed that the Federal Police Commission provides some opportunities for female police officers in order to enhance their efficiency and involvement in the institution. The study also found that the factors that contribute to women officers' being in leadership positions are personal reasons; support and encouragement from their husbands or families; their male coworkers; and institutional reasons. Accordingly, the main result of the study is that even though there are few female officers in the leadership positions, their participation in these positions is insignificant compared to male officers participation in leadership positions. It was further identified that the major causes that hinder women's having leadership positions were family-related challenges, lack of interest, lack of self-confidence and other related issues, and other organizational barriers. To overcome these challenges, the federal police commission should have to give special emphasis to gender issues to bring about institutional change, providing education and training on gender issues and military capacity, which is instrumental for leadership positions. Finally, the main measures to be taken to enhance women police officers participation in leadership depend on better addressing gender gaps in the federal police commission and the level of attention given to gender issues in the crime prevention sector.

Key words: police officer, challenge, opportunity

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Acronyms and Abbreviation

EFPC Ethiopian Federal Police Commission

FPC Federal Police Commission

FPCCPS Federal Police Commission Crime Prevention Sector

FDRE Federal Democratic Republic of Ethiopia

FPCHRO Federal Police Commission Human Resource Office

GBV Gender Based Violence

UN United Nation

UNDP United Nation Development Program

SPSS Statistical package for the social science

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

In the early stages of human existence, that is to say, in primitive society, the head of the family was a woman, who took on every family burden and duty. Nonetheless, this role of leadership did not last long. With the division of society into classes and the emergence of the state, women were demoted to a lower societal position. Beginning around this time, women were forced to shoulder a dual burden in some form or another. This burden arises from the social and marital systems (Seble, 2003). Because of different social systems and cultures, the lives of many women in Ethiopia still continue very backward, especially in terms of being accepted for access to well-paid occupations or positions (Yilma, 2010).

Policing is the maintenance of order, the control of disorder, the prevention of crime, and the detection of offenders. And it is the path that serves and protects citizens' basic human rights and democratic rights Berg, (1999) study (as cited in Burtukan, 2014). According to Prenzler et al. (2010), policing was seen as requiring symbolic authority and physical force that only males could exercise, but these imaginations were perpetrated. Women's police were as effective as men on most performance measures and generally better at diffusing conflict, and there was strong public support for women's police (ibid). Almost all previous research on women police officers has focused on their abilities to perform police work, and that previous research concludes that women indeed ,do have such an ability. This capacity includes physical fitness as well as mental and emotional fitness (Oruta, 2016). Traditionally, policing has been a male-dominated and male-defined profession. But after many straggles, women have got the chance to be employed in those male-dominated work places. However, the representation of women in law enforcement agencies, including police organizations, is not adequate (Mlashu, 2019).

According to the Ethiopian Federal Police Commission's Crime Prevention Sectors human resource office's (2013) report, women police officers are not adequately involved or represented

in leadership positions. Although the number of female police officers continues to show an upward trend, female officers continue to be under-represented in leadership positions.

This study tries to assess the existing gender gaps in leadership and identify barriers that hinder women officers participation in leadership positions in the Federal Police Commission Crime Prevention Sector of Addis Ababa. Furthermore, this study tried to come up with recommendations to enhance women's participation in leadership positions.

1.2. Statement of the problem

The concern for women's participation in leadership has become a key issue for the country's development. The entire and unreserved participation of both men and women in the development process is requisite for sustainable and all-around growth, and such a balanced development should also include the elimination of all forms of discrimination and protection from all sorts of violence against women (Endale, 2014). According to the UN (1995), equality between men and women is a matter of human rights, a condition for social justice, and a basic pre-requisite for democracy, development, peace, and good governance.

According to Davis (2005), although it is common for males and females to work together in law enforcement, there is a dearth of women in law enforcement because it is a male-dominated profession, so gender stereotypes and inferior attitudes about women by men restrict the profession's ability to recruit and retain talented women. Additionally, because of their timidity and lack of physical strength, it was thought that policing was an undesirable career for women. However, much police work does not necessitate physical strength or the use of excessive force (Brinser, 2016). As a result, female police officers have made slow progress toward full integration into the policing profession. Women are underutilized by law enforcement agencies, despite the fact that their employment in the police force is gradually rising (Natarajan, 2008).

Equal opportunities for women and their adequate representation in the police profession are issues of social equity and influence how women are treated in the organization (Schuk, 2014). The involvement of women in all selection and promotion bureaus is one equal opportunity measure, along with the establishment of equity units and the inclusion of equity content in training. Paid parental leave was a key public-sector innovation that was made available to both mothers and fathers (ibid.). This has allowed female cops to keep their jobs and return to work

while handling childcare (Prenzler et al., 2013). As a result, officials and campaigners have suggested that law enforcement agencies should aggressively recruit women and promote more female officers to top positions (Schuk, 2014). However, within police organizations, the view of women is more complex. It's because law enforcement has historically been a male-dominated occupation with a culture characterized by extreme hegemonic masculinity.

According to Ethiopian Federal Police Commission Establishment Proclamation 720/2004, under the recruitment criterion, female candidates are encouraged and the commission has taken some steps to include gender issues in fulfilling its duty to ensure gender equality. One of the rules laid down under the proclamation is that female police officers will be given priority in determining who will be promoted if the candidates for the promotion or position have the same score and are in the same position.

However, according to the recent report from the Ethiopian Federal Police Commission Crime Prevention Sector Human Resource Office (2013), the current numbers of women and men police officers in positions of leadership above the coordinating officer in the sector are very different. That is, about 724 are men police leaders, from the total of 814, and the rest 90 are women police leaders, or 88.9% of the total leadership positions are covered by men police leaders, and the rest, or 11.1%, are women police leaders in the leadership position.

A study conducted by Mlashu (2019) tells us there is a change in women police officers' participation in decision-making positions and having a chance and ability to do policing activities with their male counterparts, but they have a wide difference in their current leadership position and their number. This shows that although the leadership of female police officers has undergone some changes over time, their participation is relatively low compared to that of male police officers. Then the researcher finds it's appropriate to explore the opportunities and challenges of women officers' participation in leadership positions in the Ethiopian Federal Police Commission's Crime Prevention Sector.

Different researchers in Ethiopia have undertaken studies on policing and gender on different topics; for example, Burtukan (2014), Ruth (2017), and Mlashu (2019), are some of them to mention. A study conducted by Burtukan (2014) has made an effort to explore the deployment experience of female officers and the opportunities for career advancement in the department. In

addition, Ruth's (2017) study of police officer response to intimate partner violence and Mlashu 1(2019) investigates the effects of traditional gender roles on female police officers. In this study, she tried to assess the negative impact of traditional gender roles and expectations on the jobs of female police officers. Despite the fact that the preceding studies discussed different correlated points of women police officers and policing, to the best of my knowledge, no research has been done on the opportunities and challenges of women police officers in leadership positions.

Therefore, based on these facts, the researcher believed that further research was needed to find out the opportunities and main challenges of women's participation in leadership positions. And finally, this study recommends various measures that would help to enhance women's participation in leadership positions in the Federal Police Commission's Crime Prevention Sector.

1.3. Objective of the study

1.3.1. General objective

The general objective of this study is to explore opportunities and challenges of women police officers in leadership positions at the Federal Police Commission, Crime Prevention Sector.

1.3.2. Specific objectives

- To explore opportunities for female police officers participation in a leadership position at the Federal Police Commission, Crime Prevention Sector.
- To identify the factors that contribute to women officers holding various leadership positions in the Federal Police Commission, Crime Prevention Sector.
- To assess barriers that hinder women officers' participation in leadership positions within Federal Police Commission, Crime Prevention Sector.
- To recommend some measures that could be taken to enhance women officers' participation in leadership positions within Federal Police Commission, Crime Prevention Sector.

1.4. Research questions

This study was conducted to investigate and answer the following main research questions:

- What are the opportunities for women police officers' participation in leadership positions at the Federal Police Commission, Crime Prevention Sector?
- What are the factors that contribute to women police officers holding different leadership positions in Federal Police Commission, Crime Prevention Sector?
- What are the barriers that hinder women officers' participation in the leadership position of Federal Police Commission, Crime Prevention Sector?
- What measures could be taken to increase the participation of female officers in leadership positions at the Federal Police Commission, Crime Prevention Sector?

1.5. Significance of the Study

The significance of this study is as follows:

- ✚ By assessing the current representation of women officers in leadership positions, it informs and motivates responsible bodies to pay attention to and take action to enable women police officers to advance to positions of leadership.
- ✚ It gives the Federal Police Commission, in general, and the Crime Prevention Sector, in particular, a greater understanding of the key impediments that prevent female officers from serving in senior positions.
- ✚ It emphasizes on the need to focus on female officers and work to develop their abilities and skills so that they can pursue leadership positions.
- ✚ Furthermore, this study can be used as a source and serve as a basis for those who want to study the same or related areas in the future.

1.6. Scope of the Study

This study is delimited to the exploration of opportunities and challenges for women police officers in leadership positions at the Federal Police Commission Crime Prevention Sector at the level of directorates, deputy directorates, divisions, deputy divisions, and coordinating officer positions in current situations. The six directorate offices of the sector are included in the study's population. Although there are several directorates in the crime prevention sector, most of them are located in remote places outside of Addis Ababa, so the researchers decided to limit the scope of the study to a manageable size due to budget and time constraints. As a result, the study has focused on assessing the opportunities and challenges of women officers holding senior

positions in the crime prevention sector by focusing on six directorates. Furthermore, the study has included both female and male police officers in leadership positions.

1.7. Limitation of the study

The main limitation of the study was the absence of gender aggregated data. Thus, the researcher was forced to gather important information from the staff list as well as the department heads and study participants, and this made the data collection lengthy and difficult.

1.8 Definitions of various terms

Leadership: Leadership is the process of persuading others to comprehend and agree on what needs to be done and how it should be done, as well as the process of facilitating individual and collective efforts to attain shared goals (Yukl, 2010).

Gender: Gender is a socially constructed arrangement of men and women. It differs from sex (the biological characteristics of women and men). The responsibilities, functions, and positions assigned to women and men in society, as well as in public and private life, determine gender.

A police officer: A police officer means a member of the Ethiopian Federal Police Commission who has received basic training in the police profession and is employed by the Commission (Ethiopian Federal Police Commission Establishment Proclamation, 2004).

1.9. Organization of the study

This study is organized into five chapters, each of which covers a different topic. The first chapter presents the introduction of the study and consists of the following: background of the study; statement of the problem; objective of the study; research questions; significance of the study; scope and limitations of the study. The second chapter focused on a review of related literature. Chapter three is the research methodology, and it consists of the following: research design; target population; sampling procedures and sample size; data collection procedures and analysis; study area; and ethical consideration of the study. Chapter four contains data analysis and presentation. It starts with the analysis of personal details of the respondents, and the rest of the chapter is arranged according to the research questions of the study. Chapter five contains a summary, conclusion, and recommendations based on the findings.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1. Introduction

This chapter reviews the literature on the opportunities and challenges faced by female police officers in leadership positions across a variety of subtopics. This literature review starts by defining the definition of leadership. This chapter also covers the empirical research on the topic, mainly studies written in Ethiopia, gender and policing, as well as a historical review of women in law enforcement. Following this, the opportunities and challenges of women in leadership roles are discussed. Finally, it explains the theoretical frameworks that were employed to comprehend the study's issue.

2.2. An Overview of Leadership

Leadership is the ability to get other people to do something significant while energizing them toward a goal. The nature of leadership values depends on the demands of a particular situation, as leaders themselves are diverse individuals (UN, 2007). Despite the fact that leadership concerns have been argued for a long time, scientific research on the topic did not begin until the twentieth century. According to Yukl (2010), leadership has undergone different ideas and research methodologies to get to where it is now. Personality traits, actions, control, interaction patterns, role linkages, and having an administrative post have all been used to explain leadership. The trait method was one of the earliest systematic attempts to research leadership. It concentrates on leaders' personality qualities, motives, and competencies (ibid.).

According to Brian (2009), within the ranks of the police force, leadership is characterized as a process including followership rather than something that a leader maintains. Alternatively, it might be argued that the majority of leadership within the police organization comes from lower levels as a result of a rising situation, and that the decision does not necessitate a process that includes followership at that time. The importance of leadership and management is due to the fact that insufficient attention is placed on the ethical bounds of police. Leadership is described as an action where one person leads. There are four issues with this definition. The power to

influence followers is the first. Second, everyone knows that where there are leaders, there will be followers. Third, when confronted with a crisis or a unique problem that necessitates a reaction, individuals who may or may not be members of a group are considered as leaders, and the leader is the one who initiates the solution. Fourth, leaders are individuals who have a clear idea of what they want to do in order to fix the situation and a plan to get there (ibid.).

2.3. Gender and Policing

Historically, work has been defined by gender. Police job has the greatest public perception of gender-related activities of all the male-dominated occupations as a result; policing has been described as one of the most gendered professions (Butler et al., 2003). The masculine subculture of policing was threatened by female officers performing the same duties when women were stereotyped as the weaker sex. Many male officers struggled with their social status and identity as societal protectors, particularly as women began to work alongside them (Garcia, 2003). Policing is still regarded as a male-dominated profession, and most agencies are structured based on gender stereotypes (Kurtz et al., 2012). There is still considerable doubt about women becoming police officers, which could hurt their participation.

According to Butler et al. (2003), the main argument against allowing women to become police officers has been that they do not have the physical strength the job requires. Without the strength it takes to fend off violent criminals, it has been argued that the presence of a female police officer can make the difference between life and death. According to Prenzler & Sinclair (2013), in the past, many agencies used tactics to dissuade women from seeking careers in law enforcement. Women comply with or tolerate unfair departmental rules while attempting to fully assimilate into the police culture. Women police officers have the physical capability to perform policing as a career, including the physical training concerns that female police officers have come across at the beginning of their careers with academic performance. Due to this, differences between male and female police officers may become less pronounced as more women enter this traditionally male-dominated profession (Archbold & Schulz, 2012).

According to Gossett (2019), women were excluded from informal socialization gatherings where learning more about a job and how to perform were discussed, especially as some female officers were not expected to be employed in some training activities. Some women felt isolated

and excluded, as well as humiliated and sexually harassed by male officers (ibid.). In the police profession, comparing males to females is unfair, seeks to sexualize the work environment, subjects female officers to discrimination, limits women's opportunities for advancement, and imposes consequences for non-compliance (Arthler & Wilson, 2016). Finally, different approaches, such as implementing affirmative action programs, were enforced in an attempt to eliminate any imbalance in male-dominated professions (Rabe-Hemp, 2008).

