

Barriers to Women's Participation in School Leadership in Gambella Regional State:  
The Case of Secondary Schools in Gambella Town

By

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**Certificate of Approval**

**Addis Ababa University**

**College of Education and Behavioral Studies - Graduate Studies**

This is to certify that Nyamat Kuey Rieng prepares this thesis. The thesis entitled: *Barriers to Women Participation in School Leadership: The case of some selected Secondary Schools in Gambella Town* is submitted to College of Education and Behavioral Studies, Addis Ababa University in partial fulfillment for the requirements of Master of Arts in Educational Leadership and Management complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

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## ***Abstract***

*This research explores barriers to women's participation in school leadership in Gambella town. The researcher employed both qualitative and quantitative approaches with single case studies design. For the purpose of this research, female teachers had been considered as unit of analysis. Moreover, purposive sampling and simple random sampling were used in collected data. Data were collected from teachers, directors, experts and other key informants. In-depth interview and focus group discussion were conducted. Moreover, questionnaires were distributed to respondents. Three secondary schools were selected for study. In the selected three secondary schools, 42 respondents were selected as sample through Yamane (1967) formula. Qualitative data were analyzed through thematic analysis while quantitative data were analyzed through SPSS. The study revealed that lack of education contributed to women low participation in school leadership. It further indicated that socio-cultural, socio-economic, women self-efficacy, institutional barriers and the criteria used by the authority in selecting women to leadership positions are among the barriers that led women to have low participation in school leadership in Gambella town. It was also recommended that national initiative is needed to raise awareness on girls-child education. There is need to consider external forces that affect female teachers apart from office work. Women need to be economically empowered. There is need for civic education to strengthening women' self-efficacy. Affirmative action is needed for female teachers in secondary schools. Further researches need to be conducted on female related issues.*

**Keywords:** women leadership, school leadership, Gambella town, barriers to leadership

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## **Acronyms and Abbreviations**

AAU – Addis Ababa University

CEBS – College of Education and Behavioral Studies

CEDAW - Convention on the Elimination of all forms of Discrimination Against Women

EdL – Educational Leadership

EdPM – Educational Planning Management

FGD – Focus Group Discussion

FDRE – Federal Democratic Republic of Ethiopia

GEO - Gambella Educational Office

GHS – Gambella High School

GSS – Gambella Secondary School

GRS – Gambella Regional States

GPRS - Gambella People’s National Regional State (GPNRS)

ICF – Informed Consent Form

MAZ - Majang Administrative Zone

SPSS – Statistic Package for Social Science

USA – United States of America

WW – Western World

WEO - Woreda Education Office

UN - United Nation

ZEO - Zonal Education Office

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the Study**

The UN General Assembly in 1979 approved the Convention on the Elimination of all forms of Discrimination against Women (CEDAW) to provide a framework for action to end the discrimination against women in social, economic, cultural and political fields. This was also echoed at the World Women 4th Conference held in Beijing, China in 1995 also known as Beijing Platform. Following an international agreement on the convention, all UN Member States reviewed women's situation towards gender equality, women's power sharing in politics, and decision-making was among the critical areas for intervention (UN, 1995). Similarly, in global context, Reis (2015) assessed the definition of women roles in educational leadership at the university level. The findings of this research indicated that women presidents in the universities experienced multi challenges in reaching the top leadership position in the universities. Moreover, Krumm (2013) investigated the interaction between culture and leadership. Krumm insisted that cultural and language barriers have great impact either negative or positive on women's roles in leadership position in the universities or in higher education.

Women's participation in educational sector is one of the leadership roles, which is facing more challenges in global perspective particularly in developing countries. There are quite a number of reasons for women's low participation in education sector. Women particularly in developing countries and in Africa in particular, have not been given opportunities to hold leadership positions in education. It would constructively contribute to socio-economic development if they would had been granted opportunities

to lead in leadership positions. To substantiate this, Menchaca, Mills and Leo (2017) conducted a research on how women break the status quo. The study focused on factors enhances women to rise to the top leadership position in education while focusing on Latinos' school leadership. This study reveals that the Latinos women progressively climb educational leadership because they had mentors that encouraged them to rise.

In local aspect, the reality is that social, economic, cultural and education are among the barriers that affect women's participation in progressing in educational leadership. On other hand, it's possible to infer that these factors are positive or negatively impacting the women's participation in educational leadership. Consequently, Moges, (2013) added that women's participation in educational leadership is lowered by lack of education and cultural influence. This practically applies to majority of women who are facing enormous challenges in leadership position of higher educational institutions in Ethiopia, particularly in Gambella regional state.

Furthermore, Asfaw and Okumo (2014) indicate that some few women had been seen in leading educational sectors. In light of this, the authors however recommended that an empowerment is needed for women to equally compete with men in educational leadership in Ethiopia. Challenges to women's lack of opportunities to reach higher positions in educational sector have also been documented by (Cvancara et al. 2007). These factors included women's negative perception toward themselves.

## **1.2 Statement of the Problem**

A Numbers of researches have been conducted on women's participation in educational leadership. For example, Ashibir (2014) asserts that woman's various

discriminations and less participation in any sector of development is an agenda of every country. Beijing Platform - UN (1995) indicated that equality between men and women is a matter of human right and a condition for social justice, and basic pre-requisite for democracy, development, peace and good governance. There have been enormous researches carried out in different parts of the world on the successes and challenges of women in educational leadership. In this study, efforts are made to discuss those studies that indicate how women are ascending to leadership positions in education.

Among the studies conducted on women accession to educational leadership include the study carried out by, Menchacaet al. (2017) on Latinas school leadership. The study focused on techniques used by Latinas women to breaking the status - quo and rising to the top leadership in educational leadership. One of the factors found to be helping women to ascend to leadership positions on educational was educational qualification, self-efficacy – sense that an individual can be able to do the work successfully and, women’s empowerment. Although situation varies from place to place, it has also been documented that women’s advancement to leadership position had been dragged back to knees due to culture and socialization. Cejda, Fennell, et al, (2017) examined the circumstance of self-efficacy of being a female school board President in Illinois State in the United States of America (USA). These authors found out that female’ leaders in educational leadership are drastically ascending across the nation. However, this practice remains in more democratic countries with high literacy rate such as United States of America and United Kingdom as per my opinion. The fact remain that it’s not literally practical in some part of Africa because majority of women lack better educational qualification and self-confidence. This can also be witnessed in Ethiopia

particularly in Gambella town where girls have not been allowed to have equal educational opportunities as compared to boys.

Yearout, Williams and Brenner (2017) examined the hindrances that women perceive as factors that affect their leadership roles in community colleges. The finding of the study recommended that emerging women leaders in educational leadership should be empowered in order to advance their skill in playing vital roles in leadership positions. The authors cited that provision of mentorship; courage and upgrading women to advancing their qualifications in higher education would be a mean for women to excel in leading community colleges.

Thus, the above plentiful researches gave more emphasis to women's participation in educational leadership at colleges and university level. However, secondary school leadership level had not been assessed. For instance, Lowe et al. (2010) examined collaborative leadership theory as way of analyzing female leader's roles in theological higher education. In spite of this, we see a glaring inequality in all sectors particularly in developing nations of which Ethiopia falls under. The inequality is especially stark in administration and management sphere. As rightly argued by Blackmore and Kenway (1993) in Ashibir (2014) administration and policy-making in education have been, and still are, the jurisdiction of men although women make up a large proportion of educational workers. This means that men administer or lead in education but women teach. The participation of women in development especially in developing countries is usually ignored and underestimated. They are in disadvantaged position in terms of participation. Moreover, Davies and Gunawardena (1992) pointed out that women in some communities are constrained by certain attitudes that regarded

them as inferior and being suited only to housekeeping, child rearing, cooking and serving their husband. Like the case in many other countries, FDRE (2004) reported that men and women have equal right to own or lead, although it has not been practically done.

Similarly, in the same study conducted on factors affecting women participation in educational leadership in Majang Administrative Zone (MAZ) in Gambella town - Ashibir (2014) found out that the under-representation of women in educational leadership is even more visible in Majang Administrative Zone of Gambella People's National Regional State (GPNRS). For example, in his studies - he argued that the statistical data for the Zone Education Office of Gambella 2005 indicates that there is no woman leader in Zonal Education Office (ZEO), no woman found to lead Woreda Education Office (WEO). His studies further showed that there are no female principal and vice principal in the high school level. His findings manifested that there is only one (1) female Principal and five (5) vice principals in the first and second cycle primary schools of the Zone. In addition to this, his study indicated that out of the total principals and vice principals, women make up only 8%, of these positions in the Zone. This study is one of its kinds carried out on female participation in leadership of educational sector both at the higher leadership level such as at zonal and woreda education and in primary school as well.

Ashibir's studies focused on Zone, Woreda and in primary schools in Majang Administrative zone.

However, this study focuses on barriers to women participation or involvement in educational leadership of secondary schools in Gambella town. In Gambella town, there are a few women who are in educational leadership positions who are working as experts in Gambella Educational Office (GEO). Despite some few women that hold leadership positions, barriers that lead to women's low participation in educational leadership still exist. In the course of this study, the researcher had addressed issues such as women educational qualifications, socio-cultural, socio-economic conditions, self-efficacy, institutional barriers and the criteria used by the education authority to selecting people to leadership positions. Given the analysis, the researcher is motivated to carry out this research because majority of studies focused on factors affecting the participation of women's leaders in western world while Africa especially Ethiopia remains unstudied. Based on these issues raised, the researcher had presented the following research objectives below.

### **1.3 Objectives of the Study**

#### **1.3.1. General objective**

The general objective of this study was to investigate the barriers that are affecting the participation of women in educational leadership positions at three secondary schools in Gambella town.

#### **1.3.2. Specific objectives**

The specific objectives of this research were:

- To investigate the educational barriers that affect female teachers' participation in Gambella secondary school.

- To identify socio-cultural barrier that affect female teachers' participation in Gambella secondary school.
- To identify the socio-economics barriers that inhibit female teachers to ascend to school leadership
- To assess the attitude of women toward their involvement in educational leadership in secondary schools in Gambella secondary school.
- To assess the roles of Gambella secondary school's administration in tackling the barriers that affects female teachers' participation in Gambella secondary school.
- To assess the criteria used in the selection of educational leaders by higher authorities toward women's participation in educational leadership positions.

#### **1.4 Research Questions**

1. What is the perception on women's leadership in secondary school?
2. What are the barriers that inhibit women to assume leadership positions in school?
3. What are the socio-economics barriers that inhibit female teachers to ascend to school leadership?
4. How does women's self –efficacy (their perception of their ability or potential to perform a given task) to be leaders in school setting and educational leadership in general affect their performance as leaders?
5. What are the institutional barriers that affect women's participation in school leadership?
6. What are the criteria used in the selection of educational leaders by higher authorities in educational leadership positions?

### **1.5 Significance of the Study**

Taking into account the limited researches done on the factors affecting the female teachers' participation in Gambella secondary school, this study is aimed to contribute to fill the knowledge gap on the barriers affecting the participation of women in educational leadership particularly to the context of Gambella town. It is also hoped that the finding of this study will enhance the beneficiaries (female teachers and policy makers) to have an insightful understanding about the challenges affecting female teachers in Gambella secondary school.

It will further attempt to generate possible evidence based recommendations and this will help the entire communities of Gambella and Regional Education Bureau as well as other partners to draw a policy concerning how female teachers shall be empowered to play effective roles in educational leadership to equally assume the leadership roles with men.

### **1.6 Scope of the Study**

This study focuses on the barriers affecting female teachers' participation in three selected secondary schools in Gambella town. These are: Elay secondary school, New Land secondary school and Gambella preparatory school. The study limited its scope only to female teachers who are teaching in secondary schools in Gambella town while considered the following variables that they believe have negative impact on their participation. These variables include: education and training barriers, socio-cultural barriers, socio-economic barriers, women's self-efficacy (attitude), institutional barrier, and the criteria used by authorities to select women leaders. The

researcher had interviewed female teachers, Regional Education Bureau officials, experts and directors from secondary schools.

### **1.7 Limitations of the Study**

Gambella regional state has three major Zones. These are Nuer Zone, Anyuak and Majanger zone. Itang and Gambella town were considered as special woreda. However, the researcher believes that the three selected secondary schools might not represent all individuals from the above-mentioned zones. This cannot be generalized to the region.

### **1.8 Key Definitions of key Terms**

**Educational Leadership:** for the purpose of this study, it refers to the status of female teachers who hold leadership positions or teaching positions in Gambella secondary school.

**Self-efficacy:** One's perception or belief that he /she has a capacity to perform a given task (Bandura, 1979).

### **1.9 Organization of the Paper**

This thesis paper has got five chapters. The first chapter includes the background of the study, statement of the problem, research objectives, and research questions. Moreover, it discussed the scope, significance, and provides the definition of important terms used in the study. The second chapter discussed the literature review that shows the experience of other countries and findings of different authors with general overview of women's participation in educational leadership. The third chapter describes the methods

that are employed in the study: how data were collected and analyzed, trustworthiness of the data and ethical considerations. The fourth chapter focuses on data analysis, presentation and interpretation. The fifth chapter discusses the finding, conclusion and the recommendations.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURES**

This chapter emphasizes on the definition of the terminologies related to women leadership and how different scholars have globally defined the roles of women in educational leadership. The main part of the literatures review focus on several studies, which examined the barriers affecting women's roles in educational leadership. The chapter provides the essence of women leadership. The literature review was carried out using journal articles and thesis materials.

#### **2.1 Educational Barriers that Affect Female Teachers' Participation in Educational Leadership**

According to Yearout, Williams, and Brenner (2017) women in educational leadership had not been progressing well due to certain barriers that block their participation especially their roles in educational leadership positions. To substantiate this, women leaders in educational institutions are derailed to climb the ladder of leadership due to personal barriers, organizational structural barriers, and organizational cultural barriers (Cejda, 2008). However, some studies reveled that lack of education is one of the major challenges that weakened the roles of women in educational leadership positions (Krumm, 2013; Lowe, 2010; Fennell, 2008 & Boatman, 2007). To my understanding, lack of academic qualifications to majority of women adversely impacted women's roles in educational leadership. Thus, male preference and lack of leadership awareness are discussed below to see whether they affect women's roles in higher educational institutions.

### **2.1.1 Male preference**

According to Fennell (2008), women who are currently in educational leadership are numbered. This is due to the fact that majority of women centered their focus on domestic activities. Moreover, Fennell (2008) argued that "...social class and educational backgrounds of parents, personal experiences with roles of women in their own families, sibling relationships, influences of roles models, career choices, spouse support, and demands of parenting and the job" (p. 99). These negatively contribute to the diminishing of women's roles in educational leadership.

Moreover, Raskin, Haar, and Robicheau (2010) examined the network approach for women leaders on how social network and communication impact their roles in leadership positions. The authors concluded that women narrowly participate in social network: such as informal communication in different social gathering. Raskin et al., (2010) claimed, "this creates problems for women leaders because these networks provide a variety of essential resources that are critical for job success and career advancement" (p. 159). In actual sense, males have been given preference to prosper in some cultures. This also would be among the barriers that derail women to lower their roles in leadership positions and hinder their participation in different social networks.

Social and cultural perceptions on women leadership bring argument to women's capacity in performing tasks. For instance, Reis (2015) stated, "the university presidency is viewed as the pinnacle of leadership success and the career end point on the higher education leadership ladder" (p. 2). Even to some scholars, it is believed that women could tightly perform the same task as men could do. To substantiate this, Reis (2015)

further added “although the role of the president is complex, it is especially complicated for women” (p. 2). Male preference had been there for sometimes especially in the history of mankind.

Human beings have perception that men are better in executing tasks compared to women in working environment. This also draw negative conclusion that men are preferred to have first hand in getting to school. Reis (2015) believed “by the early 1900’s, women had gained admission to most institutions of higher education. However, entry did not mean equality; and, women were often delegated to sub-par programs or areas of study that men deemed appropriate for women to pursue” (p. 2). To my understanding, women have been neglected to hold leadership position because majority of employers bear a little trust on their potential. For instance, VanTuyle and Watkins (2017) believe that “for women, being elected to a board leadership role, as board president, can be as challenging as seeking an executive position” (p. 6). Concerning the male preference in educational leadership, more have to be done in order to empower women to climb to the ladder of educational leadership.

### **2.1.2 Lack of leadership awareness**

Leadership awareness creation is an element that requires flexibility, honesty and practice according to Menchaca, Mills and Leo, (2017). Lack of flexibility, honesty and faithful practice result to majority of leaders in some institutions to fail to become giant leaders due to lack of leadership awareness. To this extent, the upcoming leaders especially women leaders believe that they could prosper without practice.

However, it's also argued that women could only prosper when they gain enough tolerance and experiences. For instance, Reis (2015) stated, "the career pathway to becoming a university president requires the accrual of academic and leadership experience" (p. 15). The fact that women leaders should require tolerance and experiences is also an indication about leadership awareness. Contrarily, it has also been observed that women lack leadership awareness on becoming leaders especially in educational leadership (See Scheckelhoff, 2007; Knopik & Moerer, 2008; Raskin, Haar & Robicheau, 2010).

Leadership awareness creation had been seen as successful tool for women to becoming leaders in educational leadership. For instance, Menchaca, Mills and Leo (2017), conducted studies on Latinas' women who lived in the Rio Grande Valley in South Texas. The study revealed that two women become community colleges' presidents because of the awareness they had gained from other educated women. The authors believe that "education was the key to allowing both of the Latinas to achieve successful careers in top leadership positions" (p. 11). Thus, it is possible to draw a conclusion that both Latinas' females thrive to the rank of higher educational leadership positions where marginalization exists because of the awareness that they had gained on the leadership.

## **2.2 Socio-cultural Barriers that Affect Female Teachers' Participation in Educational Leadership**

Although several barriers had been mentioned earlier that deterred women to climb the ladder of leadership, socio-cultural barriers is among these factors. It affects women's

roles in educational leadership positions in two ways. It affects women's roles in term of stereotyping and gender differences. Stereotyping is negative perceptions that are perceived on women's performance according to (Reis, 2015). The author added, "women are expected to exhibit female-oriented traits of warmth, care and quietness" (p.15). Thus, stereotyping and gender differences are discussed below in separate sub-topics to gain deeper understandings concerning socio-cultural barriers.

### **2.2.1 Stereotyping**

Negative perception toward women by men concerning women's performance in leadership is considered to be stereotyping (Reis, 2015, Knopik & Moerer, 2008; Raskin, Haar & Robicheau, 2010). For instance, Reis (2015) stated, "men are perceived as visionary while women are expected to be communal" (p. 8). Such perception adversely affect women's thinking in achieving other activities compared to men. However, it is not convincible to perceive women in such away since leadership is not determined by sex, race or social status but experience and practice matter a lot. This is how I understand leadership as per my understanding.

In other hands, stereotyping exist in many societies even in developed countries where the democracy is believed to be exercised. Studies conducted in United States of America (USA) indicated that women were undermined to hold leadership position in educational sectors (Yearout, Williams & Brenner, 2017; Reis, 2015; Raskin, Haar & Robicheau, 2010). Based on this experience, it shows that stereotyping exist in developed countries despite the widest spread of awareness in such countries.

Women could live longer in leadership if they are empowered to take leadership positions in education (Knopik & Moerer, 2008). However, this would only be possible if stereotyping is broken in order to intentionally bringing the women aboard. I agreed with this statement, but I believe that it will only be possible if cultural barriers, social and other related barriers are eradicated. This is whereby women voice would possibly be heard. Otherwise, the direct policy of discouraging women to grow into leadership positions will not only be dropping but will keep escalating to the peak.

### **2.2.2 Gender differences**

Gender difference is one of the factors that affect women's roles in educational leadership in most of the Sub-Saharan countries. In some institutions, gender gap has not been covered for females and minority communities to benefit or have privilege as other citizens. This leads majority of this segment to face challenges in climbing the ladder of leadership especially in educational leadership (Raskin et al., 2010; Menchaca, Mills & Leo, 2017; Reis, 2015). These very reasons impact even other women who are capable to perform tasks in the offices with better qualifications.

The societal different between men and women had been viewed as critical issue that derail women's participation in leadership. However, some few women who managed to deal with barriers in leadership positions had their own coping strategies to overcome those barriers as stated by Reis (2015). Although women have been thriving to the higher level in educational leadership, this does not literally mean that there has been a wider change. According to Reis (2015), "women's access to the presidency varies by institution type. The majority of women presidents serve in community college settings"

(p. 2). The fact that majority of women with better positions only serve in community colleges tell us the undermining of women's capacity to hold positions in doctoral granting universities.

Social barriers that adversely affect women's roles in educational leadership are not specifically narrowed to stereotyping and gender differences. However, other factors that are not discussed through the support of literatures are believed to exist as well. Thus, stereotyping and gender differences are solely affecting women's participation in joining higher positions in educational sectors.

### **2.3 Socio-economical Barriers that Affect Female Teachers' Participation in Educational Leadership**

Among the barriers affecting women's roles in educational leadership, socio-economic barriers have been considered to be among the triggered factors that adversely affecting woman in leadership (Krumm, 2013). Although socio-economic barriers seem to be more challenging factor in women's leadership, literatures revealed that partial access to resources at family level and generally at institutional level negatively affect women roles. Moreover, partial resources possession by women is also had been seen as another barriers according to Knopik and Moerer, (2008). Hence, partial accesses to resources and women's partial resources possessions have been discussed below.

#### **2.3.1 Partial access to resources**

To my understanding, access to resources is different from possessing resources. Access to resources refers to how women at societal and family level benefit from resources without owning those resources. Moreover, resources possession refers to

power of an individual of owning resources. Therefore, majority of women don't own resources but access resources. Lack of resources possession had been triggered by lack of encouragement to majority of women. Even women with better educational qualifications fail to compete in leadership positions leave alone to own the resources. To substantiate this, Jackson, and Sandra, (2007) stated, "this lack of encouragement exists even though women who earn doctorates are more likely than men to desire an academic career" (p. 122). This indicates that women doubt their capacity to possess resources instead they believe on accessing resources without holding the titles deed.

In other hand, women leaders who already occupied leadership positions are attributed to how they have been nurtured. For instance, "leadership practices of women of color often emerge from values of nurturing and protecting the children as well as expecting the best from and for them" (Lyman, 2008, p. 188). This argument makes a lot of sense to me because nurturing has positive impact on someone's life irrespective of where that individual comes from.

To this end, all the above challenges require leadership skills and entrepreneurial abilities for women to cope with general situation. For example, Knopik and Moerer (2008) stated, "the components include a process involving influence, which occurs within a group context focusing on an ultimate goal" (p. 138). This also indicated that there is need for women who hold leadership positions to focus on their goal so that they achieve the necessary influence to get their role in leadership positions. As their leadership awareness and entrepreneurial skills increase, there is no doubt that it would enhance them to proactively possess the resources instead of having access to resources at societal level particularly in educational leadership positions.

### **2.3.2 Partial resources possession**

Spontaneously, women partially control resources because of their understanding about leadership. As per myself as a woman, I had different perception about management and leadership before I joined the postgraduate studies. However, such assumption is attributed to many. For instance, Boatman (2007) believed, “we were generally either thinking that leadership and management were the same thing, or thinking that leadership was the opposite of management, and it was good and management was not good” (p. 69). To this extend, it’s clear that leadership differ from management.

Furthermore, Krumm (2013) commented that economic is a barrier that affect female teachers to participate in leadership. The author explained that economy is a backbone of everything. This is true! It is possible to proof that an individual needs capital to make what they want to happen. Without capital, an individual’s proposal will remain just a dream. This is how I agreed with Danielson and Schulte (2007) that economy is a driving force of leadership.