2.4. Historical Overview of Women in Policing

The first women in policing were referred to as police matrons or jail matrons (Gossett, 2019). Women hired as police matrons initiated the interest and need for women to be involved in providing support and assistance to women and children at earlier stages within the criminal justice system (ibid.). For women in law enforcement, the 1800s were known as the "matron and domesticated period." During the first 100 years of policing, women were not permitted to work as police officers (Kurtz et al., 2012). By the 1980s, the traditionally male-dominated profession of law enforcement had begun to accept women's presence.

According to Seklecki & Paynich (2007), female police officers have gained representation in law enforcement, allowing for research into their experiences. Women's first entry as workers in the New York City criminal justice system entered in the form of prison matrons who supervised female prisoners. This was the emergence of female police officers stepping out of their traditional roles and entering a male-dominated field (Brinser, 2016).

The entry and expansion of women into the police force were, in general, angrily opposed by police managers and police union leaders. Women were frequently undermined on the job by their coworkers' lack of support, sexual harassment, and discrimination in deployment and advancement, and the male monopoly on police work was reinforced by pervasive assumptions about the nature of police work and inherent gendered features (Prenzler et al., 2013).

When a number of women began to enter policing, the desire for segregation from the larger police environment began to change. This new group of women set in motion what would become demands for full integration and equality based on changes in society and in laws surrounding equal employment (Archbold & Schulz, 2012). Although some officers must still file law suits to institute change, every movement of change pushes the reality that women deserve and have a clear role in policing today and in the future. Also, female officers of the past

provided the foundation for greater influence and opportunities for female officers of the future (Gossett, 2019).

2.4.1. Background of women in policing in Ethiopia

In Ethiopia, the police force has a long history. As history tells us, Ethiopian women have performed various policing duties, including sworn officers. The modern police force was established during the reign of King Haile Selassie in 1942 by proclamation No. 6 of 1942. Then, in 1946, the authorities opened the Ethiopian Police University, formerly called Aba Dina College. Officers are usually commissioned after the achievements of a cadet course. Yilma (2010), stated that five female police officers were recruited and trained in 1954. Aselefech Teklemichael, Fikrite Mokennen, Almaz Taddesse, Menbere Gedion, and Yeshiemebet Zewde were the police officers involved. After completing their training, they were promoted to the rank of second lieutenant with the criteria of competition and examination. Since then, many female police officers have been trained and promoted to police officer rank, and their numbers have been increasing gradually over time in different police organizations in the country. According to Yilma (2010), in the past, female police officers were not allowed to attend regular officer training because it was believed that they would not be able to withstand the rigorous training of officers. Later, this idea changed: a new training police force was launched.

Despite the fact that the number of women police officers in the country's police organizations has gradually increased over time, women in policing continue to confront a variety of problems at work; they are underrepresented; and only a few have moved to command and supervisory roles. Female leaders and decision-makers are still underrepresented in leadership roles at all levels of law enforcement. As a result, women in high-ranking positions are less likely to be active (Mlashu, 2019).

2.5 Women police officer and leadership

Historically, and even today, leadership has been conventionally constructed in masculine terms (Billing and Alvesson, 2000). It implies that the enforcement of gender stereotypes by both males and females combined with the construction of managerial jobs according to male norms has been largely responsible for creating difficulties and discouragement in positions of

leadership in the work force. Melissa & Tara (2018), stated that gender discrimination has hindered the strong presence of women in leadership positions in policing. Moreover, historic patterns of exclusion have led to problems of depreciation whereby women in frontline positions either opt out of the promotion process or leave policing altogether before they can advance to the upper offices (ibid.).

Billing and Alvesson (2000) found that men's numerical dominance and the accompanying formation of leadership within a masculine frame of reference have had an impact on the number of women in management positions. Women who still choose to pursue leadership positions may experience intimidation and exclusion that reduces their social support and inhibits further career progression (Howe & Turnbull, 2016). In spite of these obstacles, women have attained leadership status within police departments.

The majority of leadership research has discovered that men and women lead in different ways. Because of their socialization, women are supposed to be more people-oriented; they are expected to lead in more democratic, participatory, holistic, and interactive ways, whereas men are thought to be more task-oriented (Jacobs & Schain, 2009). Women value good connections, open communication, conversation, and group dynamics more than men. Women's people-oriented leadership styles are seen to be less likely to promote productivity among police officers. In all civic cultures around the world, women are recognized as peacemakers, resolving disagreements before they become significant crises (Osterlind & Haake, 2010).

2.6. Gender Equality in Policing

Gender equality has progressed in policing. More specifically, female police officers are capable of performing the job requirements essential for the role of a police officer. According to Oruta (2016), the job performance of female police officers found that they have the required skills for patrol work, including response to dangerous circumstances and violent confrontations. Female police officers have the physical capability to pursue policing as a career, including the physical training requirements. Gender equality in job performance has been demonstrated by research; however, females are preferred in some situations requiring empathy and sensitivity (ibid.).

Women are capable of handling the emotional requirements associated with the role of a police officer. The female officer may feel compelled to demonstrate to the male cop her capacity to handle a crisis. As a result, she may employ her communication abilities, but in an aggressive

manner (Gerber, 2011). This woman's verbal aggression is beneficial to both her male partner and herself since it increases their perception of competence and effectiveness at work. This means that the majority of the time, there is a notion that low enforcement or police service necessitates a harsh approach, which is typically taken by male cops. As a result, female officers' communication abilities or verbal aggression benefit them because it improves their perception of competence and effectiveness at work and allows them to communicate more freely with their coworkers.

As we have seen above, there are different points of view on gender and policing, but it was difficult to find a study conducted on the opportunities and challenges of women officers in leadership positions in the police service. The current literature also attempts to defend the opportunity and challenge of female officers in leadership by exploring the procedure and implementation of low-enforcement institutions.

2.7. Opportunities for women officers in low enforcement

The participation of women on all selection and promotion sections, as well as the development of equity units and sexual harassment officers, and the inclusion of equity content and anti-harassment information in training, are all examples of equal opportunity measures. Part-time or "flexible" employment, aimed mostly at mothers but open to all police officers, as well as childcare advisory or support services, has been another innovation (Schuck, 2014). The strength of police opposition to gender equity underscores the importance of strong equal employment opportunity policies. The depth of police resistance to gender equity demonstrated the need for strong equal employment opportunity legislation to overcome discrimination and for affirmative action in some cases (ibid.).

Special legislation is needed to create equal employment opportunities for women in the labor market. Such legislation resulted in women being handed over for promotion (Prenzler & Sinclair, 2013). Once women began their entry into policing, affirmative action programs, legislation, and consent decrees were necessary to ensure police administrators diversified their agencies, and the implementation of these programs has minimally increased female officer participation in the policing profession (ibid.).

In Ethiopia's situation, the Federal Police Commission has taken measures to address gender concerns as part of its commitment to ensure gender equality and provide opportunities for women officers under the commission. The commission's establishment proclamation outlaws gender-based discrimination in any policy-making process, requires that women be cared for, and requires that police officers be recruited with gender in mind. Similarly, the goal of promotion is to motivate police personnel and increase the commission's performance. There are different competition requirements for leadership positions within the Federal Police Commission that all police members must meet. Work efficiency, years of police experience, educational qualifications, acceptable police rank for the position, special training relevant to the position of responsibility, and representation time at the location of competitive positions are some of the requirements (Federal Police Commission Police Officer Responsibility and Development Assignment Guideline No.23, 2009). Each of the aforementioned criteria has a distinct competition point. As a result, if both female and male police officers earn the same number of points, female officers will be given preference in selecting candidates for promotion or placement (Federal Police Commission, establishment proclamation no. 720/2004).

2.8. Importance of women officers participation in leadership position

Police departments can strongly benefit from having women in leadership positions, as women police leaders can help create long-term organizational change in policing. Silvestri (2007) found that women police officers were more likely to use a transformational leadership style, relying on open communication, democracy, and interpersonal skills rather than control and authority, and they also provided more transparency and openness around departmental policies and disagreements.

According to Archbold & Schulz (2012), women police officers in law enforcement use different tactics than men when it comes to policing. They rely less on physical force and more on their communication skills, which results in fewer potentially violent confrontations and a lower likelihood of being involved in excessive force cases, and female victims of violence tend to feel more comfortable dealing with female officers than with male officers (ibid). Other female officers in the police force have the potential to make a positive difference for other officers. Women-dominated departments may be able to provide better childcare, light duty, and sick leave policies, which help anyone with children or who needs time off for medical reasons

(Prussel & Lonsway, 2001). The research evidence is also fairly strong in showing that increased female participation in policing will lead to fewer complaints and reduced misconduct, including less reliance on the use of force (Corsianos, 2011). Women police officers have the potential to make a significant contribution to improving security and prosperity in developing countries by participating in peacekeeping missions and as part of the professionalization of indigenous policing (UNDP, 2007). In the current shifting landscape of policing, Silvestri et al. (2013) suggest that expanding women's sphere of influence in leadership roles may allow the police to rise to the current difficulties and spark some constructive new thinking about leading and managing the service.

2.9. Barriers for women officers to take Leadership position

There is no one reason that prohibits women from rising to leadership positions in low-enforcement organizations; rather, a range of consistent variables hinder women from rising to leadership positions in low-enforcement organizations. Challenges and impediments to female officers' integration have continued to exist. Many women in law enforcement confront obstacles and obstacles at every stage of their employment, which might push them away from the field (Schuck, 2014). According to Mlashu (2019), society accepts the role of both males and females with regard to physical strength. Women are considered neither physically nor mentally mature to do activities which can be done by males. As a result of male authority, women have been underrepresented in police organizations. Even if women are capable of doing what men are able to do, they do not have the opportunity to expand the scope of policing. Sources of challenges have been traced to different factors, including the nature of police work, women's threat to police image, men's identity, and the male-dominated police occupational culture, while barriers to integration are embedded in the gendered nature of police organization (Martin, 2006).

Multiple reasons for barriers have been suggested in previous studies. In general, police work has been associated with fundamentally masculine attributes such as strength and aggression (Cordner & Cordner, 2011). Female characteristics like compassion and empathy, on the other hand, have been regarded as less important or even counterproductive in policing (Roberg et al., 2015). As a result, policing is perceived as a hostile environment for women, discouraging women from seeking and maintaining careers as cops.

As different research indicates, personal, institutional, and some other barriers are challenges for women's participation in leadership. By and large, barriers to women in leadership positions are categorized as societal, organizational, as well as individual ones. Some take the position that the glass ceiling has inclinations towards societal hindrance (Elmuti et al., 2009). Similarly, Brinseer (2016) stated that personal and organizational challenges are obstacles to women's participation in leadership. For example, while the challenge of moving up in rank through the promotion process may be due to administration resistance with a glass ceiling for one female officer (an organizational challenge), another female officer may report not pursuing advancement due to parental obligations (a personal challenge). Therefore, the potential challenges women may face in the field of policing may be organizational, personal, or both.

In Ethiopia, women's participation in law enforcement agencies is a relatively recent phenomenon, and their representation in senior management is still very low. Women's leaders and decision makers are still underrepresented in decision-making roles at all levels of decentralized governance, including law enforcement agencies. As a result, for a variety of reasons, women are less likely to be active participants in such roles (Mlashu, 2019).

2.9.1. Personal challenges

Personal challenges are problems or barriers faced by female police officers that are non-organizational and evolve from the personal life outside of work for the female police officer. Because they are not directed by the organization, the female police officer may have power over these issues. In line with this, the study conducted by Brinseer, (2016) revealed that personal challenges include family responsibilities, gender role conflict, and low self-confidence in the role as a police officer.

2.9.1.1. Family responsibilities

Women must fulfill their private duties as spouses, mothers, and/or homemakers while being recruited into police forces. Due to employment conditions, women are separated from their children and spouses, and their children's upbringing and socialization are subsequently assigned to others. Silvestri (2007) found that working a full shift while also being responsible for cooking, cleaning, and childcare was described as a challenge by high-ranking policewomen. Despite this, the women claimed that working less or requesting more time off would be

interpreted as a lack of commitment. According to Lancaster (2013), female officers' engagement in social and recreational activities is frequently limited by rotating shifts, unanticipated tours of duty, court appearances on scheduled days off, and excessively long hours. This disruption in work-life balance has the potential to contribute to delinquency among female officers' children, as well as an increased likelihood of officers experiencing high levels of stress and acquiring other lifestyle stressors and illnesses (ibid.). According to Mlashu (2019), traditional beliefs have compelled women to pick indoor activities in order to combine their families and careers, even if they choose to engage in operational activities. It also impedes women's physical and mental abilities, which they would need in field operations duties, affecting their career advancement.

In most African cultures, including Ethiopian culture, socio-cultural traditions consider women's public duties secondary to their primary responsibilities. In Ethiopia, for example, women are involved in both productive and community activities. Women are known for being mothers, spouses, and breadwinners in their households (Meron, 2003). As a result of these many roles, women officers are constrained to household responsibilities with few possibilities for exposure to leadership and positions.

In the context of Ethiopia, there is a traditional belief that women are made to take care of children and do kitchen work rather than participate in outside-the-home activities. Hence, there is a division of work between men and women, which means home activities belong to women and outside home activities belong to men. Women are overburdened with different household activities like cooking, taking care of kids, washing and so on. These activities keep women busy in the household and impede their involvement in the leadership position of the organization. Wilson (2016), revealed that women are routinely assigned gender-specific duties, which involve women being pulled from the streets to deal with social-service-related issues such as caring for runaway teens. Therefore, without institutional support, women are forced to juggle the additional responsibilities that come with a promotion with their already high family workload.

2.9.1.2. Balancing career and family life

Female officers must properly manage their time between work and family to ensure the optimum efficiency and most desirable outcome are achieved in both situations. The twin demands of career and family affect both men and women, but it is the women who most often

carry the major responsibilities within the home (Randhawa and Narang 2013). Because women are typically considered as the caretakers of the home and children, many female officers struggle to balance work and family life. As a result, they frequently take the burden of this load, which can lead to problems at work (Mlashu, 2019). Female police, particularly those with children, appeared to be stressed and under pressure to balance their work and caring responsibilities (Yilma, 2010).