According to Danielson and Schulte, (2007) trust is one of the most vital things in leadership. The authors believed that trust is a process that could be developed gradually. Danielson and Schulte, (2007) revealed the following “in our first year as chairs we came to trust one another. This trust developed gradually as a result of repeated interactions with and observations of each other” (p. 77). Through this experience, it is essentially needed that women can develop trust and confidence when they have roles models. Study conducted by Ison, (2008) added that women have also been seen participating not only

in educational sector but also in aviation industry. Ison, (2008) stated, “the growth in the number of women in aviation has not been limited to piloting” (p. 203). It is clear that women are willing to learn and ready to take an initiative to climb into the ladder of leadership. But, they have not been empowered to perform.

Another factors that appeared in majority of leadership that affects the roles of women in leadership positions in educational leadership had been cited in many studies by some researchers. Among the researchers, Jackson, and Harris (2007) commented that lack of inspirational roles models negatively contribute to women failure in leadership positions. Jackson, and Harris (2007) added, “another difficulty is that the limited number of African American female college and university presidents makes it difficult for aspiring leaders to find African American role models who have been successful in breaking through the barriers of race and gender” (p. 119). The authors claimed that race and gender discrimination against the black minority had been considered as barriers that limited women opportunities to leadership positions.

#### **2.4 Institutional Barriers that Affect Female Teachers’ Participation in Educational Leadership**

Women leaders deserve due respect in their positions as men do in their respective positions as well. However, negative perception toward women has been reported to grow higher in the recent years according to Grady, Curley and LaCost (2008). The authors indicated that negative perceptions by the societies are not only the sources of women’s weakness in leadership positions but traditional practice in majority of institutions is also among the barriers affecting women’s roles in educational leadership positions. Thus, this paragraph discusses the effect of negative perception toward women

and traditional practice by majority of institutions on women's roles in educational leadership.

#### **2.4.1 Negative perception toward women**

Garn and Brown (2008) who conducted research on the perception of gender biases indicated that women are perceived incapable by majority of the institutions or employers. An experience on the four superintendents women on the study by Garn and Brown, (2008) revealed, "four of the most experienced superintendents interviewed focused on setting a strong leadership tone during the interview process with the board members to dispel unfounded expectations" (p. 64). The study recommended that strong leadership tone is necessary during any practice by women for them to become successful.

Negative perception toward women leadership is a growing incident. However, it is also necessary for women themselves to know how to play their cards in leadership positions so that their males' partners in any positions do not challenge them. To substantiate this, Madsen, (2007) stated, "within this new and constantly changing higher educational environment, leaders must have an exceptional set of capabilities and competencies to help institutions rise to new levels of excellence and innovation" (p. 183). Through hardworking, women can easily achieve better leadership and chance to break the cycle of negative perception perceived by others toward them.

Since initialization of the socialization in many parts of the countries around the world, most important or positive histories had been attributed to men while leaving women out of focus (Fennell, 2008). This assumption has grown bigger and dragged

majority of societies dominated by men to infer the negative perception toward women. Perception had not been changed although awareness of leadership and civic education has been in place (Scheckelhoff, 2007; Cejda, 2008; Cvancara, 2010). According to Cvancara, (2010) “individuals who hold leadership roles in education need to be sensitive to and skilled in negotiating cultural differences across majority and minority cultures” (p. 167). For someone to be skillful in negotiation, I personally believe that it requires the avoidance of negative perception toward somebody so that other segment such as women could feel equally fitted to the system as men in many institutions.

#### **2.4.2 Traditional practice in some institutions**

According to Krumm, (2013) traditional practice is not only exercised by the third world but developed countries have been seen practicing it as well. For instance, the author narrated “in the past, leadership studies focused on men; the majority of college presidents are men. Despite a 7% increase in the number of women presidents between 1975 and 1995, only 453 of 2903 institutions (16%) were led by women” (p. 27). From this finding, it is possible to learn that men were dominant actors in many institutions or cultures even in the United States of America where people expect equal practice of democracy.

Cvancara, (2010) recommended that women have to work harder and stronger so that they catch up with institutional culture from other societies. Cvancara, (2010) added that learning culture is the most important thing for every individual. Moreover, the author emphasized so much on how an individual should learn an organizational culture as mean of communication to reach to the top-most position in educational leadership. Cvancara, (2010) revealed, “regardless of type of organization, it is important to keep in

mind that an individual journey to becoming interculturally competent mayor may not occur simultaneously with an organizational transformation” (p. 171). To my understanding, learning the organizational culture matter a lot but flexibility is also an issue to be addressed.

According to Lowe, (2010) women are highly neglected especially in the area of justice. Lowe claimed that the use of domestic violent on women is one reason that derails women to effectively play vital roles in leadership positions. Lowe, (2010) added, “another difference is the prioritization of responsibilities that men and women bring to the table” (p. 125). The reality is that negative perceptions toward women and traditional practice in connection to lack of awareness and denial of resources possession to women greatly affecting women roles in educational leadership.

## **2.5 Summary of the Chapter**

Based on literatures review, it has been indicated that different barriers have hindered women’s participation to leadership positions. These barriers include: education, socio-cultural, socio-economic and institutional barriers. It was indicated that educational barriers affected women in a sense that women faced challenges in many places of work because they lack better educational qualifications and experiences. Moreover, women had also socio-culturally been affected due to the fact that culture post an adverse effect on them in term of stereotyping. Socio-economic becomes a barrier because women have been neglected from resources possession in many institutions even at family level. Finally, negative perceptions toward women and traditional practice by employers have been seen as institutional barrier that affect women’s participation in educational leadership.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research approach the researcher employed in carrying out the study. This section guides the researcher on conducting the research. Moreover, research design is one of the contents that highlight how the study had been designed. Description of the study area, study population, sampling techniques, data collection tools, data analysis, data trustworthiness and ethical consideration are among the techniques that had been used in this study.

#### 3.1 Research Design

It is believed that research is continues cell that flow from its worldview through design stage. However, the natures of the study shape the approach to be used (Creswell, 2003). Creswell (2007) believes that five types of qualitative research exist. These are; case study, phenomenology, ethnography, narrative research and grounded theory. Thus, the researcher convinced to use case study. The mixed design is preferred to explore the barriers affecting the participation of women in educational leadership positions. To substantiate this, Kumar, (2011,) indicated, “this design is of immense relevance when the focus of a study is on extensively exploring and understanding rather than confirming and quantifying” (p. 123).

Researchers are advised to use the qualitative approach because it helps well in avoiding the generalization (Lester, 1999). However, the researcher convinced that concurrent mixed research design is usable to triangulate the study outcome. Although qualitative study occupied two third of this study – the researcher presented types of case

study as indicated by Creswell (2003). In this sense, it is a bit harder to know which qualitative approach should be used within the types of case study. However, Creswell (2003) revealed that there are three major categories in case study. These are; single case study, multiple case study and intrinsic case studies. Among the mentioned types of single case studies design, the researcher adapted single case study design. Single case study is importance because of its exploratory strategies in triangulations (Yin, 2003). There are five reasons to conducting single-case-study according to Yin (2003). These are:

- (1) When it represents the critical case in testing a well-formulated theory
- (2) when the case represents an extreme case or unique case
- (3) when it represents typical case – capturing circumstance of everyday condition in one place
- (4) when it represents revelatory case and finally
- (5) when it represents longitudinal case (PP. 40-42).

On my side, I neither tested a well-formulated theory nor capturing circumstance of everyday condition in one place for participants because I was not going to stay there for long on the site but I revealed the barriers that affect the roles of women in educational leadership positions in Gambella High School through mixed approaches.

### **3.2 Description of Study Area**

In history, Ethiopia is one of the countries, blessed with diverse nations and nationalities from different backgrounds in term of cultures and religious. The country is democratically led in federal system that gives room to many nations and nationalities to rule themselves and

exercise the rights to developing and advancing their own cultures and languages. Ethiopia has nine regional states in which Gambella regional state is among those.

Gambella is bordering South Sudan by west and it is estimated to be 766kms away from Addis Ababa, the capital city of Ethiopia. The region has five nations and nationalities. These are Nuer, Anyuak, Mejenjer, Opo and Komo. This study aims to explore the barriers that hinder women's roles in educational leadership positions at Gambella secondary schools. In my personal view, I assume that women in developing states of Ethiopia such as Gambella, Benshangul and Afaar rarely play vital roles in educational leadership because of cultural barriers. However, there is more to be done scientifically to proof it through research and that is why it is important to conduct this research in Gambella Regional State.

### **3.3 Study Population**

The populations of this study included teachers at Gambella secondary schools. To substantiate this, Ritchie, Lewis and Elam (2003) stated, "whatever the unit of study, it will be necessary to define the parent population - that is, the population from which the sample is to be drawn" (p. 86). Thus, the researcher drew the sample from female teachers who were currently teaching at Gambella secondary schools in Gambella town.

The assessment of barriers that hinder women's roles in educational leadership was not only narrowed to females teachers or leaders in Gambella secondary schools but key informants such as male leaders or teachers, and experts who are knowledgeable were also interviewed. In other hand, Patton (2002) defines the unit of analysis as: "...often individual people, clients, or students are the unit of analysis" (p. 228). Thus, the unit

analysis of this study was female teachers or women in leadership positions at Gambella secondary schools in Gambella town.

Apart from study population, inclusion criteria were mandatory because it guides the researcher to know who to approach during the actual research work in the field. For the purpose of this study, the proposed eligibility criteria for the research participants included:

(a) Any participant from female teachers in Gambella secondary schools has to be an official holding teaching position for minimum of one year experience who is also willing to response to the dialogue with the researcher, (b) any key informant has to hold leadership position in Gambella secondary schools with minimum of three years in teaching at high school with administrative roles as well. This possibly included the Director, Deputy Director and Gender Expert.

The determination of inclusion criteria for female teachers or leaders was measured through the help of secondary school's Director. The Director was requested to provide the list of female teachers and the researcher picked the participants to continue with the interview. However, the inclusion criteria for key informants were measured through the length of their experiences on the area of educational leadership and expertise.

### **3.4 Sampling Techniques**

To the context of this mixed approach research, multi strategies were used. The multi techniques included simple random sampling and non-probability. Non-probability enhanced the researcher to choose the participants purposively while random sampling enhanced the researcher to select the respondents randomly. Using multi-strategies in the

research work is allowed according to Creswell (2007). Creswell believe that “also, researchers might use one or more of the strategies in a single study” (p. 126). Hence, the researcher had used mixed approaches techniques. While considering non-probability techniques, purposive sampling was employed to fit for the research.

Furthermore, snowball-sampling technique was also used to identify the key informants such as experts with rich knowledge on leadership. For instance, Creswell (2007) narrated this technique as way to “identifies cases of interest from people who know what cases are information-rich” (p.127). Thus, the researcher used both snowball and purposive sampling techniques in order to reach the expected participants, which are believed to have relevant information about the phenomenon.

To some extent, the researcher used non-probability to specifically directing the investigation to participants with enough knowledge about the case. However, simple random sampling was used to avoid biases and this was carried out through descriptive survey design. To substantiate this, Bhattacharjee (2012) defines the non-probability sampling as “a sampling technique in which some units of the population have zero chance of selection or where the probability of selection cannot be accurately determined” (p. 69). Yin (2011) also believed that “the goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given your topic of study” (p. 88). Therefore, the researcher believes that preferring mixed approach would yield better result in obtaining two side of the story.

**Formula used:** in all three selected secondary schools – there were total number of 167 teachers in which 138 were male teachers and 29 were female teachers. The

researcher had used an appropriate formula adopted from Yamane (1967) as presented below.

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

According to the formula above:  $n$  represents the sample size,  $N$  represents the population size, and  $e$  represents the level of precision. The application of the above formula brings the following equation.

$$n = \frac{N}{1 + N(e)^2} \qquad n = \frac{167}{1+167 (0.5)^2} = 42$$

### **3.5 Data Collection Tools**

This section highlights the tools that had been used by the researcher to collect the data in the field. Moreover, it also presents the type of data sources, which have been employed by the researcher as well. For instance, the researcher employed both primary and secondary data sources.

#### **3.5.1 Primary Data Sources**

Primary data sources are data that are obtained directly from the participants (Finch & Lewis, 2003). Due to the nature of mixed approach - for this study, the researcher employed questionnaires to collect the primary data quantitatively and employed in-depth-interview and focus group discussion to collect primary data qualitatively from the respondents.

### ***3.5.1.1 Questionnaires***

Questionnaires were one of the data collection tools used to gather the information related to barriers to women's participation in school leadership Gambella town. It was significantly important to use such technique because it enhances the researcher to view how an individual respondent answered to barriers affecting women's participation in school leadership in form of likert scale during the data collection. To proof this, Pandey and Pandey (2015) indicated that such type of data collection tool "...is used in evaluation performance, interests, attitudes, values towards their life problems and situations" (p. 60).

Although majority of researchers would think that questionnaires do not yield better result because they give more freedom to respondents, I can not agree with that because questionnaires can not yield better result unless an individual use them alone without triangulating their result with one of interview and focus group discussion. Questionnaires were distributed to forty-two (42) respondents who participated in the descriptive survey. The questionnaires were later returned within a period ranged from two to one week. I therefore decided to use questionnaires due to the nature of mixed approach that require me to see the outcome of both quantitative and qualitative.

### ***3.5.1.2 In-depth interview***

In-depth interview is one of the data collection tools that help to generate data through face-to-face dialogues between the participants and the researchers (Legard, Keegan & Ward, 2003). According to Ritchie and Lewise (2009), in-depth interview

brings both researcher and the participants closely and this helps the researcher to closely observe the feeling and the facial expression of the participants.

However, this process is different from the direct observation because the researcher leads the entire process rather than the participants. In this process, the researcher had developed structured or semi-structured interview guide to explore the barriers that affect the participation of women in school leadership positions. Thus, an in-depth interview included, the female teachers in all the selected three secondary school in Gambella town, the directors, education bureau head and experts from other institutions.

### ***3.5.1.3 Focus Group Discussion (FGD)***

Focus group discussion is an interactive means for participants to brainstorm among themselves on certain phenomenon. According to Finch and Lewis (2003), "...participants present their own views and experience, but they also hear from other people. They listen, reflect on what is said, and in the light of this consider their own standpoint further" (p. 171). This process is different from in-depth interview. It is different because the researcher takes the listening roles unlike the in-depth interview where participants remain to be the audiences.

In other hands, the focus group discussion comprise of small group that range from six to ten with similar background on one issue according to Patton (2002). The author added that the process should last between an hour and two hours depending on the matters. Thus, the researcher convinced to use the focus group discussion to crosscheck

what might have been missed during an in-depth interview. Therefore, the researcher had focus group discussion with two different groups.

The group of male teachers had focus group discussion separately for an hour and half. Meanwhile the group of female teachers had separate discussion as well. This method was used after learning that male teachers would dominate the focus group discussion if they were mixed with female teachers. Each group comprised of five participants. It was intentionally decided for each group to have five members to make sure that each member in the team got chance to participate in the focus group discussion. Therefore, each focus group discussions session last for an hour and half.

### **3.5.2 Secondary data sources**

Secondary data sources are existed data that had been collected, presented and processed by other researchers but remain useful and relevant for other researches (Kothari, 2004). Therefore, the researcher had used both published and unpublished from organizations that work in line with women in the area of educational leadership.

#### ***3.5.2.1 Documents review***

In this section, documents such as journals, article, books chapters, dissertations, guidelines, conventions and policies were used as secondary data sources to evaluate and analyze whether they meet the research concept. To substantiate this, Creswell (2007) indicated, “Journaling is a popular data collection process in case studies” (p. 141). It is also believed that there are some documents that are more important for case study. For

instance, Yin (2003) narrated that communiqués, letter, minutes of the meetings; memoranda and agenda are significantly useful for single case studies.

### **3.6 Data Analysis**

To analyze the data, the researcher had used both quantitative and qualitative analysis. According to Creswell (2007), the simplest and general qualitative procedures for any qualitative studies should encompasses text reduction from complex to specific. Moreover, the reduction of text from complex to specific was done through coding to fit for sizeable themes in order to reach the discussion. The main concept of putting text into thematic order is to make sure that redundancy is avoided.

The researcher followed four steps of analyzing qualitative data as per Smith (2012). The four steps included: multiple reading, transforming notes into emergent themes, seeking relationships and clustering themes and writing up the report. Through following these stages, the researcher utilized data analysis process while considering the research ethics.

Moreover, quantitative data were analyzed using statistic package for social science (SPSS), computer software that helps for quantitative data analysis. Before data analysis, questionnaires were designed using likert scale. The likert scale questionnaires were given codes. After data collection – data entry were done that led to final analysis in term of table and graphs.

Furthermore, pseudo names were assigned to protect the identities of the participants. While analyzing qualitative data, similar themes were put together and shade with similar

color to differentiate each theme from one another. Thus, data were discussed and presented to response to the research questions.

### **3.7 Trustworthiness of the Data**

Trustworthiness of the data is one of the ways of making sure that stakeholders are knowledgeable of research's objectives and the benefit including its outcome according to Patton (2002). The researcher had presented the recommendation letter that was given by the department of EdPM from Addis Ababa University. The recommendation letter helped the stakeholders especially the participants to trust the researcher.

Trustworthiness was kept consistent by making sure that the researcher avoids the biases in communication. The trustworthiness was measured by how frequent the researcher address specific question to the participants and how the researcher exactly narrate what the participants have narrated. The other means of ensuring the trustworthiness was triangulation. Patton (2002) defines the term 'triangulation' as follows: "This means comparing and cross-checking the consistency of information derived at different times and by different means within qualitative method" (p. 559). The significant of triangulation is trustworthy because different research questions produce different results and that require data triangulation.

### **3.8 Ethical Consideration**

Ethical consideration is the main thing required by the research participants for them to feel confident about the researcher and the institution that send the particular researcher. It is considered to be one of the critical gaps if there is no ethical

consideration concept held by the researcher. Lewis (2003) confirmed, “Informed consent indicated that it is a critical concept in ethical considerations” (p. 76). This form enhances the participants to know the overall concept of the study and why it is importance for them to participate.

Briefly, the purpose of informed consent form is to ensure that the agreement of the participants and the concern stakeholders is confirmed. Moreover, Creswell (2009) indicated, “Other ethical procedures during data collection involve gaining the agreement of individuals in authority (e.g., gatekeepers) to provide access to study participants at research sites” (p. 90). For this reason, the researcher outlined the objective of the study and its outcomes to the participants before they signed the informed consent form. The form was used to assure the participants and it also served as a contract between the researcher and the participants. Furthermore, the names of the participants were kept anonymous and the data collected destroyed after analysis so that other researchers will not use them.

The researcher is aware that the invasion of personal privacy without participants’ consent is amount to maximum crime. To substantiate this, Fisher (2010) narrated, “When you are doing your research you should not treat people unfairly or badly. You should not harm people, or use the information you discover in your research to harm them, or allow it to be used to do harm” (p. 72). Hence, some of the essential information in the informed consent form included: researcher’s contact information, purpose of the study and space for participants to sign to ensure their full consent. Finally, deception of

other scholars' works without acknowledging their effort and fabrication of data was considered unethical and it amount to violation of research ethics.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter outlines the findings from the interview, observation, focus group discussions and questionnaires that were distributed teachers and other experts in the selected secondary schools in Gambella town. Thus, the paper presented six thematic areas. These include the educational barriers that affect women's participation in leadership, socio-cultural barriers, socio-economic barriers, women's attitude toward themselves, institutional barriers and criteria used by the authority to select leaders in educational institutions. In the process, the researcher had used fake names instead of participants' real names in the whole report to maintain the research ethics and confidentiality.

#### **4.1 Background of the respondents**

##### **4.1.1 Ages of the respondents**

The table below indicates age group of the respondents who participated in the research work. It's indicated that majority of the respondents' ages ranged from 26-30 years old. The statistic indicates that 2.4% of the respondents' ages ranged from 20-25 with 19% of the respondents' ages ranged from 31-35. In other hands, 21.4% ages ranged from 36-40 and 7.1% of the respondents' ages ranged from 41-45.

		Frequency	Percent
Valid	20-25	1	2.4
	26-30	21	50.0
	31-35	8	19.0
	36-40	9	21.4
	41-45	3	7.1
	Total	42	100.0

**Figure 1: Age of the respondents**

#### 4.1.2 Marital status of the respondents

According to primary data, 7.1% of the respondents are single, 83.3% are married, 4.8% are widowed and 4.8% divorced. It has been inferred that majority of teachers in secondary schools in Gambella town despite of their sex are married.

		Frequency	Percent
Valid	Single	3	7.1
	Married	35	83.3
	Widowed	2	4.8
	Divorced	2	4.8
	Total	42	100.0

**Figure 2: Marital status of the respondents**

#### 4.1.3 Sex and qualifications of the respondents

To test the trustworthiness of the data, the researcher carried out the survey on teachers' qualifications based on *sex*. A survey had shown that male teacher with better

qualifications were more than female teachers statistically in all secondary schools in Gambella town.

		Sex		Total
		Male (61.9%)	Female (38.9%)	100%
Qualification	Diploma	0	3	3
	BA/BSc	24	13	37
	MA/MSc	2	0	2
<b>Total</b>		<b>26</b>	<b>16</b>	<b>42</b>

**Figure 3: Sex and qualifications of the respondents**

The above table indicated that male teachers had higher qualifications compared to female teachers in all assessed secondary schools in Gambella. This clearly supports the data from the in-depth interview, focus group discussion and observation that was made during the fieldwork. Furthermore, forty-two individuals were selected as sample to represent the three selected schools in Gambella town. In this study, three educational qualifications – diploma, degree and master were gauged against females and male teachers. The data indicated that majority of women obtained Diploma while male teachers dominated Bachelors degree and Masters. In cumulative, female teachers amounted to 38.9% while male teachers occupied 61.9% in educational leadership in both three selected secondary schools in Gambella town.

#### **4.1.4 Work experiences of the respondents**

Lack of leadership experience has been revealed to be among the factors that affect women’s participation in educational leadership positions in Gambella town. Data

indicated that majority of male teachers got advantage of holding leadership positions due to the fact that the number of female teachers in Gambella town has not been progressing. In an interview conducted with one of the schools' Directors in Gambella town, the Director indicated that women lack qualification as well as relevant experience in the field of education.

*Gambella is one of the developing regions in Ethiopia and I believe that it has an adverse impact on the women to climb the ladder of educational leadership. As a Director, I'm more courageous to see female leaders on board, however, there are no capable women with better qualification and experience on educational leadership. You know – for someone to be a high school's director it requires both qualification and reputable work experience.*

In other hands, the quantitative data also indicated that experience is also a factor that hinders women's participation in educational leadership. For instance, 38.9% of the sample taken from the secondary schools were recorded to be occupied by female teachers while majority of the share was dominated by male teachers in leadership positions as shown below in the table. To proof this, majority of women that participated in both interview and focus group discussion were confirmed to have low experiences compared to male teachers. Therefore, climbing to the ladder of leadership positions in education does not only require a better educational qualification but work experience.

		Sex		Total
		Male (61.9%)	Female (38.9%)	100%
Experience	1-3	4	2	6
	4-6	10	7	17
	7-9	9	7	16
	10-Above	3	0	3
Total		26	16	42

**Figure 4: Work experience of the respondents**

To some extent, it is possible to conclude that male preference and lack of leadership experience have contributed to low female teachers' participation in educational leadership in secondary schools in Gambella town. For instance, it is indicated that there was no females with more than ten years experiences; however, there were male teachers with more than ten years experiences. This indicated that female teachers have low chance of competing in educational leadership hierarchy. Meles Tedros, a director from Gambella Preparatory School illustrated the followings:

*Lack of work experiences for female teachers adversely affected their participation in leadership positions in education. For instance, before I became a Director, the Education Bureau had asked for experienced woman who would fit for the post of director. However, there was no eligible female candidate to show-up or compete for the position of high school director. It was required that a female teacher should at least have more than ten years experiences.*

Based on the above scenario, we can learn from the past that majority of female teachers failed to fit in educational industry due to lack of work experience. Therefore, it is possible to conclude that work experience are among the factors that derails women's participation in educational leadership in Gambella secondary schools. Thus, socio-cultural barriers that negatively contributed to low women's participation in educational leadership has also been discussed in separate theme below.