Women face greater challenges in balancing their duties at home and their responsibilities at work because they are in charge of both at home and at work. As policing is a multi-faceted profession, striking the proper balance between work and family responsibilities is one of the biggest challenges for women in the police. They are usually forced to limit their work hours. As a result, men frequently have an advantage over their female counterparts in terms of career advancement. Women, on the other hand, are more stressed than men when they reach the top of their departments because of their multiple jobs (Randhawa and Narang 2013).

Similarly, Lancaster (2013) clearly stated the balancing of organizational duties and family life of a female police officer. He claimed that some female police officers are forced to make a choice that at times can be unconsciously made, as some female officers, oblivious to their actions, neglect their families. In other instances, some female police officers knowingly neglect their families to commit to their work responsibilities, yet still hope for the best results. There are also instances where female officers intentionally neglect their jobs in favor of their families, and the expected result is poor work performance. Neglecting your family or job can both result in negative consequences (ibid.).

As a result, the difficulty for female police officers is to maintain a balance between work and family life so that neither their job nor their family suffers. Employers must understand the value of women's participation in the workplace and at home, and make the necessary changes to ensure that female officers have access to all facilities and opportunities.

2.9.2. Institutional challenges

Structural barriers are one of the main factors that remain a significant obstacle for women police officers' participation in leadership positions. Brinseer (2016) stated that organizational challenges are problems or barriers that female police officers face in police organizations, such

as police administration, police officer, or other job-related significance. Women in higher ranking positions appear to be confronted by a different type of masculinity, one that does not consist so much of physical masculinity but rather of managerial masculinity (Chan et al., 2010). It reveals that, because males dominate current managerial or decision-making positions, men prefer to promote their male relatives over well-qualified women who are equally or even more competent than men (Elmuti et al., 2009).

According to Yania (2008), the main disabling factors for women's participation in leadership positions are: discriminatory appointment and promotion practices; male resistance to women in leadership positions; lack of policies and legislation to ensure women's participation; and limited opportunities for leadership training and demonstrating competence as a result of the power structure in the workplace. Organizational barriers are tied to discriminatory practices in hiring, promoting, and choosing women, and they create intertwined situations that make it difficult for women to advance up the corporate ladder.

According to Shelley et al. (2011), if female officers are assigned (by the organization) to stereotypical duties traditionally associated with their gender, it makes it more difficult for their abilities to be properly evaluated by their superiors and hinders opportunities for advancement because they are prevented from gaining experience in the divisions of the police department that are deemed necessary for promotion. According to Archbold and Schulz (2008), male supervisors were advising female officers to seek advancement only because they were women, not because they could be successful leaders. As a result, many female officers will probably be hindered in their promotion due to a lack of various chances and experiences inside the organization (ibid.). Cooper and Jaackson (2001) stated that a shortage of role models was another apparent hindrance towards progression. Lack of female leadership can result in few female role models who can motivate other women to change a male-dominated workplace. Some of the organizational challenges for women police officers to be in leadership positions are police culture; acceptance by male police officers; the attitude of male police officers towards female police officers; and a lack of support for women in policing.

2.9.2.1. Police Culture

At both the structural and cultural levels, the police organization is still dominated and delineated by hierarchy and rank, with police agencies attempting to produce disciplined agents expected to

follow commands inside an organized bureaucracy with militaristic leanings (Silvestri, 2007). The reality of a rank-oriented organizational culture poses serious limitations for female officers wishing to adopt more open and participatory forms of engagement and communication with colleagues (ibid.). Police culture impacts female officers in both their professional and personal lives (Harvey, 2017). Since its beginning, police culture has remained masculine-oriented. Most of the challenges that female officers experience in the policing profession arise from stereotyped beliefs regarding police work, the majority of which are rooted in police culture (Martin & Jurik, 2007). Female officers are treated unfairly because of internal organizational culture and an external work environment that is typically unfavorable to female officers (Harvey, 2017). The police culture is a traditional culture acquired through socialization and shared by every police officer in every municipality (Terrill et al., 2003). The policing occupation is one of the most stereotypically masculine careers in society (He et al., 2005), and women have consistently struggled to gain acceptance within the police culture. Such masculine-oriented indoctrination has an influence on the ability of female police officers to fully participate in policing activities as well as leadership roles.

It is necessary to comprehend the whole police subculture in order to comprehend the lack of female officers. When understanding why there are so few women in law enforcement, the status of women in police is also significant. Because of their gender, women are at a significant disadvantage in law enforcement. And with the different responsibilities they receive from society, which distinguish them from their male counterparts, as well as negative attitudes from their peers, they are confronted with an overwhelming number of impediments on a daily basis (Yilma, 2010).

2.9.2.2. Less acceptance by their male partners

As previously stated, women have historically had a difficult time breaking into the field of As previously stated, women have historically had a difficult time breaking into the field of policing. Male cops believed that policing was a male-dominated profession in which females were physically and emotionally incapable of fulfilling job requirements, and that females should maintain their traditional gender roles (Garcia, 2003). The male counterparts of female cops have not totally welcomed them. Many men in the police force are uncomfortable among female coworkers or subordinates; they are less likely to recruit women as coworkers or subordinates;

and they do not value women's perspectives and ideas (Sahgal, 2007). Due to the selective priming techniques of senior male officers, they are inherently thought to be tough enough to do the tough work, be good colleagues and partners, and have easy access to mentors. These ideas and behaviors limit female officers' opportunities, forcing them to work harder to obtain them, typically due to incorrect preconceptions about limited capacity and/or impaired capacity (Shelley et al., 2011).

2.9.2.3. Lack of support for women in policing

Despite the fact that women's power in police departments has grown over time, with many of them rising to top positions with significant authority, unsupportive peers of both genders provide fertile ground for their subsequent failure (Lancaster, 2013). Male police officers are sometimes said to be reluctant to help their senior female colleagues. Senior female managers, who they perceive as occupying positions suited to them and for which they should have been recruited, generally make male officers feel threatened. In such cases, female officers' competency is usually not an issue because the lack of support is primarily due to their gender rather than their level of competence. For female police officers, a lack of support is a major issue, especially in positions of great responsibility where accountability is essential.

2.9.2.4. Lack of job satisfaction

A happy worker is critical to an organization's ability to provide effective and efficient service delivery. Women join the police force for a variety of reasons; the most common variables are work security, responsibility, respect and recognition, promotion chances, and salary. However, the majority of female cops are dissatisfied with their advancement chances and working circumstances (Sahgal, 2007). As a result, female police officers who are dissatisfied with their jobs will be less motivated to perform key tasks, be less productive, take more time off, and be more likely to leave.

2.9.2.5. Lack of training

Inequitable access to training courses may be a barrier to women's advancement in the police force. According to Sabat and Mishra (2010), a key source of concern was fair access to training courses for primary caregivers and/or police officers working in remote and rural areas. While

both men and women appear to have an equal chance of applying for and being accepted for promotional training courses if the course includes a prolonged residential component, women with both family and career commitments may be less willing to apply (ibid.). While it is true that living away from home for an extended period of time may be a consideration for males, women may be even less inclined to register for such courses because they are often the primary caregivers. According to Burtukan (2014), the majority of female officers have not had the opportunity to participate in training that would help them to advance in rank or obtain a better position.

2.9.2.6. Sex role stereotyping

The most common external barrier is sex-role stereotyping, since many males still believe that women are less capable or qualified for leadership positions than they are. According to Milashu (2019), female officers confront different challenges at work due to their gender because the social construction favors men and leaves women powerless, making the fight for gender equality much more difficult. This is especially problematic in a highly gendered organization like law enforcement (Sabat and Mishra, 2010). Therefore, women are often assigned to roles that encourage dependence, provide few opportunities, and are primarily designed to act as support for masculine roles. Female managers often do not get the variety of experience that male managers do, which is an important factor in the development of expertise, particularly in handling complex tasks. A lack of diversity of experience can be especially damaging to promotion prospects in policing, as operational experience is frequently valued over administrative experience (ibid.).

2.10. Organizational practice to enhance women's participation in leadership

When women participate in law enforcement at all levels and in all roles, law enforcement becomes more responsive to and reflective of the community it serves. The meaningful full participation of women in law-enforcement operations increases operation effectiveness and enhances community trust. According to Ken Clary (2020), the first step in bringing female officers into a field where they are substantially underrepresented is to recognize the particular abilities women can contribute to the workplace. For example, female officers' enhanced efficacy in de-escalating incidents compared to their male colleagues. The next stage is to make them feel valuable and valued as a team member. Many departments are currently seeking to address these

concerns by establishing an organized leadership and mentoring program for underrepresented female police officers. Women's retention may be enhanced through rules that allow them to balance work and family life, as well as the elevation of women into leadership roles (Shjarback and Todak, 2019). When these measures are performed correctly, the inclusion and participation of female officers benefits both the officers and the department as a whole. In order to significantly increase the number of women in law enforcement, giving women the resources they need and giving them the freedom to set up specialized recruiting, mentoring, and leadership training for current officers and new recruits will start to create a culture that leads to a measurable increase in the number of female officers (Ken Clary, 2020).

2.11. Theoretical Framework

Feminist theories that focus on gender inequality recognize that women's location in and experience of social situations are not only different but also unequal to men's (Crossman, A., 2020). The purpose of feminist philosophy is to empower women and to create a gender-equal environment (Williams, 2000). In addition, feminist theories believe that different roles assigned to women and men in the institution better explain gender differences. Therefore, in these studies, two feminist theories, liberal and social feminist theories, were discussed accordingly.

2.11.1. Liberal feminist theory

According to Stromquist (as cited by Yania, 2008), liberal feminists argue that the main sources of gender inequality are gender stereotypes and devaluation of women, the division of labor into women's and men's jobs, the nonappearance of women in the top positions, and a higher proportion of time consumed doing housework and caring for children. Liberal feminists also point out that many women meet the qualifications for public roles, including leadership positions, and many more could if provided with the same education and informal socialization that men receive (England, 2001).

As a result, liberal feminist theory is used to assess the opportunities and barriers for female officers to participate in leadership, as well as some measures to increase their engagement. As previously stated, this theory discusses various causes of gender inequality and contends that, given the opportunity, women may meet the same qualifications for leadership positions as men. Because liberal feminists' theory focuses on the elimination of women from well-rewarded or

male-sphere positions, they argue that the exclusion of women from the male sphere is a clear violation of equality of opportunity. Furthermore, as previously stated, liberal feminists strongly argue that many women have the prerequisite conditions for such public roles, including the leadership role, and they believe that if given the opportunity and access, they would perform equally well with men in the leadership role activity or any other public role that is dominated by men. As a result, the amount of relevance of liberal feminist arguments in terms of the causes of gender inequality and their recommendations to achieve gender equality was also investigated in the analysis section of the paper.

2.11.2. Socialist feminist theory

Socialist feminism focuses on the social construction of masculine and feminine character types because these characteristics are the result of social practices (Garcia, 2003). The services provided by law enforcement agencies are also the result of social practice, which is more constructed around masculine frame work. According to socialist feminism, all human adults are capable of essentially all types of labor, and both sexes can perform the labor required for basic subsistence, sexual satisfaction, and emotional nurturance. However, women have been assigned the sole responsibility for fulfilling these goals within the domestic or private sphere. Women's orientation has been placed on them by the patriarchal form of society, which has worked to create and maintain women's subordination (ibid). The consequence of social practice and the social construction of masculine and feminine character types is the subject of socialist feminist theory, which also examines the relevance of comprehending patriarchy in relation to the underrepresentation of women in the public realm.

As a result, the study focused on the challenges that women face in policing roles that are socially constructed to be masculine and male-dominated. Since then, social feminists guided the study to investigate why women police officers are underrepresented in leadership positions in the male-dominated police profession. In general, the rise in feminism has increased the number of female police officers. According to Brinseer, (2016), the emergency of police officers in the United States as a result of the passage of equal employment standards provides a legal backbone and support for women in the workforce.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Introduction

The purpose of this study was to explore the opportunities and challenges of women officers in leadership positions. To know the opportunities for female police officers' participation in leadership positions and to describe the challenges they face in their participation, both quantitative and qualitative research methods were used to collect and analyze the data. This chapter presents all the information about the research design, population and sampling technique, source of data and data collection instrument and data analysis method, how validity and reliability were addressed, and possible ethical issues.

3.2. Description of the Study Area

The research was conducted in the Ethiopian Federal Police Commission, which is located at Mexico Square in Addis Ababa. The Ethiopian Federal Police (EFP) was established in 1995 to serve the public, respect and ensure the observation of human and democratic rights, and maintain the safety and welfare of the public. Its declared responsibilities include law enforcement and constitutional protection; crime prevention, detection, and investigation; national state police commission coordination; and development. The Federal Police Commission now has responsibility for the Federal Police, which was reorganized in October 2000 (<http://en.m.wikipedia.org/wiki/law-enforcementin-Ethiopia>).

The commission is responsible for four major sectors, which are Crime Prevention Sector, Investigation Sector, Ethiopia Police University and Human Resource and Development Sector. One of the four sectors found in the Federal Police Commission is the Crime Prevention Sector, which is the subject of this study. The crime prevention sector encompasses a wide range of policing activities, with the force dispersed around the country. All participants were chosen from the selected sample sector, which was divided into different directorates, divisions, and coordinating offices.

3.3. Research Design

The research design is the overall plan for integrating the many components of the study in a cohesive and logical manner, ensuring that the research problem is properly addressed; it's the framework for gathering, measuring, and analyzing data. This design mixes both quantitative and qualitative data; it provides relevant and accurate information. Hence, the researcher used the design to assess the opportunities, barriers, and factors that contributed to women officers' participation in leadership positions.

To achieve the intended objective and to answer the basic questions of the study, quantitative and qualitative research approaches or mixed approach were employed. The qualitative research approach was employed in the study with the information gained by an interview, and information gained by questionnaires was also employed with the quantitative research approach.

3.4. Population and Sampling

The total population of this study was taken from six (6) directorates of the Crime Prevention Sector. The selected directorates have a total of 113 members; 88 of them were chosen as a sample for this study. The sample size is calculated by using the formula developed by Wolfer (2007).