#### **4.2 Educational barriers that affect women's participation in Educational leadership in Gambella**

Barriers that affect women in educational leaders have been stated in many forms according to the findings from the interviews data and focus group discussions. In an interview conducted with participants in three different secondary schools in Gambella town, it was indicated that female teachers who teach in secondary schools were less in number compared to men. The data further confirmed that boys' preference at family level had adversely contributed to low numbers of female teachers at secondary school. Furthermore, observation data first and focus group discussion revealed that women are outnumbered in educational institutions due to lack of long serving in leadership. This entails that majority of women fail to attend leadership positions because they previously got no chance to served in leadership roles. For further analysis, males' preference and lack of leadership experiences have been widely discussed in a separate sub-topic below.

##### **4.2.1 Males' preference to school at family level**

The question of males' preference to school at family level in Gambella town was observable. In an observation that I went through in all selected secondary schools, I had learned that male teachers were more than female teachers in both ordinary teachers and

in leadership positions as well. To substantiate this, the researcher made an in-depth interview with experts, school directors and both male and female teachers about what they think impact the female's participation in leadership positions. Data collected from the interview, observation and focus group discussion indicated that male preference at family level contributed to low numbers of women participation in educational leadership. Achalla Omod, a female teacher at Elay Secondary School illustrated the followings:

*Culturally, there is perception from the community that women are not worthy to be given a chance to go to school. For example, we stayed in Gog woreda where the chance of going to school were very high but I was not allowed to go to school instead my parents preferred my younger brother to go to school. There was a belief that if they allow me to go to school I might not perform well. They also believe that I might ended-up in wrong directions. What come to parents' minds when they send females to school is that they will be prostitutes. I therefore struggled to reach where I am today.*

Males' preference to have better chance compared to females in joining school had been seen as a factor that affect women's participation in educational leadership. It had also been identified that some villages that are part of Gambella town around Gambella have low interest of putting girls to school. This had been further revealed by the experts who went through the interview that the main reason behind denying educational access to females is because females were considered to be wealth or

resources. Biniam Belay, an expert working with education bureau in Gambella town narrated the followings:

*Young girls are denied to go to school if you go deeply in the village by their parents. Their parents believe that having a girl in the family is like having a gold. They consider girl as an asset for the family because once she is married the family will get cows that will make them rich. Family receives 25-40 cows as dowries if their daughter gets marriage. For that reason, girls have been considered as sources of wealth and this affect them to be given chances to go to school thinking that if a girl goes to school she may not be successful and that will be a lose to the family.*

#### **4.3 Socio-cultural barriers that affect women’s participation in Educational leadership in Gambella**

Socio-cultural barriers are among the factors affecting women’s participation in educational leadership. Sources from interview indicated that women in three selected secondary schools in Gambella were culturally affected. Moreover, socio-cultural barriers are triggered by stereotyping and domestic activities at family level in majority of household according to data presented in focus group discussion in Elay secondary school in Gambella.

Women who participated in the interview revealed that men believe that women had no capability of leading in education. To substantiate this, one of the participants who worked in education bureau presented that women would never lead well because they are not respected in the community even in the government system as well. For further analysis, it is possible to say that not every woman lack ability to lead. However, majority

of women are trapped or kept busy by house shore activities. Therefore, this section discusses how stereotyping and domestic activities affect women participation in educational leadership in selected secondary schools in Gambella town.

#### **4.3.1 Stereotyping**

Stereotyping has created mistrust on women by majority of men in the offices. Majority of people especially officials and leaders who hold high portfolio in leadership positions in education bureau had voiced concern that women had been perceived that they are incapable to lead in education and other offices. When analyzing data from the fieldwork, I learned that most of the answers presented by men and women were just an assumption that women should not lead without practical evidences. However, it is sometimes made possible because women to some extent support the stereotyping. Didumu Obang, one of the interviewees from Elay secondary school who participated in focus group discussion illustrated the followings:

*Women in many aspects have weakness to lead because they are not respected and they are also considered that they don't have capacity to think and make decision as men do. This makes majority of the institutions to select women to hold leadership positions. For instance, I have worked for different organizations before I became a teacher. However, women never perform the way men perform and I inferred that it is because they lack better education.*

In analyzing the above statement, it is clear that men have ideologically perceived women to be weak in performing tasks. Majority of men perceive women to be less educated and less competent to lead in different capacities. Such ideology is not even

close to the reality because not every woman lacks better education and better experiences. However, the fact that majority of women fail to obtain higher qualification and better experience grant opportunities for men to make an adverse generalization about women.

There is no tangible evidence that shows that women are physically or mentally weak in job performance. To my own understanding, women are not mentally or physically weak as men might have perceived it but this is just a stereotyping. To substantiate this, the researcher has presented quantitative questions to triangulated whether the stereotyping exist as it was expressed in focus group discussion. Moreover, respondents had also been asked in interview whether women are consistence in decision making as presented in the table below.

Women have consistency in decision-making		Frequency	Percent
	Strongly Disagreed	20	47.6
	Disagreed	3	7.1
	Undecided	4	9.5
	Agreed	14	33.3
	Strongly Agreed	1	2.4
	Total	42	100.0

**Figure 5: Women consistency in decision-making**

In this table, a few have strongly agreed that women are consistence in performing better in leadership positions. Moreover, 7.1% disagreed that women never perform well in leadership position. Furthermore, 9.5% failed to decide whether women

are consistent. Compared to other options, 33.3% of the respondents have agreed that women are consistent in performing tasks in leadership positions.

There is an indication that stereotyping does exist in educational administration in the selected three secondary schools in Gambella town. For instance, the fact that majority of the respondents were men resulted to high percent of the respondents to express negative feeling toward women consistency in decision making in educational leadership positions. In the above table, it is indicated that 47.6% strongly disagreed saying that women have no consistency in decision making in leadership positions. This can possibly be inferred that sex is a factor that influences female teachers to hold leadership position in secondary schools in Gambella town. To this end, the researcher had also investigated how domestic activities at family level adversely affected women's participation in school leadership in Gambella town and further discussion is presented below.

#### **4.3.2 Domestic activities at family level**

Among the barriers to women participation in educational leadership – domestic activities at family level had been witnessed as one of the major barriers next to stereotyping. Data collected from interview and focus group discussion had shown that women are highly engaged in domestic activities. This brings a conclusion that the involvement of women in domestic activities would possibly resulted in lowering female teachers' participation in educational leadership. It was indicated that majority of women failed to attend primary education at early ages. This also derailed them from leading consistently in leadership positions compared to men in secondary schools. Nyakong

Bany, one of the participants who participated in an in-depth interview from New Land secondary school narrated the following:

*I'm a married woman with four children. I have been teaching here for the last three years. It was not easy to progress because sometimes I quit teaching when I gave birth because there are a lot of things that need my attention at home. For instance, before I come to class I have to make sure that I prepare other domestic activities such as food, clean the floor, and wash the clothes and other things. All these things interrupt my full participation as compared to male teachers here in our school.*

The participation of female teachers in educational leadership requires remedy. However, the remedy should not only come from women themselves, but the government and other stakeholders in Ethiopia and in Gambella regional state in particular should be among the institutions that should give remedy. The researcher made an attempt of investigating the barriers that affect female teachers' participation in secondary schools. This was made through distributing quantitative questioners to respondents. The main intention of distributing questionnaires was to triangulate the response rate from the focus group discussion and interview verse questionnaires whether they meet the research objectives.

The response rate from the distributed questionnaires revealed that female teachers in selected secondary schools in Gambella town should not be compared to men. This is because female teachers are highly engaged in domestic activities unlike male teachers in secondary schools. To substantiate this argument, a table below presents the

actual response of the respondents on the effect of domestic activities on women participation in educational leadership in Gambella town.

Women's responsibilities at home affect their participation in educational leadership		Frequency	Percent
	Strongly Disagreed	3	7.1
	Disagreed	2	4.8
	Undecided	6	14.3
	Agreed	13	31.0
	Strongly Agreed	18	42.9
	Total	42	100.0

**Figure 6: Effect of women's responsibilities at home on leadership**

The effect of domestic activities at home had an adverse effect on female teachers' participation in educational leadership. Data collected from the interview presented that women are heavily engaged dealing with activities that interfere with educational activities. To proof this, the table above presents the findings or the effect of domestic activities on women leadership in term of percentage. It was indicated that 4.8% strongly disagreed that domestic activities has no interference on women's leadership in education. Furthermore, 7.1% disagreed that domestic activities has no effect either on female teachers' roles in school leadership. However, 14.3% did not decide and 31% agreed that domestic activities interference in women's performances. Meanwhile, 42.9% had strongly agreed that domestic activities had an adverse impact on women's participation in leadership positions in secondary schools in Gambella town.

For this reason women could not be blamed for not actively participating in school leadership because they have obstacles that interrupt their way toward leadership positions compared to men. It is possible to infer that domestic activities adversely derailed female teachers' participation and this require remedy that should come from the regional and federal authorities. Finally, stereotyping and domestic activities show lack of awareness on socio-cultural effect on educational leadership among the societies in Gambella town.

#### **4.4 Socio-economics barriers that affect women's participation in Educational leadership in Gambella**

Although barriers that contributed to low participation of female teachers in educational leadership had been identified as lack of education and socio-cultural barriers – it is true that socio-economics is among these barriers. Data collected from fieldwork indicated that socio-economics barriers had widely affected female's participation in leadership. The affection had been witnessed in two different ways; these are in term of unfair distribution of resources and men's roles as breadwinner in community and at family level. Thus, this section discusses the effect of resource distribution on female teachers' participation in educational leadership in selected secondary schools in Gambella town.

##### **4.4.1 Unfair distribution of resources between women and men**

To my understanding, distribution of resources between men and women in many societies has been an issue that requires an immediate attention and research. Finding indicated that resources have not been distributed fairly between males and females at societal level in Gambella town. While examining the way resources have been

distributed, it was revealed that men dominated decisions making process and that triggered unjust resources distribution between males and females. In further communications from the respondents, it was communicated that majority of resources are controlled by men. For instance, one of the female respondents who participated in an in-depth interview in the field narrated the followings scenario:

*The distribution of resources between males and females had never been fair because men are the one mobilizing the resources and that gives them upper hand of taking lion's share in resources distribution. For example, my husband determines what has to be saved in the bank and he also decided what we spend on foodstuffs at home. This is a big interference by men on resources domination. The fact that man decides what to spend in female's salary shows that men take bigger share in resources distribution.*

Apart from the above narration from the participants, further evidences revealed that males and females do not equally share resources at home. Hence, this had been seen as a gap between male teachers and female teachers in Gambella town. To substantiate whether both women and men at family level equally share resources, the researcher had addressed the question in the table below to the respondents and their responses were rated in term of percentage.

Women and men equally share resources in the households regardless of who earns income in the family		Frequency	Percent
Valid	Undecided	3	7.1
	Agreed	9	21.4
	Disagreed	30	71.4
	Total	42	100.0

**Figure 7: Resources distribution between women and men**

Quantitative data presented on the above table indicated that 7.1% failed to decide. Moreover, 21.4% agreed that both men and women irrespective of who earn income equally share resources at family level. However, 71.4% of the respondents disagreed that both men and women in their households regardless of who earns income in the family do not equally share resources. Therefore, it is possible to conclude that majority of resources at family levels in Gambella town are controlled by men. Furthermore, the fact that men control resources become evidence that creates dominion by men to controlled majority of leadership positions in educational leadership especially in secondary schools to serve as directors. Other related evidences from the interview revealed that culture is also an issue.