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

Where: n=Sample size,

N= population size

e=margin of error 0.05 with 95% confidence level

$$n = \frac{113}{1 + 113(0.0025)} = \frac{113}{1.2825} = 88.1 = 88$$

$$1 + 113(0.0025) = 1.2825$$

3.5. Sampling Techniques

In order to select sample respondents from the total study population the probability sampling method was selected because it avoids biasness and helps to generalize data gained from sample

respondents avoiding an error which could arise from sampling. Therefore, in case this simple random sampling method has been used

A purposive sampling method was also used during the selection of sample respondents for the interview. Because the purposive sampling technique is the deliberate choice of an informant due to the qualities the informant possesses, simply put, the researcher decides what needs to be known and seeks for persons who are able and willing to share information based on their knowledge or experience (Tongco, 2007).

3.6. Source of Data

Primary and secondary data were engaged in this study. The primary sources of data were gathered from both female and male police officers who are in leadership positions in the selected directorates of the sectors. The secondary sources of data were the annual FPCCPS women's affair issue deputy directorate office report, the FPCCPS human resource offices' annual report, other documented sources from the Federal Police Commission, different journals, related literature, internet sources, and used as references.

3.7. Data Collection Instrument

In the process of data collection, a questionnaire and an interview were used. A questionnaire is an instrument by which information is obtained from respondents in written form. A questionnaire was prepared for 88 respondents, and interviews were conducted with 13 respondents. It consists of both closed-ended and open-ended questions with the intention of disclosing the free opinions of respondents. Because respondents who are asked open-ended questions are more likely to respond with sentences, lists, or stories, which leads to fresh and deeper insights and Closed-ended questions are useful in surveys because they reduce the amount of typing required by respondents. In addition, responses to closed-ended questions are simple to analyze statistically.

3.7.1. Questionnaire

The questionnaire was prepared for both female and male police officers who are in leadership positions. The questionnaire had five parts. The first part was prepared to collect information about the respondents' backgrounds. And the second part of the questionnaire was designed to collect information on the factors that contributed to women police officers who had leadership

positions. The questionnaire was prepared in the form of a Likert-type attitude scale. Likert scales offer a variety of replies to a single or a sequence of statements. Usually, there are five response categories ranging from 5 = strongly agree to 1 = strongly disagree, with a 3 = neutral response (Jamieson, 2004). The third part was designed to obtain information about challenges that hindered women officers' participation in leadership positions, which helps to understand the main barriers to under-representation of women officers. The questionnaire was prepared in the form of a Likert-type attitude scale, and the level of agreement was indicated in five parts, ranging from "strongly agree" to "strongly disagree." The fourth part of the questionnaire focused on measures to enhance women officers' participation in leadership positions. In this part, the information was collected based on the respondents' levels of agreement with the suggested question using a Likert scale ranging from strongly agreeing to strongly disagreeing.

3.7.2. Interview

In this study, the researcher has prepared semi-structured interview guide questions for selected police officers from different directorates, divisions, and coordinating officers of the sector to obtain the data. Because a semi-structured interview is designed to discover a subjective response from a person regarding a particular situation or phenomenon they have experienced (McIntosh and Morse, 2015). The interview was conducted with eight female officers who are in the ranks of one Deputy Director, two Division Leaders, and five Coordinator women officers. The interview was conducted with this group in order to gather detailed information on the factors that contribute to their holding their leadership, barriers to their participation in leadership, and some measures to be taken to enhance women's participation in leadership. Similarly, interviews were conducted with five male officers who are in the ranks of one Deputy Sector leader, two Directors, one Deputy Director, and one Division leader, in relation to barriers to women's participation in leadership and measures to enhance women's participation in leadership.

3.8. Data analysis and interpretation

In this study, descriptive statistics were used as a method of analysis. Descriptive statistics allow presenting the data in a manageable form and a summarized manner. The analysis of the data was undertaken using statistical software from the Statistical Package for Social Sciences

(SPSS): percentage, frequency count, and mean score value. Following the collection of data via questionnaires, the raw data was tallied and tabulated under their respective male and female categories and classified into different groups based on the issues raised in order to make it manageable and understandable.

Hence, the researcher directly translated all of the data acquired in the local language of Amharic into English. It was also attempted to keep the information's originality and clarity while translating it into English. As a result, the researcher was persuaded to present the data in a descriptive presentation of data in an expressive manner while maintaining its original substance. As a result, the direct voices of study participants were used in the data presentation and analysis process. In addition, data from secondary sources was used to support the findings. To ensure secrecy, the findings are presented in a descriptive manner by assigning codes to individuals.

Then the data obtained through the open-ended questionnaire and interview were analyzed by relating them with the questionnaire results. Then, each expression and view obtained were categorized and combined to describe the items both as expressed by the respondents and understood by the researcher. Finally, a conclusion was made and possible solutions were recommended.

3.9. Validity and Reliability of the Instrument

Validity as the extent to which a scale or asset of measure accurately represents the concepts of interest (Hair et al., 2007). In order to ensure the validity of the instrument, the questionnaire and interview schedule were sent to the advisor for comments. After identifying the vague and ambiguous questions, some of the items were modified and others discarded to improve the quality of the instruments and to ensure the data collected was relevant for the study. The comments received were acknowledged, and the questionnaire and interview schedule were corrected before the researcher started collecting the data. Then, through an assessment of selected items in the instruments, they would ensure that the instrument was measuring up to the expectations.

In relation to the reliability of the instrument, it concerned the ability of an instrument to measure consistently. To ensure reliability in this study, the researcher selected a sample that was

representative of the population using random-sampling principles. In random selection, each element has an equal chance of being chosen regardless of any other event in the selection process (Maxfield & Babbie, 1995). The use of both a questionnaire and an interview schedule increased consistency by ensuring that the same questions were asked of all participants.

3.10. Ethical Consideration

In relation to ethical issues, before filling out the questionnaire and holding the interview, the researcher clearly explained and informed the respondent about the overall objective of the study. After fully informing respondents about the confidentiality of their responses being used for academic purposes and obtaining their consent, the data was collected. For this reason, the researcher followed the most important principles advocated by Bryman and Bell (2007), which are that respect for the dignity of research participants should be prioritized, full consent should be obtained from the participants prior to the study, the protection of the privacy of research participants has to be ensured, and an adequate level of confidentiality of the research data should be ensured.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

This chapter deals with results and discussions of the data that are categorized into two parts. The first part describes the study population in terms of sex, age, educational background, and work experience, while the second part deals with the analysis of the findings of the study that were gathered through questionnaires and interviews.

4.1. Background of Respondents

4.1.1. Questionnaire participants' profile

Table 1: Distribution of respondents by sex, age, educational background, and work experience

No	Respondents background	Frequency in count and percentage					
		Male		Female		Total	
		Count	%	Count	%	Count	%
1	Sex	62	70.5	26	29.5	88	100
2	Age						
	<25 Years	2	3.2	1	3.8	3	3.4
	26-35 Years	30	48.3	13	50	43	48.9
	36-45 Years	24	38.7	10	38.4	34	38.6
	46-55 Years	6	9.6	2	7.6	8	9.1
	Total	62	100	26	100	88	100
3	Work Experience						
	<7 Years	1	1.6	1	3.8	2	2.3
	8-14 Years	20	32.2	10	38.5	30	34.1
	15-21 Years	28	45.2	11	42.3	39	44.3
	>21 Years	13	21	4	15.4	17	19.3
	Total	62	100	26	100	88	100
4	Educational Background						
	Diploma	23	37.1	15	57.7	38	43.2
	Degree	34	54.8	8	30.8	42	47.7
	MA	5	8.1	3	11.5	8	9.1
	Total	62	100	26	100	88	100

Source: Researcher survey, 2021

According to table 1, male police officers account for a higher proportion of overall participants than female police officers. Accordingly, 70.5 percent of the total participants were male officers, whereas 29.5 percent were female officers. This implies that, even though all participants were in leadership positions, women's representation is low.

The age distribution indicates that most of the age group is located between 26 and 35 years of age. When the respondent's age group was analyzed by sex, both women's and men's age groups had high-frequency count values in the range of 26 to 35 years, which is 50 percent and 48.3 percent, respectively.

Meanwhile, as the study participants' work experience shows, female officers were found to have a higher percentage of respondents in the service year groups of less than 7 years and 8 to 14 years, with 42.3 percent for both service year categories. On the other hand, male officers were found to have a lower service year, with 34.4 percent in the same group. On the other hand, the significantly higher frequency counts of male officer responders, on the other hand, were found to have their highest value in higher service categories, such as 15 to 21 and above 21 years of service, with 66.2 percent for both service year groups. On the other hand, women police officers were found in the same group at 57.7%.

As previously stated, the study participants, both female and male, were mainly between the ages of 25 and 30. According to their experience, in comparison to male officer service categories, women are concentrated in the low service category. It demonstrates that female officers were late to join both institution and the leadership position. Because women's late arrival into the institution will hinder them from obtaining the needed police rank for leadership roles. This is because police rank advancement is mostly determined by the length of stay or service in the institution.

According to the above table, the educational background of respondents was found to be 47.7 percent first-degree holders, 43.2 percent diploma holders, and 9.1 percent second-degree holders. When the respondent's educational background was analyzed by sex, female respondents were found to have the highest frequency count of 57.7 percent under the category of diploma, while male officers had a frequency count of 37.1 percent. On the other hand, male officers had the highest frequency count, at 54.8 percent in the first-degree category, while

female officers had 30.8 percent. In terms of the second degree, it had the lowest frequency count when compared to the diploma and first degree for both sexes. Female and male police officers were both found to have 11 percent of respondents with a second degree. In this regard, female officers are concentrated at the diploma level, whereas male officers are at the degree level. This could also indicate that, in comparison to male police officers, female officers had limited access to furthering their education. Although individual attitudes and understandings have a role in understanding gender issues, the characteristics of the respondents in general reveal that the majority of their educational backgrounds and job experience allow them to be competent and ready to grasp gender-related issues.

4.1.2. Interview Respondents

Table 2: information of interview participants

Code no	Sex	Rank	Leadership position	Educational level	Year of experience
WDD1	F	Chief Inspector	Deputy Director	Master's Degree	13 years
WDL2	F	Commander	Division Leader	Bachelor Degree	26 years
WDL3	F	Commander	Division Leader	Bachelor Degree	26 years
WC4	F	Chief Inspector	Coordinator	Bachelor Degree	20 years
WC5	F	Inspector	Coordinator	Bachelor Degree	10 years
WC6	F	Deputy Inspector	Coordinator	Bachelor Degree	15 years
WC7	F	Assistance Inspector	Coordinator	Bachelor Degree	14 years
WC8	F	Assistance Inspector	Coordinator	Diploma	26 years
MDSL9	M	Assistance Commissioner	Deputy Sector Leader	Bachelor Degree	28 years
MD10	M	Assistance Commissioner	Director	Bachelor Degree	30 years
MD11	M	Commander	Director	Bachelor Degree	26 years
MDD12	M	Deputy Commander	Deputy Director	Master's Degree	20 years
MDL13	M	Chief Inspector	Division leader	Bachelor Degree	24 years

Source: Participants of the interview, 2021

Note: Code No represents the code name given to the interview participants, WDD: as women deputy director, WDL: as woman division leader, WC: as women coordinator, MDSL: as male deputy sector leader, MD: as male director, MDD: as male deputy director, MDL: as male division leader.

4.2. Opportunities for Women Police Officers in Leadership Positions

Female police officers are being given some opportunities to improve their efficiency and engagement in the Federal Police Commission . An interview with the Deputy Sector Leader (MDSL, 9) was conducted regarding the opportunities available to female police officers at the Federal Police Commission. According to him, efforts have been made to ensure the advantage of women by establishing a women's affairs department and delivering short-term and long-term training. In addition, in order to increase women's leadership chances, efforts have been made to raise the quality of education for some women by providing free educational opportunities at various levels, including diploma, degree, and MA levels.

In this regard, a women police officer who had the opportunity of free education said that :

Personally, I could not afford to pay for the school fees because I am raising a child and have domestic duties. Then I was able to educate myself by taking advantage of the sector's free education opportunities, and as a result, it gave me the chance to prepare for leadership role and other responsibilities. However, the institute's educational opportunities are limited in comparison to women who are unable to continue their education for a variety of reasons. If this chance is strengthened and many women can participate, it will help to alleviate many women's social and economic issues (WC7, 2021).

As previously stated, female police officers are entitled to free education in a variety of fields. However, the interview revealed that the institute's educational opportunities do not account for the number of women who are unable to finish their studies for a variety of reasons. The Federal Police Commission's educational opportunity for female officers to make them competent and effective is a wonderful start, but if the supply is insufficient, the intended improvement will not be realized.

Based on the Ethiopian Federal Police Commission Establishment Proclamation 720/2004, articles 12 and 15 (2) are meant to motivate police officers and improve the effectiveness of commissions. It further states that if two candidates for the promotion or position have the same score and are in the same position, female police officers will be given priority in selecting who will be promoted.

The women officer who was interviewed in this respect stated that :

Regarding women's opportunities during leadership competition, the law appears to be left on paper and not enforced the majority of the time. Women who meet the same prerequisites as men are appointed to leadership positions. However, sometimes it is viewed as a pretext for obtaining the leadership's support rather than a right enshrined in the proclamation (WDD1, 2021).

Similarly the male officer mentioned that:

In leadership competitions, if women and men score similarly, women are more likely to take the lead. However, in terms of comparing and implementing what regulations have been adopted to support women's involvement in leadership competitions at all levels, it is doubtful that all departments in the sector will have the same understanding. Women's initiative and efforts to enforce their legal rights are crucial, even if it is the institution's responsibility to inform and implement laws and regulations. In this sense, women's motivation is low (MD10, 2021).

As shown by the above-mentioned interview result, there is no similar understanding and commitment in all departments of the sector about the opportunities of female police officers related to the leadership position competition stated under the proclamation. If this rule is implemented properly in all departments of the sector, it will have a significant impact on the advancement of women officers into positions of leadership. The opportunities provided by the institution are particularly beneficial to female officers. As a result, it is vital for female officers to pay attention to the institute's leadership competition. It assists in addressing implementation gaps or challenges that arise throughout various leadership competitions, minimizing the probability that they will miss out on opportunities to demonstrate their worth. It indicates that

women's motivation and commitment are crucial in gaining rights and that efforts should be made to ensure the right to self-determination and struggle based on institutional opportunity.

According to Federal Police Commission Police Officer Responsibility and Development Assignment Guideline No.23 (2009), when competing for leadership positions in the sector each competing criteria is scored and the overall score is 100 percent. The leadership competition criteria include work experience or tenure, working performance and efficiency, educational qualifications, police rank, and the position they held when they competed. Female police officers will receive an additional 5% bonus in this case, increasing their chances of winning the competition. This is a unique opportunity for female officers, which means it benefits them in some way and encourages them to participate.