In Gambella region, there are five nations and nationalities according to the data obtained from Gambella regional education bureau. These are Nuer, Anyuak, Majenger, Komo and Oppo. Among five nations and nationalities, Nuer are the majority followed by Anyuak, the document revealed. However, Nuer and Anyuak who are the majority in the state have similar cultures. To my understanding, their culture favors men so much and it gives less power to women especially when it comes to resources ownership. For

this reason, the participation of women in resources possession had become minore while the chance of men controlling resources become immense at family level.

On contextual analysis specifically to Gambella town, I would say that this culture posts an adverse effect on how women and men share resources. Consequently, this culture has been viewed as a factor that contributed to low female teachers' participation in educational leadership in many secondary schools in Gambella town. The fact that men controlled resources in some aspect encourages men to maintained their positions as breadwinner at home. Therefore, the effect of men serving as breadwinner has been contextually discussed in separate theme below to see its affect on female teachers' participation in educational leadership in Elay, New Land and Gambella secondary schools in Gambella town.

#### **4.4.2 Men as breadwinner at home**

Socio-economic barriers in Gambella regional state particularly in Gambella town have not only been centered to unfair distribution of resources between males and females. However, men serving as breadwinners at home had also been witnessed as significant obstacle that hinders women's participation in leadership positions in secondary schools in Gambella town. An interview conducted in selected three secondary schools (Elay, New Land and Gambella Preparatory School) indicated that majority or all the directors of these schools were males. When making further exploration, the researcher learned that males at family's level prioritized their own needs. They invest in themselves simply because they controlled the resources. This result to majority of males being seen as more educated compared to females. To substantiate this, one of the female participants during the interview elaborated the followings:

*Leadership is a process and it requires resources. For instance, any individuals asking for leadership require money here for different reasons: she/he needs money to approach people such as inviting people with tea or water in case there are visitors at home. Men can easily possess such things, however, females do not have access to resources at home since men are the breadwinners.*

There is no doubt that men dominated majority of thing at home. However, it is not easy to rule it out unless some indicators that show the reality are presented. These indicators should be presented qualitatively and quantitatively to triangulate the data whether they match the narration from the participants. To triangulate this, respondents had been asked whether men are the breadwinners at family level. An outcome of the questionnaires that were distributed has been presented in term of table below. It revealed that 2.4% of the respondents failed to decide on whether men are the breadwinners. Furthermore, 7.1 disagreed that men are not the breadwinners at family level. However, 31.0% agreed that men control resources. Finally, 52.4% of the respondents strongly agreed that men are the breadwinners at family level.

Men are the breadwinners in the household and this encourages majority of men to dominate leadership both at home and at the school		Frequency	Percent
Valid	Strongly Disagreed	3	7.1
	Disagreed	3	7.1
	Undecided	1	2.4
	Agreed	13	31.0
	Strongly Agreed	22	52.4
	Total	42	100.0

**Figure 8: Men as breadwinners at family level**

Although it might seem impossible for men to acknowledge their adverse roles in leadership manipulation, it was clearly acknowledged by the participants during the interview that men adverse roles on women progress was observable. The participants added that the fact that men controlled the resources at family level granted them upper vote in decision-making. Men who participated in separate focus group discussion failed to acknowledge the adverse effect of men roles on female teachers' progress in secondary schools in Gambella town. They claimed that the resources domination by men does not literally correlate with leadership positions.

However, this claimed had been rejected by both qualitative and quantitative data after analysis. Both data revealed that men serving as breadwinners at family level grant them chance of dominating leadership positions in secondary schools in Gambella regional town. Thus, unfair distribution of resources between men and women as well as

men serving as breadwinner adversely affect women's participation in leadership positions.

#### **4.5 Attitude of women towards themselves (Self- Efficacy)**

It has been widely answered that socio-economic and socio-cultural had adverse effect on female teachers' participation in leadership positions in education sector. This is real, however, attitude of women toward themselves had also been identified as one of the barriers. It interferes on women participation in educational leadership to an extent in which educated women fail to appreciate their knowledge and skills. Self-efficacy or attitude of women towards themselves had been seen in two different forms. These are; lack of role models and women's low self-esteem. These two barriers had impacted women's participation in leadership positions in a sense where women failed to perform other tasks as performed by men simply because of negative assumption toward themselves. Therefore, lack of role models and women's low self-esteem have been deeply discussed below.

##### **4.5.1 Lack of role models**

Data collected from the interview revealed that women's participation in educational leadership had been narrowed. Moreover, lack of inspiration from other women who already got chance in other leadership positions apart from educational leadership had been discovered to be among the factors that narrowed women's participation in educational leadership. The participant explained as follows:

*Women who held leadership in various leadership positions show little to inspire other women. Thus, this impacted women's participation in*

*schools' leadership. Therefore, women would have gone far if they inspire themselves.*

The finding attributed that women have some skills that place some of them in highly qualify leadership positions. However, majority of women who attended leadership positions fail to encourage others, the finding revealed. Our interchangeable conversation in focus group discussion with both women and men indicated that lack of role model has negative impact on women's participation in leadership position. One of the participants who participated in the interview (p.100) illustrated the following:

*To my view, women lack skills not only because they lack education but also because they lack role models that inspire them to perform better like men do. However, lack of support from the community and from the rest of the women who gain better education adversely contribute to women weakness in competing in leadership positions with men in educational leaderships in Gambella town.*

This debate may have been seen in men's perspectives; however, women had also admitted that it is true that lack of role models adversely impacted their participation in leadership positions. To confirm this, a triangulation studies have been carried out using likert-scale to test whether the claim is true. The result had shown that majority of women fail to participate in leadership positions because they lack role models that inspire them. Therefore, a question has been asked whether lack of role models has an adverse effect on women's participation in leadership positions and the respondents in the table below provided the following answers.

Does lack of role models affect women's participation in school leadership?		Frequency	Percent
Valid	Disagreed	2	4.8
	Moderate	6	14.3
	Agreed	20	47.6
	Strongly Agreed	14	33.3
	Total	42	100.0

**Figure 9: Lack of role model affect women’s participation in leadership**

In the above table, it has been indicated that 47.6% agreed that lack of role model is a real obstacles that hinder female teachers’ participation in school leadership. Moreover, 33.3% respondents strongly agreed that women had not been seen climbing the ladder of leadership due to the fact that they have not been inspired. Thus, this brought the researcher to inferred that women would have had perform better if they have role models. Furthermore, 14.3% of the respondents indicated that lack of role models is moderate factors and it could not be supported as the main cause of low women’s participation in leadership position.

In final analysis, 4.8% of the respondents argued that lack of role models at all has no influent on women’s participation in leadership positions in three selected secondary schools in Gambella town. In simple observable analysis, it is possible to infer that women’s participation in educational leadership is lowered by lack of role model in Gambella secondary schools as shown higher by 47.6%.

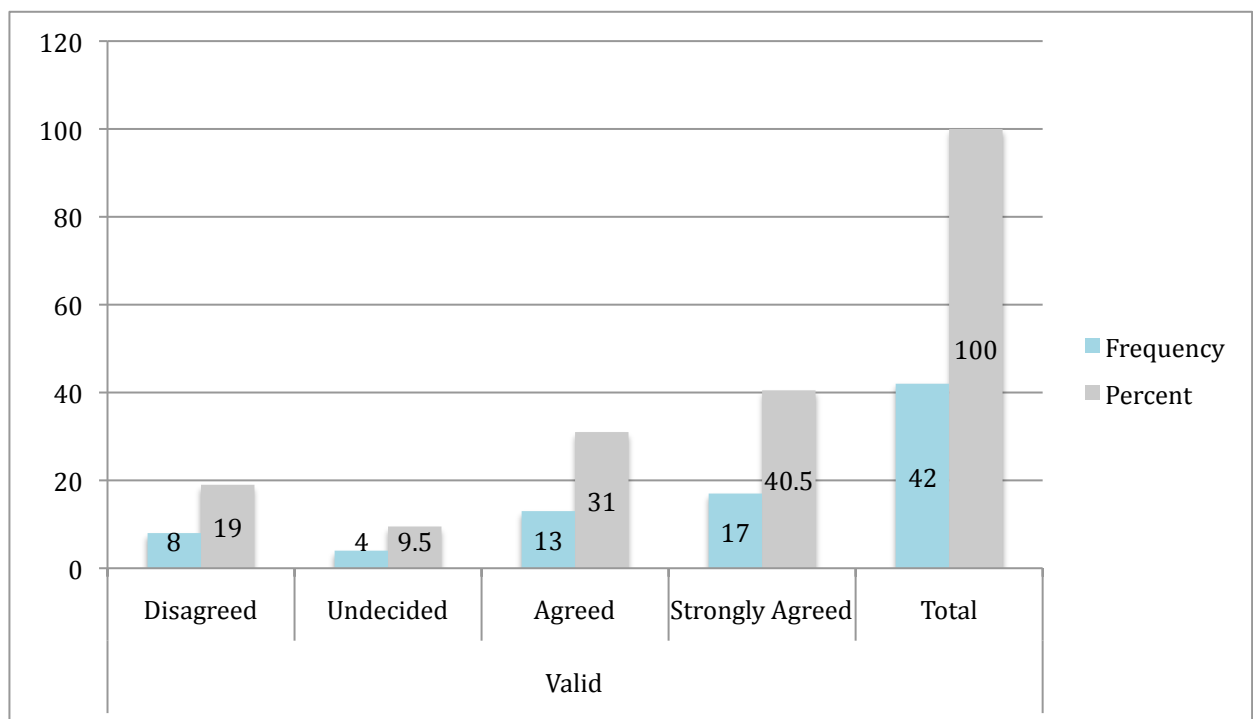
#### 4.5.2 Women's low self-esteems

Lack of role models and women's low self-esteems while conducting their daily activities have been witnessed to be among the barriers affecting female teachers' participation in school leadership in Gambella secondary schools. Interview revealed that majority of women ignored their capabilities instead they trust men's capacities when it comes to offices' work implementation. Such behavior triggered the researcher to address a question whether women consider themselves to have low level of acceptance than men. One of the male participants who attended an in-depth interview narrated the followings:

*The number of female teachers who hold leadership positions in secondary school in Gambella town is low compared to men. This is due to the fact that women under-estimate their capacity. They think that men are more capable than them. To my understanding, I believe that women can even work harder and smoothen more than men. This is because they are consistence, efficient and effective on everything they do.*

The above narration has suggested possible picture on how female teachers consider themselves. However, clear-cut understanding was still needed and therefore the researcher presented quantitative survey. The survey was aimed to assess the opinions of the respondents on how they view female teachers' participation in secondary schools. The survey result was presented through graph. The emergent of graph below indicated that 9.5% of the respondents had undecided to respond on whether women consider themselves to have low level of acceptance than men on their daily activities.

Furthermore, 19.0% of the respondents disagreed with the statement that it is not true that women consider themselves to have low level of acceptance than men. Meanwhile, the result further revealed that 31.0% of the respondents agreed that women consideration of their low level of acceptance in the community is a reality. Finally, 40.5% of the respondents strongly agreed that women consider themselves to have low level of acceptance than men in their daily activities. Based on the histogram result below, it is possible to conclude that women’s acceptance of their own failure to perform below men is the barriers that affected their participation in school leadership in Gambella town.



**Figure 10: Women’s low self-esteem**

Based on both qualitative and quantitative evidences, it is possible to inferred that lack of role models that inspire female teachers in school leadership contribute to women’s low participation. Moreover, women’s low self-esteems is also a barriers that

contribute to women's low participation in educational leadership as well. Although these barriers are bold to get mitigated, there is need for the administration of each school to formulate a mechanism to curve the further escalation of female teachers' low participation in educational leadership. This should be addressed through affirmative action. Despite all the mentioned barriers, the researcher had also explored the institutional barriers that affect women's participation in educational leadership in Gambella in a separate theme below.