Furthermore, the other opportunities for women police officers under the sector are that the Federal Police Commission supports women police officers to participate in international peacekeeping missions in a variety of ways. Before a police officer may participate in the mission, he or she must meet the requirement criteria, including driving and language abilities. As a result, the Federal Police Commission gives an opportunity for female officers to prepare for the mission by giving free training in driving and language skills. Additionally, the Federal Police Commission also encourages female officers to join the mission by lowering the number of years of service or the length of time they must serve. Police officers participating in international peacekeeping missions must have 15 years or more of experience in the police force. However, female police officers with ten years or more of police service who match the mission's other conditions are given the opportunity to participate in the mission. (Ethiopian Federal Police Commission International Peacekeeping Mission Implementation, 2005).

The women officer who was interviewed in this regard stated that:

I was one of the women who benefited from the institute's language and driver's education programs. However, because my police service term at the time of my recruitment was 11 years, I would not have been allowed to participate in the mission if the institution had not offered female candidates the opportunity to serve in the police force for ten years. So, without having to serve 15 years as a male police officer, I've

completed the mission's essential preparations and am looking forward to embarking on my planned journey (WDD1,2021).

The opportunity to provide free language and driving skills training is critical for women's engagement since it addresses their social and economic concerns. Similarly, for women who meet all of the standards but are unable to participate in the mission due to a lack of service, providing opportunities in a shorter time frame than the mission requires police service is crucial.

4.3. Factors that contributed to women officers' participation in leadership

Some female officers in the Federal Police Commission have held leadership positions for a variety of reasons: personal reasons; support and encouragement from their husbands or families; institutional reasons. Personal factors that contributed to women officers' participation in leadership include their work performance and capability, work experience or tenure, and educational qualification.

The following table lists some of the factors that contributed to the participation of female officers. In this regard, the respondents were rated on a five-point Likert scale as very high (5), high (4), moderately high (3), low (2), and very low (1).

For the purpose of the analysis, the obtained mean values were interpreted as: below 2.50 low; 2.51-3.50 moderately high; and 3.51–5.00 very high.

Table 3: Personal factors that contributed to women officers' participation in leadership

Personal factors that contributed to women officers' participation in leadership	Very high	High	Total	%	Mod erate	%	Lo w	Very low	Total	%	Mea n
Working performance and capability	17	43	60	68.1	18	20.4	7	3	10	11.3	3.70
Educational qualification	15	39	54	61.3	20	22.7	12	2	14	15	3.60
Work experience or seniority in policing profession.	38	38	76	86.3	10	11.3	2	-	2	2.2	4.27

Source: Researcher survey, 2021

As it can be seen from Table 3, in the case of items 1 and 2, concerning working performance and capability, as well as educational qualification, respondents rated as a very high contributory factors, with 68.1 percent and 61.3 percent, and cumulative mean score values of 3.7 and 3.6, respectively. The findings indicate that for women officers, their working performance and educational qualifications have greatly contributed to their current position.

This argument also supported by interviewees and one female officer respondents stated that:

I began my career in leadership at a lower level. To put it in other way, I was commanding an infantryman. Working at each leadership level has also strengthened my leadership role. After that, I became a member of the staff and was promoted to coordinator. So, after a long time in coordination and deputy division leadership, I was able to advance to my current divisional leadership position, and my operations and staffing leadership roles resulted in considerable leadership competitions (WDL3, 2021).

This indicates that women officers' participation and performance in different levels of various policing activities of the Federal Police Commission Crime prevention had a significant impact on the leadership competition, and they were given opportunities to be selected by the crime prevention sector's leaders. Therefore, women officers' involvement in different levels of leadership positions from the lower rank and their working performance at each level contributed to their current position of leadership. Because their performance is improving since they have been practicing leadership from the beginning, this implies inviting them to increase their leadership role. This means that when women hold the lower leadership positions, the experience they get in the lower leadership positions helps them to get to the relatively top leadership positions. Likewise, interviewees stated that their educational background was also an important contributory factor in becoming a leader.

As indicated in the above table 3, item 3, women officers' work experience or seniority in the policing profession was mentioned by most of the respondents as the main contributing factor. According to the questionnaire results, work experience or seniority in the policing profession is a very important contributing factor in their holding leadership positions, with a frequency count of 86.3 percent and a cumulative mean score of 4.27. Based on this, the level of agreement is strong.

This indicates that their work experience in the police service prepares them for a leadership position. This signifies that a female police officer's service or longevity in the organization has its own worth in terms of growing their police rank. One of the requirements for holding a leadership position is holding the rank of police officer. As a result, female police officers' service has allowed them to advance to their current senior positions.

Similarly the higher leadership positions in the sector are held by individuals with several years of experience or who have worked for a long time in the police organization. As a result, since the majority of respondents have served the organization for at least 7 years, their tenure could be a consideration in their ability to hold leadership positions. Therefore, their experience or tenure in the police organization is a major contributing factor in their progress to leadership. Furthermore, the majority of the interviewees agreed that their long service or tenure in the police organization is the most important aspect and it plays a significant role in gaining leadership positions.

Another contributory factor is confidence and the ability to defend their rights, as mentioned by one of the women officer. She claimed that:

I've been a police officer for 15 years and have yet to find a coordinator leadership position. So, I decided to further my education in the hopes of gaining a better leadership position. Then I graduated with a degree from the Ethiopian Police University and was promoted to the rank of a police officer. Then, in order to compete for the coordinating post in my department, I submitted the required documents to the job department. I met all of the requirements, yet the position was taken by a male police officer from another department. In terms of tenure and police rank, I am even superior to my coworkers. I believe I deserve it since I have worked hard for a long time on behalf of the job and my performance has been good. Finally, after much deliberation, I was able to confront the sector's top leaders and convince them that I deserved the position. Because of my confidence, I was able to assert my rights and take the post. This shows I would not have found the leadership position if I had not fought for my rights (WC6, 2021).

This suggests that her confidence and determination to assert her rights by appealing to her senior leadership without giving up have contributed to her current leadership position. This

gives positive message to other women experiencing the same thing. And it shows how far they must go in order to assert their rights. Furthermore, it also demonstrates that the senior leadership's willingness to revise the decision is good. Most of the time, such decisions are rarely reversed. This is because they always manage to keep their decisions.

In addition to the aforementioned personal contributory factor, support and encouragement from husband or family and from male coworkers and role models in the sector had also its own contribution for women officers being in a leadership position.

Table 4: Support and encouragement

Contributory factors for women officers' participation in leadership	Very high	High	Total	%	Mode rate	%	Low	Very low	Total	%	Mean
Support and encouragement from husband or family	27	31	58	65.9	13	14.7	12	5	17	19.3	3.72
Support and encouragement from male counterparts.	9	16	25	28.4	13	14.7	32	18	50	56.8	2.61

Source: Researcher survey, 2021

As can be seen from the above table 4, item 1, the respondents who filled out the questionnaire highly agree with a frequency count of 65.9 and a cumulative mean score of 3.72 about the support and encouragement from their husband or family as one of the main contributing factors for women officers' current leadership position.

This argument is supported by the interview:

In addition to my family obligations, I've been assigned to various crime prevention departments. My husband's support was important throughout the time when I was moving from place to place and leaving my family to attend a military training camp. He took full responsibility for our family and helped me concentrate on my work. This assistance has assisted me in achieving my current leadership position (WDL3,2021).

The interviewees with the male officer in charge of the director of directorate offices show, some female officers are not willing to be assigned to areas outside of their hometowns because of family obligations, so having the support from their husbands and family members is also a contributing factor to their participation in leadership positions.

This implies that if there is disagreement or conflict with the husband or family, they would not only be unable to lead and unable to discharge their responsibilities properly. To be able to carry out her obligations and responsibilities appropriately and to be totally focused on her work, she needs the support of her family or husband. She will also be able to meet the leadership challenges she has with the help of her family, especially when she travels to other regions of the country for work. Yania (2008) found that one of the key factors for women's participation in leadership is encouragement from family members.

In relation to the above table 4 of item 2, which is male officer counterparts' support and encouragement, it is mentioned as a contributing factor by respondents. According to the questionnaire results, respondents revealed their moderate agreement with the frequency count of 28.4 percent and a cumulative mean score of 2.6. This implies that male officer counterparts' support and encouragement in the policing profession is a very important contributing factor in their holding leadership positions.

Similarly, there was an interview with a women police officer about their male counterparts' support and encouragement. She revealed that:

When I was in charge of operational leadership, the members I led and my close associates raised my morale and offered me encouragement. This is due to the fact that female commanders of military operations are uncommon. They have also supported me or provided me with the required help by reviewing and evaluating my performance, as well as providing me with the essential support and collaboration to enable me to balance my social duties (WDL2, 2021).

It implies that a female officer's motivation will increase if they feel valued and supported at work. They are also driven to advance to a higher degree of management. As a result, their counterparts support plays a role in their participation.

Furthermore, there are also institutional factors that contribute to women officers' participation in leadership position. Such contributory factors are listed below in the following table.

Table 5: Institutional factors that contributed to women officers' participation in leadership

Institutional factors that contributed to women officers' participation in leadership	Very high	High	Total	%	Mode rate	%	Low	Very low	Total	%	Mean
Gender-sensitive recruitment criteria for the leadership position	22	41	63	71.5	14	15.5	9	2	11	12.5	3.82
Having access to information about the criteria or preconditions to be in a leadership	4	7	11	12.5	20	22.7	32	25	57	64.7	2.24
Gender-related issues are monitored and evaluated regularly by top officials	17	24	41	46.5	18	20.4	21	8	29	32	3.24

Source: Researcher survey, 2021

As can be seen in table 5, in the case of item 1, respondents in various leadership positions stated that gender-sensitive recruitment criteria for leadership positions are the contributory factor, and it was rated as very high, with a frequency count of 71.57% and a cumulative mean score of 3.82. It indicates that gender-sensitive recruitment criteria have played a role in the current leadership position of female officers because the task of gender-sensitive recruiting criteria is essential for avoiding gender-based discrimination, which can occur at any step of employment, including recruitment, training, tasks and promotions.

Furthermore, the majority of the interviewees agreed that the criteria for leadership competition are somewhat gender-sensitive, which has helped women officers advance in their current positions of leadership. However, given the lack of female leadership in the military, the criteria for competition must be more gender-sensitive.

Regarding the last item of table 5, in relation to gender-related issues being monitored and evaluated regularly by top officials, respondents' revealed moderate agreement with the rate of mean score of 3.2 & 41% of the respondents. This implies that senior management oversees gender issues, which helps to identify barriers to women's participation, fill in the gaps, and promote women to positions of leadership.

To summarize, the main findings obtained through a questionnaire about the contributing factors for women officers to hold leadership positions are almost similar to those obtained through an interview.

4.4. Challenges for women officers' participation in leadership

Despite the contributory factor for women officers' participation in leadership, there were also challenges that hindered women officers from rising to higher positions. As the findings reveal, there are a variety of challenges that hinder women officers' participation in leadership in the Federal Police Commission Crime Prevention Sector. As a result, this section of the study analyzes the family related challenges, informal networks of male officers in sectors or the exclusion of women from the networks, and institutional challenges that women officers face in becoming leaders.

4.4.1. Family-Related Challenges

The Federal Police Commission is one of the workplaces that reflects the current reality in society in terms of gender disparity. As a result, family-related challenges have been identified as one of the barriers to women officers holding leadership positions. In this regard, respondents who completed the survey were asked about the difficulty of female police officers holding senior positions.

In this context, respondents noted a variety of obstacles. The majority of respondents stated that women officers are mothers, wives, caregivers, and sisters; they are accountable for societal ties or interpersonal contacts, such as those with their neighbors, relatives, and community members; and they devote more time to their families. As a result, this indicates that reproductive obligations such as childbirth, child care, and household responsibilities are the most significant hurdles to women's leadership participation.

According to Yilma (2010), gender-specific traditional expectations and responsibilities, such as childcare and family commitments, are more likely to limit women's occupational upward mobility. The men officer who was interviewed in this respect stated that:

Police employment in nature necessitates going from place to place in a harsh marine environment, which makes social responsibility impossible. Furthermore, instead of continuing their schooling and undergoing various military training, most female police officers marry and raise families as soon as they start working. This will prohibit them from advancing to the position of leadership through self-improvement (MD10, 2021).

As indicated in the above interview, if female police officers are responsible for the upbringing of a child as soon as they begin their jobs, it will be difficult for them to continue their education and compete for leadership positions by performing military tasks. Passing each degree of leadership in a police organization is required to obtain the top leadership position.

The crime prevention sector is stationed throughout Ethiopia, including Addis Ababa, so sometimes it necessitates moving from place to place. As well as field activities, patrolling areas and night time security operations are available as needed. As a result, female police officers may be unable to carry out these regular duties properly due to their family duties and may be hindered in their leadership participation. In relation to this, there was an interview with a female police officer. She revealed that:

I have been a member of the institute for 20 years. I gave birth to my kid soon after leaving the training camp and beginning work, and I was not yet ready to tell the truth. It just happened by chance. As a result, I found it impossible to travel around as frequently as the institute required. Because I was a single mother, I used to bring my baby to work with me because raising a child alone was extremely difficult. Similarly, my coworkers who completed the training and began working are now in a better leadership position than I was because they had the opportunity to learn and pass on different levels of leadership. Of course, my son is now grown, and I am extremely happy, but raising a child has had a significant impact on my leadership job, and it has presented me with

numerous challenges. It takes a lot of commitment to overcome the obstacles that have led to my current level of coordination (WC4, 2021).

This demonstrates that the institute should have a significant duty to raise family planning and child-rearing awareness, especially among female police officers who have completed the police training center and joined the military camp. This is due to the fact that the majority of female police officers in the institution, whether current or senior, come from military camps. As a result, if efforts are made to address the core reasons by providing the appropriate training and increasing awareness, it will play a role in strengthening women's leadership participation.

On the other hand, as previously indicated by the study participants' personal information, it should be emphasized that some female officers are educated at the institution and have equal or more work experience than men, as well as having passed senior leadership positions and being prepared for higher leadership roles. However, the findings reveal that some leadership appointments do not take into account the family and social lives of their employees. More work from institutions to solve their social problems is expected as long as they meet the requirements for being in a position of leadership. This contributes to their continuous leadership growth.

The other challenges are listed below in the following table. Respondents to this study were asked to rate their level of agreement with the issues included in the table below using a questionnaire. In this regard, the respondents were rated on a five-point Likert scale as follows: strongly agree (5), agree (4), moderately agree (3), low (2), and strongly disagree (1). For the purpose of the analysis, the obtained mean values were interpreted as: 2.50 strongly disagree; 2.51-3.50 moderately agree; and 3.51–5.00 strongly agree.

Table 6: Challenges

Challenges	Strongly agree	Agree	Total	%	Moderately agree	%	Very low	Low	Total	%	Mean
Afraid of becoming leaders assuming that leadership	11	19	30	34	24	27.2	20	14	34	38.6	2.92

responsibility is huge											
Lack of self-confidence	10	27	37	42	18	20.4	16	17	33	37.5	2.97
Assuming that male officers refuse to accept their leadership	11	19	30	34	24	27.2	20	14	34	38.6	2.5
Low level of educational background	9	31	40	45.5	13	14.7	18	27	45	51.1	2.97
Working condition is not suitable for women officer	13	33	46	52.2	17	19.3	18	7	25	28.4	3.31

Source: Researcher survey, 2021

Regarding item 1 of the above table, respondents indicated their level of agreement about how much women are challenged by their fear of becoming leaders, considering that leadership duty is huge. With a frequency count of 34% and a cumulative mean score of 2.9, respondents described their level of agreement as moderately agreed. This means that military leadership, particularly in operational actions, is regarded as one of the most powerful and difficult positions to have, particularly when it is thought to conflict with women's societal obligations. Women, on the other hand, are afraid of accepting this risk in terms of accountability, which entails taking into consideration the probability of mistakes or risks during law enforcement operations.

In relation to item 2 of the above table, which is lack of confidence, it is mentioned as the main barrier by respondents. According to the questionnaire results, 42 percent of respondents indicated moderate agreement, with a cumulative mean score of 2.97. This implies that the lack of confidence of women officers in the policing profession is a hindering factor in their leadership positions and participation. A lack of educational background, insufficient training in various military training, and failure to progress through various levels of leadership can all contribute to a lack of self-confidence. Women's self-confidence may be hindered in male-dominated law enforcement agencies because they do not believe they will be accepted.

Regarding item 4 of the same table in relation to the low level of educational background, respondents rated moderate agreement with the frequency count of 45.5 percent, and mean score value of 2.97. This implies that women officers' low levels of educational qualification hindered their leadership position participation.

In relation to this, interviews revealed that, despite changes in the way female police officers educate themselves and take advantage of educational opportunities provided by the sector, women police officers who have not been educated due to various socio-economic factors, as well as military obligations and workplaces that are not conducive to learning or places far from the city, have been prevented from participating in leadership positions. Interviews with the female police officer stated that:

The majority of law enforcement officers work in an unstable environment. There are numerous options for getting from one location to another. I was stationed in several parts of the country until arriving in Addis Ababa, where I am currently employed. It was also challenging for me to advance in my schooling. That is, the location to which I was allocated was outside of the city, and even if I had the opportunity to study, I have no idea when I would leave. I may get up and go to military service somewhere else at any time. As a result, I've been unable to further my studies for quite some time. I even got my diploma level after getting an Addis Ababa staff office (WC8, 2021).

This demonstrates that, despite female officers' desire to learn, law enforcement can be inconvenient at times. As a result, female officers may be unable to increase their academic achievement, which is a key factor in their ability to participate in leadership activities.

In relation to the last item in the above table about working conditions that are not suitable for female officers, respondents' revealed moderate agreement with a frequency count of 52.2 and a cumulative mean score of 3.31. Similarly, in this regard, there was an interview with a female police officer. She revealed that:

Some of the crime prevention jobs, in my opinion, are not particularly suitable for female police officers. As a person with family responsibilities, I find it difficult to get involved in some law enforcement activities, and I also find it difficult to focus on law enforcement, particularly at night, and when there are physical changes associated with

childbirth. I couldn't bring the energy I had before having a child when I was working to enforce the law on jobs, and it was very difficult for me. Instead, I chose to work in a supportive position where I was, and I missed out on leadership opportunities once (WC8, 2021).

4.4.2. Male Officers' Informal Network

In addition to the aforementioned obstacles, male officers' informal networks also main barriers for women officers participation in higher leadership positions. Respondents were rated on a five-point Likert scale as follows: strongly agree (5), agree (4), moderately agree (3), low (2), and strongly disagree (1). For the purpose of the analysis, the obtained mean values were interpreted as: 2.50 strongly disagree; 2.51-3.50 moderately agree, and 3.51–5.00 strongly agree.

Table 7: Informal network of men officers as well as lack of role models

Challenge	Strongly agree	Agree	Total	%	Moderately agree	%	Very low	Low	Total	%	Mean
The informal network of men which favor them to be a leader	42	35	77	87.5	5	5.6	3	3	6	6.8	4.25

Source: Researcher survey, 2021

As can be seen from table 7 of item 1, respondents indicated their level of agreement about how much women officer's participation in leadership positions is challenged by the informal network of male officers. Most of the respondents revealed strong agreement with the mean score of 4.5 and 87.5 percent. This shows that one of the main barriers to women officers' participation in leadership is the informal networks of male officers.

In light of this, respondents were asked by the interviewee to explain how an informal network of male officers can affect the representation of women officers in senior positions. They stated that relationships through informal networks provide great opportunities for male officers to get into leadership positions, despite the competence, performance, qualification, and experience of individuals. Furthermore, despite their qualifications and competence, women officers may not be nominated due to the existing network of male officers. The exclusion of women from the networks or women's lack of informal network is an impediment.

According to a female officer respondent:

For the same level of leadership position in the department, I competed with a coworker with the same educational qualification. However, I excelled in terms of police rank and tenure, as well as the fact that I had worked on it as a representative for a long time. However, because he had a good relationship and communication with the management, he was granted the role of leader by the management committee. As a result of their relationship and connection, female officers are sometimes pushed out of the game (WC6, 2021).

This viewpoint was shared not only by the female officers but also by the department's male top management. He claims that:

I believe that the institution's small number of female police officers and the small number of women in positions of leadership have contributed to the prevalence of men's informal interactions. Female officers' leadership roles are also being influenced by this informal interaction. Female officers have expressed a number of concerns in this area, and the sector is working to resolve as many difficulties as possible, but I believe there are other similar situations that have not been mentioned or reported for the department relating to this issue. Thus ,the fact that women are not a part of the networks, prevent them from achieving the leadership role that are expected of have (MD10, 2021).

This implies that men's informal networks are the most important contributory factor to men's participation in leadership, whereas female officers face significant barriers to holding leadership positions. In this regard, some interview respondents also mention the lack of women officers in the informal network of male officers as another influential barrier. Because most of the institution's leadership roles are held by men, and most women are not active in informal connections, they have been able to gain full control of the leadership environment. Although leadership, training, and other recruiters have their own recruitment standards, men can benefit from their informal contacts. According to Elmuti, D. et al (2009), men prefer to promote their male relatives over well-qualified women who are equally or even more competent than men because men currently dominate management or decision-making positions.

4.4.3. Institutional challenges

Institutional challenges are problems or barriers that women police officers may face in their leadership participation that stem from police organizations. In this regard, the respondents were rated on a five-point Likert scale as follows: strongly agree (5), agree (4), moderately agree (3), low (2), and very low (1). For the purpose of the analysis, the obtained mean values were interpreted as: 2.50 strongly disagree; 2.51-3.50 moderately agree, and 3.51–5.00 strongly agree.

Table 8: Institutional barriers

Institutional Barriers	Strongly agree	Agree	Total	%	Moderately agree	%	Very low	Low	Total	%	Mean
The leaders in high positions believe that women's personalities and behaviors are inappropriate for a leadership position.	11	26	37	42	9	10.2	23	19	42	47.7	2.85
The recruitment criteria are not intended to encourage women officers'	34	27	61	69.3	3	3.4	16	8	24	27.2	3.72
Lack of role models	10	27	37	42	18	20.4	16	17	33	37.5	2.77
Lack the interest for holding leadership position	8	25	33	37	10	11.3	18	27	45	51.3	2.65

Source: Researcher survey, 2021

In relation to item 1 of table 8, concerning leaders in high positions believing that women's personalities and behaviors are inappropriate for leadership positions, respondents' revealed moderate agreement with a frequency count of 42 percent, and a cumulative mean score of 2.85. This implies that the attitude of leaders in high positions hindered women officers' leadership participation. The interviewee with a male officer stated that:

Military leadership, particularly in operational activities, is predicated on a "do it or don't do it" mentality or principles. Some women, on the other hand, are more compassionate and sometimes their leadership skills are not closely correlated with military duty. Furthermore, they are not expected to give up their full-time occupation due to their societal responsibilities. As a result, there is a leadership gap. With this and other concerns in mind, top leaders avoid appointing women officers to positions of leadership where commitment is required (MDSL1, 2021).

This demonstrates that there are issues with thinking that all women are the same, as well as issues with defining all women as amasses rather than their particular competency and performance. The fact that society labels most women as compassionate has an impact on women in the workplace. This has an influence on women's engagement, particularly in the military, because military leadership necessitates toughness and strength. Because the sector department's directors are members of society, their attitudes towards women must reflect those of that culture. As a result, this classification is viewed as a challenge for each woman officer to be promoted to a leadership position based on her ability and performance.

According to Roberg et al. (2015), policing has traditionally been associated with fundamentally masculine characteristics such as strength and aggression, whereas feminine characteristics such as compassion and empathy have been viewed as less important or even destructive.

Mlashu (2019) found that societal responsibilities of women have influenced those in higher positions to believe that women's roles in the home are greater, and child bearing is left to the woman in the household as her sole responsibility, which has the potential to affect their effectiveness at work.

According to the interview with women officer:

I was offered a leadership position outside of my current position, but I declined because of my social responsibilities. My post was soon replaced by a man. Don't even give a chance to another woman who is able to work. The challenge of combining all female police officers was identified by the top leadership as a result of me and a few other female police officers with social problems (WC5, 2021).

It's worth remembering that not all female police officers in the institution have the same level of social responsibility. There are women who haven't yet taken on family obligations, gone to any military location, or shown decisive leadership in accordance with the legislation. Similarly,

despite the challenges they experience, some female officers in charge of the family are able to carry out their responsibilities. The performance and competence of every member of the police force should be assessed. However, treating all women equally based on their gender does not provide opportunities for women officers who can afford to work. As a result, women with the ability to lead and work are unable to advance.

According to socialist feminist theory, both sexes may perform the tasks required for basic subsistence, sexual satisfaction, and emotional nourishment (Garcia, 2003). Women, on the other hand, have been assigned sole responsibility for fulfilling these goals within the domestic or private sphere, isolating themselves from their children, other women, and society in general. The majority of research on female police officers has focused on their capacity to conduct police job, and that research suggests that women do possess this ability, which encompasses physical, mental, and emotional health (Davis, 2016).

Regarding item 2 of Table 8, respondents indicated how much women are challenged by the recruitment criteria, which are not designed to encourage women to become officers. Respondents revealed strong agreement with a cumulative mean score of 3.72 and a frequency count of 69.3 percent. This implies that requirements for leadership positions highly hindered women officers' participation in leadership positions.

Based on this, there was an interview with a female police officer. She claimed that:

It is commonly known that the number of female officers in leadership positions is minimal when compared to the number of male officers. However, the requirements for leadership competition do not necessarily favor female officers and men and women officers are treated equally. Despite the fact that women are given an additional 5% bonus, the criteria do not take into consideration their low level of leadership (WDD1, 2021).

It implies that female officers are encouraged to compete on an equal level with males in the competition criteria, but nothing has been done to increase female officers' involvement beyond the five percent bonuses on top of the points obtained in the competition. Therefore, such a finding clearly indicates that they are challenged by the recruitment criteria because the criteria are not designed to encourage women officer to become leader.

Regarding item 3 of the above table, lack of role models was mentioned as one of the barriers in determining women officers' participation in leadership positions. In relation to this, the

respondents showed their level of agreement that a lack of role models was a moderately influential barrier, with a cumulative mean score of 2.77 and a frequency count of 42 percent. This implies that the lack of female role models is a weakness, contributing to the underrepresentation of female officers in leadership positions.

Regarding this, there was an interview with a female officer. She stated that:

Women's roles in law enforcement, mainly in military operations, are so constrained that it looks like it is impossible for women to serve. Personally, I believe that my motivation and participation have been hindered by the lack of access to female police officers on an equal basis with many male officers. In fact, I would rather concentrate on staffing than operational work because role model female leaders in military operations are rare (WC7, 2021).

According to Cooper and Jackson (2001), a lack of role models appears to be a barrier to advancement. Due to a lack of female leadership, there may be few female role models available to inspire other women to transform a male-dominated workplace.

As can be seen from Table 8, in the case of last item, in relation to women's lack of interest in leadership positions, respondents rated that it is one of the barriers for women officers in their leadership positions with a frequency count of 37.5% and a cumulative mean score of 2.65. According to the participants' ratings, the level of agreement is moderately agree.

Similarly, according to interviewees, some female officers do not want to be leaders. This is due to the fact that the majority of the Federal Police Commission jobs, particularly in the crime prevention sector, are located in regional cities outside of Addis Ababa, as well as in remote and inconvenient locations. Women officers in the sector, in particular, do not want to leave the place where they have spent the majority of their lives and social lives. They also prefer to remain in their current location in order to avoid being separated from their environment and family. As a result, they are uninterested in leadership positions that can avoid them in such an environment.

In this regard, there was an interview with a female police officer. She claimed that:

At the moment, I'm in charge of coordination. I also met the criteria for a division leadership post and was appointed to it. However, the location I was assigned to was a long distance away, forcing me to leave behind my family and long-term social life. Despite the fact that I worked hard for the divisional leadership post, I stated that I did not want it since it interfered with my social life and I was constrained to my existing coordinating function. After that, because I did not take advantage of the opportunity, my chances of winning the competition were low. And it's possible that I'll have to wait a long time to have another chance (WC5, 2021).

This demonstrates that when a leadership post is provided, things from the previous position need to be changed. As a result, most women's social lives are disrupted, and women's leadership engagement is hindered.