#### **4.6 Institutional barriers that affect women's participation in Educational leadership in Gambella**

The root cause of female teachers' low participation in educational leadership requires thorough investigation. This is because majority of the barriers that women's participation in school leadership comprises of internal and external influences. Although barriers that prevent female teachers' participation in school leadership had been attributed to socio-cultural and socio-economic earlier in the studies – it also emerged that institutional barrier is among the barriers that derailed female teachers' participation in Gambella town. The institutional barriers had been identified in two main classifications that include; domination of key leadership positions by men in education and community perception toward female teachers' leadership. These two barriers appeared to be among the barriers and more emphasis has been given to them by assigning separate themes for further understanding. Thus, domination of key leadership positions by men and community perception are discussed below separately.

#### **4.6.1 Domination of key leadership positions by men**

The domination of key leadership positions by men in education industry was seen as something that had an adverse effect on female teachers' participation. Although some hidden variables may exist beyond the domination of men to key leadership positions in education, yet, it had been argued that men's domination to key leadership positions post huge threat to female teachers' participation. While conducted an in-depth interview with one of the experts in Gambella Education Bureau, the male expert narrated the following fact as follows:

*One of the challenges here is that men dominate majority of the key positions in leadership positions. This makes selection of female teachers difficult to leadership positions. For example, when it comes to vote men - dominate the vote because they are the majority. For that reason, they win and get privilege of taking majority of leadership positions.*

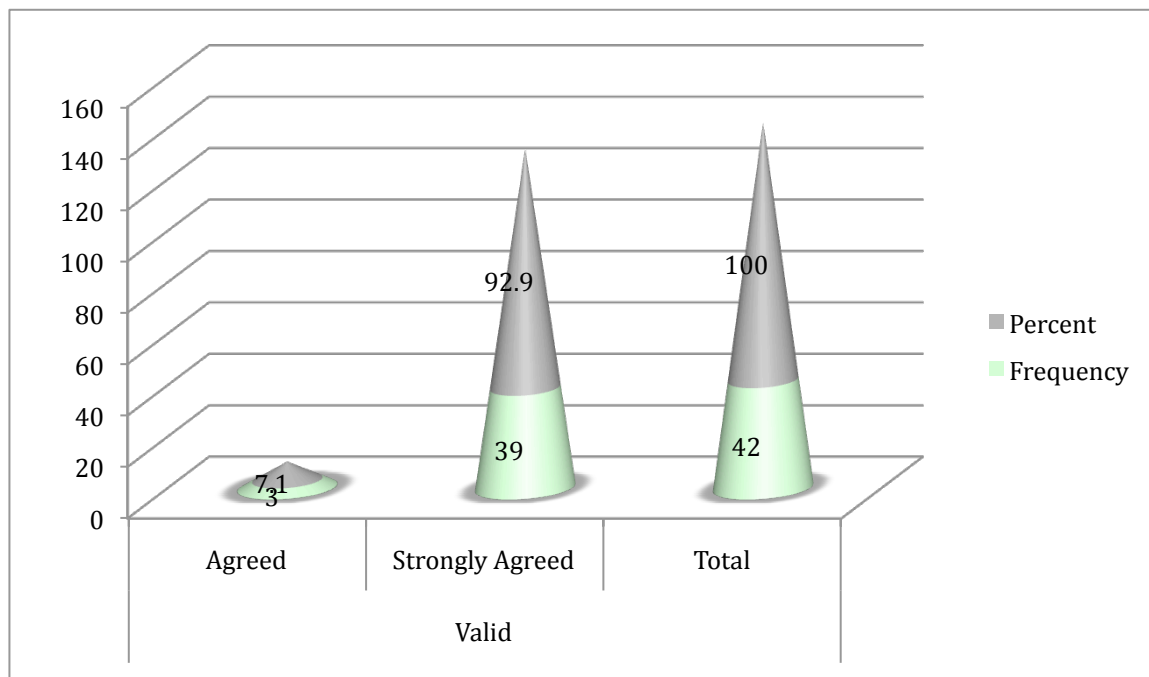
The practice of patriarchal ideology in educational leadership and other institutions in Ethiopia and Gambella in particular has been widely seen as one of the barriers that interfered on women growth. According to data collected from the respondents in survey, interview and focus group discussions – women faced some challenges. They faced ignorance and lack of support from their colleagues whom they work with. Female teachers concerning their experiences on challenges forwarded reports several times during interview.

Despite the challenges, female teachers whom I interviewed disclosed that the domination of male teachers in education industry and other government institutions in Gambella town embrace male teachers to have upper hand in decisions making. One of

the female participants among the five who attended the focus group discussion stated as follows:

*Male teachers make majority of the decisions made at secondary schools in Gambella town. And this affects female teachers. Therefore, the patriarchal ideology exercised by men in any aspect either at home or in the government institutions impacted female teachers' participation in school leadership.*

To bring this to an end, a figure that shows respond rate from the respondents has been presented below.



**Figure 11: Domination of key leadership positions by men**

While responding to the issue of patriarchal ideology effect on women's participation in school leadership, the graph above presented the exact assumption about the response rate from the survey. In the selected sample, 7.1% of the respondents indicated that the patriarchal ideology has no effect on women's participation in school

leadership. However, this idea has been outweighed by 92.9% who strongly agreed that the patriarchal ideology has a great effect on women's participation in school leadership in the selected secondary schools in Gambella town. Thus, it is possible to infer that domination of key leadership positions by male teachers in secondary schools undermines female teachers' participation.

For further triangulations, the researcher continues to examine the effect of community's perceptions toward women leadership in education. The researcher tests whether it posts an adverse effect like any other barriers that had been previously discussed above. Hence, the theme below explores communities' perceptions on female teachers leadership. This including how female effectively communicate visions inline with organizational objectives is also discussed below.

#### **4.6.2 Community perceptions toward women leadership**

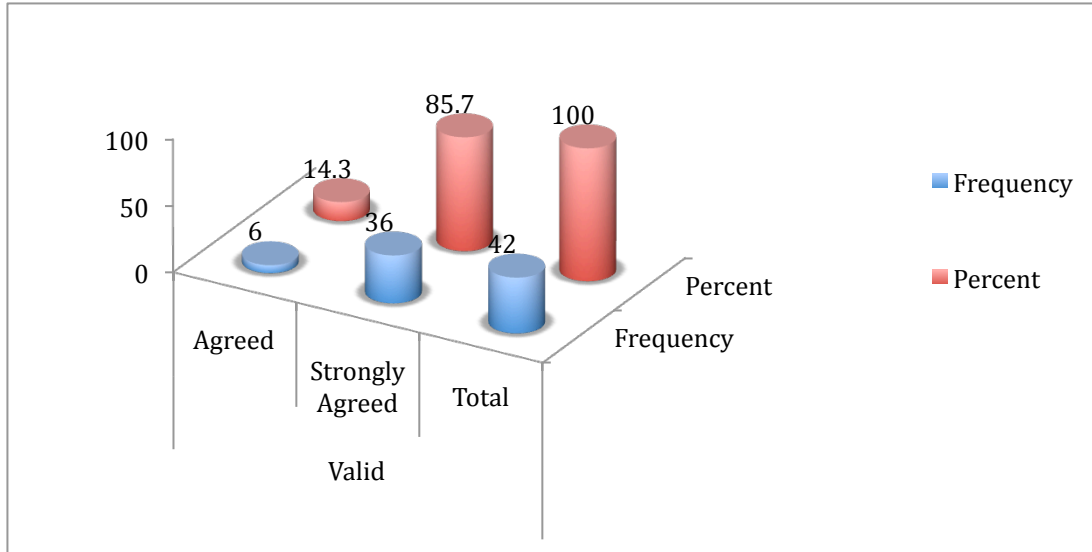
The institutional barriers that grounded women's opportunities have emerged to have two major classifications. These major classifications include; domination of key leadership positions in education industry that was earlier discussed and community perception, which covers this sub-topic. To some degree, community perception toward women's leadership had been identified as among the factors that degraded women's respect from others. This study presented some thoughts and practical reality to what community think about women concerning their leadership roles in secondary schools. Thus, one of the interviewees presented the following statement:

*Female teachers are passive and this makes them to be more followers than being leaders. Moreover, community perceives them that they can't lead because of culture and other factors. For instance, majority of*

*community members believe that females are only capable to cooks, taking care of children and other domestic activities at homes. All these activities are not simple rather it is just a social different in which men can also perform them.*

Considering the above view – it is worth to note that residents in Gambella town are men-led influenced society in which women play little roles. Focusing on the reality, it has been noted that there is different between reality and perceptions. In context of forwarded view, it is possible to bring to attention that perception is not truly the genuine side of what the audiences or the followers think about the leader but an assumption of which proportion amount to negative stereotyping against the leader.

It makes no proof to come to the conclusion that women are weak compared to men. However, lack of trust from the community based on the perceptions attribute to low women participation in school leadership. The verbal communication between the researcher and respondents could not independently confirm the reality. The reality should be considered unless the same question to the respondents through survey is addressed. Such questions should circle on what community perceive concerning women's leadership in secondary schools. Therefore, perception that women do not have potential and skills to lead in education was circulated and the respond were generated as presented in the figure below.



**Figure 12: Community's perception toward women's leadership**

The above figure indicated that 14.3% of the respondents who participated in the survey agreed that the perception ‘that women do not have potential and skills to lead in secondary schools is a reality’. Furthermore, it was also seconded that 85.7% of the entire respondents revealed that they had strongly agreed that ‘the perception that women do not have potential and skills to lead is true’. To present my independent analysis as the researcher – I [personally] disagreed with the respondents simply because majority of the respondents who participated during this conversation were men. For that reason, there is no doubt that they took it as just a game between males and females. Therefore, this cannot be independently be verified since it is just a perception and there is different between the reality and perception when it comes to research.

#### **4.7 Criteria used by authority in selecting leaders in school leadership in**

##### **Gambella**

Different institutions have got their own criteria of selecting leaders in secondary schools. Among the criteria used in Gambella secondary schools to select leaders include:

leadership experience and relevance qualification. Leadership experience in area of educational leadership was used as cutting point to select leader according to one of the experts from education bureau. The expert from education bureau stated that only those with relevance experience specifically from field of education are the ones serving as secondary schools' directors. In other hands, qualification has also been identified as one of the required criterion by the education bureau. This is because it contributes to professional quality leadership.

Strategies and policy manuals obtained from education bureau in Gambella regional state confirmed that any potential candidate who opts to go for director's position in secondary schools must obtain a degree. This degree must be from Educational Planning and Management (EdPM) and it has to be at a master's degree level. Hence, this section discuss the impact of leadership experience on female teachers' participation in school leadership and how qualification such as master's degree in EdPM interferes with females' opportunities in climbing to leadership positions in secondary schools in Gambella town.

#### **4.7.1 Leadership experience in school leadership**

Data recorded from the fieldwork indicated that leadership experience had been given more emphasis by Gambella education bureau. More emphases were given in term of selecting secondary schools' directors. This policy has been in education for sometimes.

The policies and strategies documents of education bureau, which I reviewed, stated that any candidate competing for secondary school's directorship must have at least ten years. He/she must have many years in services as a teacher with certain roles

before becoming a director. Despite the fact that this requirement might be more competitive for female teachers to access the opportunities – it was officially used in education bureau as entry requirement for someone wanted to be a director in secondary school. To test whether this fact is genuine or not, I had conducted an in-depth interview with education bureau head of Gambella and he revealed the followings:

*Gambella education bureau has put some policies and strategies in place that leads to selection of directors to go to leadership positions. The requirement for someone who would want to serve as a director need to have at least more than ten years. This is because to be a director it requires someone to manage more than two thousands students.*

As stated above by regional education bureau head, these criteria are hard to reach by women due to the nature of Gambella indigenous female teachers education background. For instance, it is hard to find a female teacher in the selected three schools with more than ten years experiences. This has been caused by lack of enlightenment. From the story of mankind, the five nations and nationalities in Gambella region (Nuer, Anyuak, Mejanger, Komo and Oppo) have been oppressed by their own culture. Their cultures only allow male at family level to go to school while keeping females at home to deal with domestic activities. This is a fact that I know as I'm from the area and it was also confirmed through interview. This culture endangered majority of women to participate in education, which later result to low number of female graduates.