As indicated above, one of the main causes of women's lack of interest in leadership, is that the leadership standards established by the institute do not take into account the social issues faced by the female officers working for the institute. This is so because societal issues and obligations to their families are frequently cited as causes for their lack of interest. Women would participate in leadership more effectively if social obligations were taken into account while setting leadership standards and tasks. According to liberal feminists many women are qualified for public responsibilities, including leadership positions, and that many more may be if given access to the same education and socialization opportunities as males (England, 2001). Liberal feminists also argue that while women are just as capable of moral thinking and responsibility as men, they have historically been denied the means to do so by patriarchy, especially the sexist division of labor.

In addition to that, knowing both women and male officer respondents' observations and evaluations about the leadership roles of women officers helps to strengthen their performance and also helps to identify their weaknesses and handle them. And it gives an image of their way of leading their followers. Within this context, the table below reveals both women and male officers' thoughts about the leadership qualities of female officers.

Table 9 : Observation of respondents about the leadership role of women officers

Participants observation	If you have the experience of working under the leadership of a woman officer what do feel about the quality of her leadership					
	Female		Male		Total	
	Count	%	Count	%	Count	%
I feel that she is/was a successful leader	9	34.6	26	42	35	39.8
I feel that she is/was a partly successful leader	8	30.8	23	37.1	31	35.2
I feel that she is/was not successful at all	4	15.4	11	17.7	15	17
I have no experience	5	19.2	2	3.2	7	8
Total	26	100	62	100	88	100
	Suppose if you are given the chance of choosing the sex of your boss or leader which one do you willingly prefer					
	Female		Male		Total	
	Count	%	Count	%	Count	%
A male officer leader	10	38.5	25	40.3	35	39.8
A female officer leader	14	53.8	30	48.3	44	50
I chose both of them equally	2	7.7	7	11.2	9	10.2
Total	26	100	62	100	88	100

Source: Researcher survey, 2021

As indicated in Table 9, respondents presented their observations about women officers' leadership qualities and their interest in working jointly. Based on this, respondents described their experiences working under the leadership of a female officer. According to the results of the questionnaire, of the total female officer participants, 80.8 percent of them had worked under the leadership of female officers at various levels of leadership.

Among the respondents, 34.6 percent stated that women police officers were/are successful leaders. In this regard, respondents justify their observations by emphasizing her leadership qualities. A female police officer in charge of division leader, argued that:

Women officer leaders not only perform effectively in their duties and obligations, but they also have the ability to deal with work obstacles.

Additionally, as mentioned by other female police officer, women police leaders are intelligent and stable in their work, and the majority of them are free of biases and prejudices. They also have the ability to coordinate and cooperate with the staff members who work under their leadership, and as a result, they carry out their duties responsibly.

Similarly, according to the results of the questionnaires, from total male officer participants, 96.8 percent of them had worked under the leadership of female officers at various levels of

leadership. Among the respondents 42 percent stated that women police officers were/are successful leaders. A male police officer in charge of division leader argued that:

I've worked for a long time under a woman's leadership, and she's been crucial in enhancing our social life as well as our working interactions. By combining the members of her leadership to assist with societal problems or share in the delights of gladness, she was able to establish a positive relationship. We continued to ask each other cheerfully and with difficulty when she departed the department she led, and she built a strong basis for us.

This demonstrates that, women officer has an excellent ability to organize and aid staff and maintain good relationships with each other when a member of her workforce encounters social challenges. This, in turn, creates good motivation to work together.

In comparison, 30.8 % of all female respondents say was/were partially successful leader and they justify their actions by citing female officers' leadership shortcomings and gaps.

A female police officer in charge of coordinator stated that:

When I was under the leadership of a woman, even though she did a good job, she always asked for advice from senior management before making judgments. In the simplest situation, she may even require her supervisor's approval to grant yearly leave to a member under her supervision due to a lack of self-esteem and a failure to properly utilize her responsibilities and power.

The above interviewee result indicates that certain female police officers make less use of their responsibilities and power, and have less self-confidence when making administrative decisions, and they commonly struggle to find male support in their work.

Similarly, 37.1 % of the total male respondents say she was/were a partially successful leaders.

They justified their actions by citing the female officers' leadership shortcomings and gap.

In this regard, the male officer in charge of coordinator stated that:

She considers some military performance issues or gaps to be failures. This has a negative impact on her connection with the police force she leads, as well as her self-esteem.

According to 17.7 percent and 15.4 percent of both male and female officers' respondents respectively, argued that she was not successful at all. Regarding this a female officer in charge of coordinator mentioned that:

Majority of female police officers hold leadership positions not because they meet leadership requirements or because they are educated, but because they have long service and police rank. They work entirely on their own experience rather than cultivating and supporting their leadership role through education.

This indicates that work experience or tenure in the police service alone isn't enough to be a successful leader; it must be supported by education and military performance. Similarly male officers also stated that:

When I was under the leadership of a woman, she was a family-oriented person who was more concerned with her family than with her career. Her leadership role is so limited. She doesn't pay enough attention to both her career and her leadership role.

Regarding the above table, 19.2 percent and 3.2 percent of female and male officer respondents respectively, said that they had no previous experience working under the supervision of a female police officer.

According to the above table, participants in the study were also given the option of choosing their boss or leader, and when asked which one they would choose to lead them, they chose the leader. And they set their sights on what they wanted their leader to do. As indicated in Table 10, a total of 38.5 percent and 40.3 of the study's female and male participants respectively preferred to have male police officers as their leaders because, as they reasoned, male police officers have confidence, they make firm decisions without consulting anyone or asking for assistance, and they explain why they have chosen to understand social problems better than women.

Likewise total of 48.8 percent and 58.8 percent of male and female participants respectively preferred female police officers as their leaders. The reason why female officers were chosen as leaders by study participants including the fact that female police leaders are bright and consistent in their work, and the majority of them are free of biases and prejudices. This demonstrates that if given the opportunity to lead, most of women officers can fulfill their responsibilities. Because female officers were chosen by the majority of respondents as their leaders or superiors.

Regarding the last item of the same table, a total of 7.7 percent and 11.2 percent of female and male officer respondents, respectively, preferred both male and female officers equally due to the fact that leadership ability isn't determined by gender. In relation to this, a male officer in charge of coordination claims that:

It makes no difference to me whether I am led by a woman or a man who is capable of fulfilling any obligation that is beneficial to me. What I value is their personal leadership ability, not their sex.

Similarly, female officers in charge of coordination stated that:

Both men and women in leadership jobs have strengths and shortcomings, so I do not believe that leadership roles are dictated by gender. So it's the same for me if someone guides or leads.

This implies that, despite the fact that there are a limited number of police officers in the institution, according to the survey participants, there are police officers that believe in personal competency rather than gender. It is possible to change the stereotype and misunderstanding that women are less powerful than males or less qualified to lead in society, particularly in so-called male-dominated law enforcement.

4.5. Measures to be taken to increase women officers' leadership participation

For the meaningful participation of women officers in leadership positions, various steps must be taken to increase their engagement. Both female officers and the institution as a whole gain from the involvement and engagement of female officers in senior positions. The table below outlines measures to be taken to enhance women's participation in leadership. In this regard, the respondents were rated on a five-point Likert scale as follows: strongly agree (5), agree (4), moderately agree (3), low (2), and very low (1). For the purpose of the analysis, the obtained mean values were interpreted as: 2.50 strongly disagree; 2.51-3.50 moderately agree, and 3.51–5.00 strongly agree.

Table 10: Measures should be taken to increase women officers' leadership participation

Measures to be taken to enhance women's participation in leadership	Strongly agree	Agree	Total	%	Modera tely agree	%	Low	Very low	Total	%	Mean
Increasing the number of women officers' employees in the commission	35	45	80	90.9	-	-	7	-	7	7.9	4.25
Encouraging women officers to participate in leadership positions	31	35	66	75	2	2.2	13	7	20	22.7	3.8
Provide a variety of training	30	16	46	52.2	1	1.1	25	16	41	46.5	3.22
Facilitating women's access to leadership-related educational opportunities	54	30	84	95.4	2	2.2	2	-	2	2.2	4.55
Affirmative action	30	16	46	52.2	7	7.9	22	13	35	39.9	3.32
Increasing women officer's educational qualification in the sector	55	30	85	96.5	1	1.1	2	-	2	2.2	4.57
Giving gender-sensitive training for the staff members in the sector.	15	25	40	45.5	3	3.4	29	16	45	51.1	2.93
Making recruitment criteria gender-sensitive.	26	23	49	55.6	2	2.2	25	12	37	42	3.3

Source: Researcher survey, 2021

According to the data in Table 10, item 1, the majority of respondents expressed strong agreement with a frequency count of 90.9 percent and a mean value of 4.25 in relation to rising female officer employees in the Federal Police Commission. From this, we can understand that rising female officer employees help to enhance the participation of female officers in leadership positions. Similarly, interviewees were asked to describe the measures that needed to be taken to increase women's leadership engagement. Regarding this, the interview with male officer revealed that:

I believe that expanding the number of female officers in the Federal Police Commission is not only necessary but also crucial because there are certain working conditions that require women's participation. When we consider the nature of probation, for example, it does not simply apply to one sex; it also necessitates the compulsion of sexes, men and women. As a result, despite the institute's efforts to raise the number of women, it is not deemed to have achieved the desired objectives, and their numbers have had an impact on their own participation in leadership (MDD12, 2021).

This demonstrates that increasing the number of women in the institution allows female police officers to fulfill their tasks just as well as male officers, and that such events increase their chances of holding leadership positions. Furthermore, the limited number of female police officers is one of the factors contributing to their poor level of leadership. As a result, resolving this issue frees up time to address the other issues that hinder female police officers from holding senior positions. Therefore, when the number of women officers in the federal police commission increases in general and in the crime prevention sector in particular, their chances of being nominated for leadership positions will improve.

Item 2 of the preceding table deals with encouraging female officers to take up leadership roles. The respondents rated their level of agreement as "strongly agreed," with a frequency count of 75% and a cumulative mean score of 3.8. As a result, it may be concluded that encouraging female officers to take on leadership roles is critical.

As can be seen in Table 10, items 3 and 4 concerning providing a variety of training and facilitating women's access to leadership-related educational opportunities were scored as moderate agreement with a frequency count of 52.2%, and a cumulative mean score of 3.2 and 95.5 percent, with a cumulative mean score of 4.55, respectively. According to the participants' ratings, the level of agreement is moderately agree and strongly agree respectively. From this, we can understand that both providing a variety of training and facilitating women's access to leadership-related educational opportunities help to enhance women officers' participation in leadership positions. Furthermore, developing women's leadership skills makes them contribute more to the police organization and it helps women officers not be challenged easily by the impacts of a leadership skills gap.

Regarding item 5 of the same table, in relation to affirmative action for women officers to strengthen their leadership position participation, respondents revealed moderate agreement with the rate of mean score of 3.32 and 52.2% of the respondents. This implies that affirmative action measures for female police officers help to expand their leadership involvement by taking into account the limited number of female officers in senior leadership roles. Regarding item 6 of the above table, in relation to enhancing women officers' educational qualifications in the sector, participants revealed strong agreement with a frequency count of 96.5 percent and a cumulative mean score of 4.5. It was also mentioned by interview respondents as an additional measure to increase women's participation in leadership in terms of educational opportunities. The male officer who was interviewed said:

I believe it is critical to provide not only educational opportunities for female officers but also place educated and capable women in appropriate leadership positions. Both the institution and the individuals will profit from this. Every year, women who have completed their civil university education enroll in the Ethiopian Police University and receive the necessary police training before joining the sector and meeting the police rank requirements (when they complete their police training, they are given the rank of officer). Due to their duration, these women will not be granted leadership positions after graduating from university and police training (MDD12, 2021).

This demonstrates that learning alone isn't always the best option. In addition, he suggested the following initiatives to increase women's participation in leadership roles:

Female officers who graduated from Ethiopian Police University should be assigned to a leadership role for a shorter period of time than it takes for another ordinary police officer to take over. Rather than operational activities, those graduate officers should be allocated to coordinating roles within the staff, because operational tasks necessitate long-term performance beyond formal training, which means they must pass each level of police leadership examination (MDD12, 2021).

This implies that although police officers are expected to practice leadership in the police organization from the ground up, assigning a coordinating leadership position to staff members who can translate their university education and basic police training into practice can benefit

both the institution and the female officer in terms of increasing women's participation. This leadership role will serve as a basis for advancement to a higher leadership position. Assigning those graduated women officers to the staff members will have a significant impact on women's participation because some employment decisions may necessitate prior leadership experience in certain operations, and graduation and police science training alone may not be sufficient to qualify for operational management. As a result, when female officers are given roles and leadership positions in the institution, their educational background and basic police training should be taken into account.

As can be seen from Table 10, in the case of item 7, about giving gender-sensitive training for sector employees, respondents rated their level of agreement as moderately agree with a frequency count of 45.5% and a cumulative mean score of 2.93. This implies that raising gender awareness for sector employees plays an important role in informing both male and female officers about gender equality, and such awareness will help to enhance their participation to give them an equal chance with male officers in leadership positions. Regarding the last item of the same table in relation to making recruitment criteria gender-sensitive, respondents revealed moderate agreement with the rate of mean score of 3.3 and 55.6 percent of the respondents. In addition, there was an interview with a female police officer related to measures to enhance women officers' participation. She claimed that:

The sector's top leaders must believe and acknowledge that women in the police organization can contribute equally well as male officers and give them opportunities to be in leadership positions as well as support and encourage them (WC4,2021).

Furthermore, there are initiatives that female officers should undertake in order to improve their leadership engagement. An interview with the female officer was conducted in this regard. She claimed that:

To get to my current position as Deputy Director, I had to overcome a number of challenges. And things were not always easy for me. In addition to military service, I had household duties, and it was challenging to further my studies. I've also risen to the top of my present leadership position by completing all of the military responsibilities I've been given and demonstrating proper military leadership without being limited to my current

position. Overall, I came here on my own, doing good work, attempting to improve myself and actively participating in leadership competitions in order to obtain the leadership position I deserve. As a result, I believe that if everyone does his/her part, and especially women, addresses as many social and economic issues as possible, we will be in a better position to lead (WDD1, 2021).

Increasing the participation of women in leadership requires a great deal of effort on the part of various stakeholders, from family members to senior staff members, because women are expected to fulfill various social responsibilities in addition to their regular responsibilities. Therefore, they need support and encouragement in their work under any circumstances.

In general, some measures to be taken to increase women officers' leadership participation include increasing women police officer employees in the commission, encouraging women officers to participate in leadership positions, providing a variety of training opportunities; facilitating women's access to leadership-related educational opportunities, increasing their educational qualification in the sector. Giving gender-sensitive training for the staff members in the sector and making recruitment criteria gender-sensitive are also enhancement measures for their active participation in the sector.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The major objective of this study was to explore opportunities and challenges of women police officers in leadership positions at the Federal Police Commission, Crime Prevention Sector of Addis Ababa. In order to do so, efforts were made to explore female officer's opportunity for leadership participation, to identify factors that contribute to women officers holding different leadership position, to assess barriers that hinder them from leadership participation and to recommend some measures that could be taken to enhance their participation in leadership position.

In order to attain the objectives of the study, a descriptive survey study with quantitative and qualitative research approaches which is mixed approach was employed, and the related literature was reviewed. For purpose of conducting the study, simple random sampling and purposive sampling technique were used. The six directorates of the Federal Police Commission's Crime Prevention Sector were the study's target population. Questioner and interview were used to collect data for this study. Before forming a conclusion and recommendation possible remedies, the data was reviewed and all the required data acquired through these methods was discussed, narrated, and described.

Therefore, after the analysis, the following findings have been identified:

The Federal Police Commission provides some opportunities for female police officers in order to enhance their efficiency and involvement in the institution.

- The institution established a women's affairs department and delivers short-term and long term training, including leadership skills and other military-related issues.
- In order to raise the level of education of female officers, the institution provides free educational opportunities at various levels, including diploma, degree, and master's level.
- During leadership competition, if both a male and a female officer for promotion or post have the same score and are in the same position, the female officer will be given preference.

- Women officers receive a 5% bonus, which is added to their total points from the leadership competition requirement criteria.
- The institution supports female police officers' participation in international peacekeeping missions by giving them free training in driving and language skills.
- The Federal Police Commission also encourages female officers to join the international peacekeeping mission by lowering the number of years of service or the length of time they must serve.

The main findings related to the factors that contribute to women officers' being in leadership positions are personal reasons; support and encouragement from their husbands or families; their male coworkers; and institutional reasons.

- Personal contributory factors, which include women's working performance and capability, and work experience or tenure, were mentioned as the main contributing factors to women officers' being in leadership positions. In addition to this, the educational level of female officers was also a contributing factor. Support and encouragement from their husbands or families and their male co-workers were also mentioned as the main contributory factors for their participation.

There are various barriers for female officers' participation in leadership positions that have been identified as major hindering factors, such as personal, informal networks of male officers, lack of role models, and institutional factors.

- Among personal barriers, family and home responsibilities, such as birth of children and home responsibilities, are some of the most frequently mentioned barriers for women officers' participation in leadership. Lack of interest in holding leadership positions, fear of becoming leaders, assuming that leadership responsibility is huge, lack of self-confidence, assuming that male officers refuse to accept their leadership, and low educational background were mentioned as the main barriers to holding higher leadership positions.
- In addition to the aforementioned personal barriers, the attitudes of leaders in high positions and recruitment criteria that are not intended to encourage women officers are also institutional barriers to women officers' participation in leadership.

The main finding from the respondents' observations of female officer leaders in leadership roles is that they have been successful in their roles, and they justify their actions by citing their various strengths.

- The finding shows women police officers are intelligent and stable in their work, and the majority of them are free from prejudices. They also have the ability to coordinate and cooperate with the staff members who work under their duties and obligations, and they can deal with work obstacles.

Finally, it is worth mentioning that the main measures to be taken to enhance women's participation in leadership are:

- Increasing women officers' employees in the commission was mentioned as the main measure to enhance their participation because it increases their chances of being nominated for leadership.
- The other main measures were mentioned, which included encouraging female officers, providing a variety of training, increasing their educational qualifications, giving gender-sensitive training for staff members and making recruitment criteria gender-sensitive.

5.2. Conclusion

Based on the summary of main findings, the following conclusions have been formed:

- According to the study, the sector's senior management has paid little attention or commitment to the inclusion of female police officers in senior roles because not all departments in the sector share a common understanding and commitment to the opportunities for female police officers as indicated in the proclamation. On the contrary, some sector leaders believe that the reason women officers do not rise to positions of leadership is due to the women officers themselves.
- Female police officers have been given some opportunities to improve their efficiency and engagement in the sector, and if these opportunities are handled properly, it will play a significant role in increasing the participation of female police officers.
- The tenure or extended experience of female officers is one of the primary aspects that contribute to their becoming leaders. As a result of the findings, one may conclude that long-

term service or tenure plays a significant role in achieving a leadership position in the federal police commission.

- Working performance and capability, support and encouragement from the male officer's counterparts and family, and their educational level are also factors that contribute to their participation.
- Women officers' participation in leadership is hindered by their lack of desire to run for positions of leadership. According to the findings, women have low motivation for leadership positions due to a variety of factors such as family-related barriers, a lack of confidence, and a fear of competition, which prevent female officers from aspiring to leadership positions. Furthermore, women's participation in leadership positions is hindered by a lack of educational qualification and institutional barriers, as well as other associated issues.
- According to the findings, the majority of female officers in leadership positions are properly carrying out their responsibilities. Female officers are wiser, more stable, and more accountable than their male counterparts. As a result, if female officers are given the opportunity to lead, they can overcome the negative image held by certain senior leaders that "women cannot lead" by appropriately carrying out their tasks.
- Increasing women officer employees in the commission, encouraging them, providing a variety of training opportunities and facilitating women's access to leadership-related educational opportunities in the sector are some of the measures that should be taken to increase women officers' leadership participation. These various initiatives help to improve the engagement of female officers in leadership positions in order for them to have a relevant role.

5.3. Recommendations

The following recommendations are made to address the issues that hinder women officers' participation in leadership and to improve their involvement in leadership.

- Family-related issues are one of the causes of the low number of female officers in top positions in the federal police commission. This suggests that, due to social issues, female officers do not desire to be in the opposition to leadership. Consider the societal pressure on women when appointing leaders in the sector, and give them responsibilities so that they may

carry out their social and leadership roles in parallel. With this in mind, female officers who are interested in promotion should pursue training and education to enhance their skill sets.

- The sectors should undertake training to strengthen women officers' aspirations to become leaders, give a variety of related training in performing their military duties, and raise and bring attitudinal change as well as raise awareness among sector leaders that female officers are capable of performing any police duty and carrying their responsibilities.
- The institution should put in place the rules outlined in the proclamation that favor female police officers, as well as ensure that all rules relating to gender issues are put into practice.
- The sector should also monitor and evaluate how the gender-related rules are being implemented in each department of the sector.
- Furthermore, a special quota for female officers should be established to address the problem of low female involvement in leadership roles.
- In order to improve the confidence and self-awareness of female officers, continuous training should be provided and a network of female officers to share their experience should be established.
- Women officers with better performance should be rewarded and set an example or role model for other women working in the sector.
- To avoid bias in leader recruitment through informal networks, the sector should have established gender-sensitive recruitment criteria for each leadership position within the sector.
- The leaders in high positions should place an emphasis on leadership issues in the sector, such as examining how many women officers are involved in leadership positions or not; after looking at the gaps, the sector should also propose a plan to close the gaps.
- With the goal of modernizing the system, the federal police commission has begun accepting graduates from diverse universities in recent years. After completing their police training, post-graduate officers join the commission. However, they have a restricted amount of service time to qualify for a leadership position. As a result, giving women a leadership position as soon as they start work, taking into account their education level and appropriate police training and police rank, will help them fill the leadership gap. It will also teach others the value and importance of self-education.

- It is worth noting that the most important step in increasing women's leadership participation is to recognize that increasing the number of female police officers in the sector helps to recruit more women for leadership positions in the sector. As a result, when the commission hires new employees, it will ensure that at least half of the new hires are women.
- Since female police officers must pass through several levels before advancing to top leadership positions, it is critical to encourage them to remain focused on their military tasks with the help of their families or spouses. It also necessitates a significant amount of effort, particularly from female police officers.
- Female officers must prepare for senior leadership roles by believing and striving that great things can be accomplished through hard work and by looking up to senior commanders who have performed varied military missions while dealing with a variety of societal issues and family responsibilities.
- Despite this, female officers must prepare for leadership roles by upgrading their education and fighting for the rights they deserve by actively monitoring competitions. Also, be as prepared as possible to meet the needs of leadership roles by addressing the difficulties that frequently arise in the sector.
- Furthermore, they must also fight against what appear to be overwhelming obstacles in order to attract attention and to influence powerful authorities' perspectives.
- Female police officers must encourage and support one another. Senior female officers, in other words, may inspire and motivate other female officers from the ground up. It also permits them to take on a leadership role that they previously felt they wouldn't be able to take on. In addition to that, female officers need to encourage and support each other. That is, senior female officers can create great motivation for other female officers from the bottom up. It also allows them to fulfill the leadership role they thought they would not be able to achieve.

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APPENDIX A
ADDIS ABABA UNIVERSITY
CENTER OF GENDER STUDIES

This questionnaire was prepared for the fulfillment of Master's Thesis on the title "Exploring the opportunities and challenges of women officers' participation in leadership: The case of the Ethiopian Federal Police Commission Crime Prevention Sector of Addis Ababa." The purpose of the questionnaire is to collect your views and opinions on the opportunities and challenges for women officers' participation in leadership and to find some measures to enhance their participation in leadership. Thus, your commitment and cooperation to carefully filling out these questionnaires will have a great contribution to knowing the challenges and solving the problem. Therefore, you are kindly requested to honestly and responsibly complete the questions. I assured that your responses will be kept confidential and fully instrumental only to academic purpose.

N.B

- No need to write your name in any part of the questionnaire.
- For your additional opinion or explanation, you are kindly requested to write briefly as much as possible in the space provided.

Part I: Background information

- The name of your sector _____
- The name of your directorates _____
- Your police rank _____
- Your current position in the sector you are working in: _____

Personal information

- Make your response in the space provided by putting “√” mark

1. Sex: A. male ☐ B. Female ☐
2. Age in a year: A. < 25 ☐ B. 26-35 ☐ C. 36-45 ☐ D. 46-55 ☐ E. above 55 ☐
3. Educational Qualification: A. Certificate ☐ B. Diploma ☐ C. BA ☐ D. MA ☐
4. Year of police experience: A. <7 ☐ B. 8-14 ☐ C. 15-21 ☐ E.>21 ☐

Part II. Factors that contribute to the high participation of women in leadership

After reading each item carefully, please rate using the √ symbol below the number that you

agree on contributing factor to women's leadership participation. Please use the following scale.

5= Very high, 4= high, 3= moderately high, 2= low, 1= very low

NO	Expected contributory factors for women officer's participation in leadership	Rating scale				
		5	4	3	2	1
5	Women officers' educational qualification.					
6	Women officers' working Performance and capability.					
7	Women officers' work experience or seniority in policing profession.					
8	Support and encouragement from male officer's counterparts.					
9	Gender-sensitive recruitment criteria for the leadership position.					
10	Having role models for other women leaders in the sector.					
11	Having access to information about the criteria or preconditions needed to be in leadership.					
12	Support and encouragement from your husband or family.					
13	Gender-related issues are monitored and evaluated regularly by top officials to increase women officer leaders.					

Part III. Challenges for women officer's participation in leadership

After reading each item carefully, please rate using the √ symbol below the number that you agree on the factors hindering women's leadership participation. Please use the following scale

5= strongly agree, 4= Agree, 3= moderately agree, 2= low, 1= very low

NO	Expected challenges for women officer's participation in leadership	Rating scale				
		5	4	3	2	1
14	Women officers themselves lack the interest to participate in leadership positions.					
15	Women officers are afraid of becoming leaders assuming that leadership responsibility is huge.					
16	Lack of self-confidence of women officers hinders them to participate in a leadership position.					
17	Women officers refrain from participation in leadership positions assuming that male officers refuse to accept their leadership.					
18	Women officers avoid taking leadership positions because the working					

	condition is not suitable for them.					
19	Participation of women officers in leadership is low because of the lack of women officer role models.					
20	Women officers refrain from participation in leadership positions because men officers disrespect women's leadership.					
21	Women refrain from participation in leadership positions because they lack the necessary skills for leadership.					
22	As most men are in leadership positions, the men's informal network provides an opportunity for men to become more involved in leadership positions.					
23	Women officers participation in leadership is low because of their low level of education.					
24	The leader in high position believes that women personalities and behaviors are inappropriate for leadership position.					
25	Participation of women in leadership is low because the recruitment criteria, for leadership positions are not intended to encourage women officers' participation or don't provide specific support for women officer's participation.					

26. Please write as much as you can, if you have the additional views, based on your observation or experience about the main challenges for women officer's participation in leadership.

27. If you have the experience of working under the leadership of a woman officer what do feel about the quality of her leadership?

- A. I feel that she is/was a successful leader.
- B. I feel that she is/was a partly successful leader.
- C. I feel that she is/was not successful at all.

28. Please justify some of the reasons for your feeling.

29. Suppose if you are given the chance of choosing the sex of your boss or leader which one do you willingly prefer?

A. A male officer leader.

B. A female officer leader

30. Please justify the reason for your choice.

A. I chose a male officer leader.

Because_____

B. I chose a female officer leader.

Because_____

Part IV: Measures to be taken to enhance women's participation in leadership

Based on your observation and evaluation, what is the degree to which you agree with the following statements regarding the measures to enhance women's participation in leadership?

Please rate your agreement on the following points accordingly.

No	Measures	Rating of measures on the level of agreement				
		strongly agree	agree	not deciding	disagree	strongly disagree
31	Increasing women officers employees in the commission					
32	Encouraging women officers to participate in leadership positions					
33	Provide a variety of training that can increase women's leadership participation					
34	Increase leadership participation by facilitating women's access to leadership-related educational opportunities					
35	Affirmative action for female officers to advance their careers.					
36	Increasing women officers educational qualification in the sector					
37	Giving gender-sensitive training for the staff members in the sector.					
38	Making recruitment criteria/policies gender-sensitive.					

Interview guiding questions

1. Do you think there are opportunities that favor or give a chance for women officers' participation in leadership positions?
2. How did you come to the leadership position and what are factors that contribute to your being in a leadership position?
3. Why do you think the participation of women officers in a leadership position is few in number in your department ?
4. What are the main challenges women officers faces in their leadership in the crime prevention sector?
5. What do you think about women officer's leadership skills?
6. What do you think should be done to enhance women officers' participation in leadership positions?
7. Any idea to add?