Sex * Experience Cross tabulation		Experience				Total
		1-3	4-6	7-9	10-Above	
Sex	Male	4	10	9	3	26
	Female	2	7	7	0	16
Total		6	17	16	3	42

**Figure 13: Experience as criteria to leadership position**

In line with this fact concerning how indigenous culture interfere with women's participation in educational leadership; the table above presents both female and male level of experience and qualification in secondary schools. Among the 42 respondents that were selected for study, 26 were males and 16 were females. In other hand, 4 respondents from male respondents were found to have 1-3 years experience in teaching or in leadership with 10 respondents having 4-6 years experience and 9 respondents found to have 7-9 years experiences. Contrarily, out of 16 selected female teachers who participated: 2 respondents were found to have 1-3 years experience, 7 respondents had 4-6 years experience and other 7 had 7-9 years experience with zero (0) respondent having more than ten year experience. Based on this statistic, it is possible to conclude that female teachers in three selected schools in Gambella town lack experience. Therefore, it encourages male teachers to be the one dominating all key leadership positions in schools.

#### 4.7.2 Relevance qualifications on leadership or management

Apart from leadership experience on school leadership, qualification relevancy has also been identified among the barriers that hinder female teachers' participation. Having relevance qualification became barriers for women due to the fact that majority of females have not graduated with master in EdPM. EdPM is the only accepted criterion, which is considered to be the relevance qualification by education bureau in Gambella town for someone to be a director. To confirm the authenticity, I interviewed Gambella Education Bureau official on the selection criteria and he narrated the followings again:

*Assigning an individual to leadership positions as a director requires someone graduated with Master in Educational Planning and Management (EdPM). These criteria sometimes inhibit the majority of women from participating in educational leadership due to the fact that women lack proper specialization from educational planning and management.*

It is debatable to accept the criteria laid by education bureau in selecting high school directors. However, I personally analyzed that this is more designated to prevent female teachers from participating in leadership positions. I reached this conclusion because a region like Gambella, Afar, Benshangul-Gumuz have low rate of educated women compared to other regions in Ethiopia. Hence, the selection criteria should not be skyrocketing like it has been narrated above. However, it should at least consider the level of educated women who graduated with master specialized in EdPM. Thus, some quantitative data presented in the table below shows the qualification of both females and male teachers in selected secondary schools in Gambella town.

Sex * Qualification Cross tabulation		Qualification			Total
		Diploma	BA/BSc	MA/MSc	
Sex	Male	0	24	2	26
	Female	3	13	0	16
Total		3	37	2	42

**Figure 14: Qualification as criteria to leadership position**

Out of the total 42 respondents, 26 were male teachers and 16 were female teachers. The statistics also indicated that 24 respondents from the total respondents of 26 had either BA or BSc in different field of studies. Meanwhile, 2 male respondents were found to have MA/MSc. In other hands, 3 female respondents had Diploma with 13 female respondent were identified to had either BA or BSc in different field studies. Briefly, the margin between males and females respondents is very wide and it should only be bridged through affirmative action with intention of bringing women on board.

#### **4.8 Summary of the Chapter**

The summary of this chapter revealed that lack of education contributed to low women's participation in school leadership in Gambella town. Moreover, socio-cultural was also identified to be among the barriers. Socio-cultural affects female teachers culturally. For instance, female teachers from three selected secondary schools believe that they were highly engaged by domestic activities and that engulf their participation compared to male teachers. Furthermore, socio-economic was also another barrier that affect female teachers' participation. It had been elaborated that women have no access to full resources. Furthermore, resources were not equally distributed and this was seen to be among the barriers that hinder female opportunities to climb the ladder of leadership in secondary schools in Gambella town. Apart from other barriers, self-efficacy had been

identified as a barrier. Data collected from the field indicated that women have low opinions toward their attitudes. This encourages men to seize the opportunities of assuming themselves to be the one fit for leadership. To some extent, institutional barriers and the criteria used by authority that deals with training and development in education bureau had been seen to be favoring men instead of women.

In summary, barriers that affect female teachers' participation in school leadership included; educational barriers, socio-cultural, socio-economics, women's self-efficacy, institutional barriers and the criteria used by education bureau in selecting high schools directors.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This chapter consists of three major parts - these are summary of the findings, conclusion and recommendations. Moreover, recommendations comprises of recommendation for policy, education, future research, female teachers and education bureau.

#### **5.1 Summary of the Findings**

The purpose of this study was to explore the barriers to women leadership in selected secondary schools in Gambella town. To this end, design was used. A total number of 42 respondents were used as a sample for the study. Probability and non-probability sampling techniques were employed. Data were gathered using questionnaires, interview guide, focus group discussion and documents review. The data analysis led to the following major findings:

1. The study disclosed that lack of education is one of the barriers that hindered female teachers' participation in educational leadership in Gambella town.
2. It was found out that socio-cultural barriers had an adverse effect on women's participation in school leadership in Gambella town.
3. It was found out that socio-economics barriers contributed to the barriers that affect women's participation in school leadership in Gambella town.
4. The study revealed that attitude of women towards themselves (self- efficacy) is among the barriers that lower female teachers participation in Gambella town.

5. It was identified that the roles of secondary school's administration in tackling the barriers that affects female teachers' participation was not strong enough to ensure the affirmative action.
6. The study revealed that criteria used in selecting educational leaders by education bureau in Gambella were not consistent enough.

## **5.2 Conclusion**

The study showed that barriers that affect the participation of female teachers in school leadership at three selected secondary schools in Gambella town include: educational barriers, socio-cultural barriers, socio-economic barriers, self-efficacy, institutional barrier and the way education bureau made selection of female leaders to leadership position in secondary schools. Hence, based on the major findings, it could be safely concluded that all the above-mentioned barriers had contributed to female teachers' low participation in school leadership.

Concerning the effect of educational barriers on female teachers' participation in school leadership, it has been revealed that majority of female teachers in three selected secondary schools in Gambella town have not obtained bachelor and master degree. This affects their performance compared to male teachers in secondary schools. However, lack of experience in leadership position was also seen as another barrier that affect female teachers to better participated in school leadership.

Moreover, socio-cultural barrier had also been identified as another barrier that affect female teachers' participation. The fact that culture has been given more value in Gambella town – this remains an obstacle to many women in the region. Majority of

women have not been given opportunities to go to school and this resulted for Gambella to have less educated females compared to other regions in Ethiopia. For this reason, female teachers' participation becomes low due to lack of qualification and experience.

In other hands, socio-economics has been revealed in the findings to be among the barriers that affect female teachers' participation. It affects their participation because majority of females do not possess resource instead they only have access to resource. Consequently, the attitudes of female teachers toward their own roles dictate their participation. Female teachers believe that they cannot better lead compare the way male teachers lead. Therefore, this is an issue of self-confidence and it derails female teachers' participation of becoming leaders in secondary schools.

Furthermore, Gambella secondary schools' administration had played little roles to empower female teachers to exercise full responsibilities in leadership. It is importance for female teachers to be engaged in leadership activities even if they lack qualifications and experience. Their engagement would shape their skills and abilities of becoming capable leaders. However, the fact remains that the criteria used in selecting directors by authorities have never been fair. This is because the authority always looks for people with master degree in Educational Planning and Management while none of the female teachers whom I interviewed in three selected secondary schools possess such qualification. For this reason, it is possible to conclude that the selection favors only male teachers and this has an adverse effect on female teachers of becoming directors in secondary schools.

### 5.3 Recommendations

Sketching from the findings of this research, the researcher has presented the following recommendations for consideration by government, policy makers, local communities, and non-governmental organizations:

**A national initiative is needed to raise awareness on girls-child education:** as finding indicated that majority of the families preferred boys to go to school and left girls behind. This had been identified that it adversely contributed to female teachers' participation in school leadership because they lack better education. Therefore, massive campaign is needed by both federal and regional government for family to allow their children especially girls to go to school. Allowing girls to go to school will not only pave way for female teachers in secondary schools to climb the ladder of leadership but will also enhance the entire population of Ethiopian women particularly Gambella regional state' women to know their rights and have access to other opportunities in other aspect apart from educational leadership.

**There is need to consider external forces that affect female teachers apart from office work:** as presented in the finding that majority of female teachers had been victimized by assumption that they lack abilities to perform leadership roles and skills in education industry. This assumption is just stereotyping and it never exists. However, it had been revealed in the finding that women are kept busy by domestic activities at family level. Thus, employers need to consider that sometime what is circulated about women's abilities and leadership skills are just stereotyping. Moreover, there is need for institution to consider that women are not only serving as officials in particular entity, but

they are serving as mother and they are kept busy by domestic activities compared to men.

**Women need to be economically be empowered:** it had been identified that male teachers outnumbered female teachers by three to one in secondary schools in Gambella town. Findings indicated that several reasons that led female teachers to be outnumbered by male teachers in school leadership included the influence by men on resources and decision-making. Moreover, unfair distribution of resources and men serving as breadwinners had also been identified to be among the barriers affecting female teachers. Therefore, stakeholders such as government, private companies, non-governmental organizations and communities should work hand in hand to make sure that women are economically empowered. For example, introduction of small-scale business enterprise should better help women to generate incomes.

**There is need for civic education to strength women' self-efficacy:** female teachers in Gambella secondary schools doubt their abilities to perform task when it comes to task implementation. However, male teachers do not effectively work beyond female teachers but the finding of this research indicated that women lack confidence and this adversely affect their performance. To boost females' attitudes toward themselves, there is need for government and other stakeholders to financially support other females who already hold leadership positions in other institutions apart from education industry to carryout civic education awareness so that they could inspire others as role models.

**Affirmative action is needed for female teachers in secondary schools:** since the selection of female teachers who qualify to hold leadership positions in secondary school had been done by considering qualification and long working experience, this truly

challenged majority of women not to lead. It is a good idea that the director of secondary school should be a graduate with Master's degree in Educational Planning and Management, however, majority of female teachers do not have master's degree in any field of studies leave alone EdPM. Therefore, there is need for government to implement affirmative action so that women have equal access to leadership and other opportunities including politics.

**Further researches need to be conducted on female related issues:** this research has indicated that different barriers have lowered female teachers' participation in secondary schools' leadership. Apart from this study, a need has been identified that further research has to be conducted on (1) community perception on female leadership at secondary school (2) social interactions of women leaders at secondary school (3) experiences of female leaders in political institutions (4) The roles of female leaders in inspiring other women.

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### **Declaration**

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other University and that all sources of materials used for the thesis has been duly acknowledged.

**Nyamat Kuey Riag**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This thesis has been submitted for examination with approval from Advisor

Date of submission: \_\_\_\_\_

**Advisor's name: Befekadu Zeleke, Ph.D**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Annex**

**Appendix I: Informed Consent Form**

My name is **Nyamat Kuey Riang**, a Master Student from Addis Ababa University, College of Education and Behavioral Studies. I am undertaking my research on exploring *“Barriers to Women Participation in School Leadership at Gambella Regional State: The case of some Secondary Schools in Gambella Town”*. This research work is purely for academic purposes. Any participant that will participate has right to withdraw in case he /she is not comfortable to continue with the interview. The provision of the answers to these questions will enhance the researcher to understand the factors hindering the participation of women in educational leadership. I’m happy to assure you that any information you share with me will be kept confidential and will only be used for the purpose of this study and shall never be used by any other researchers or institutions apart from Addis Ababa University. I’m also pleased to inform you that participation on this has no incentives. It’s automatically confirmed that your signature to this consent form indicates your agreement to participate in this research process freely.

**Thank you for your cooperation!**

**(1) Participant**

**2) Researcher**

Name: \_\_\_\_\_ Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

E-mail: [nyamriang@gmail.com](mailto:nyamriang@gmail.com)

## Part I: Quantitative Questionnaires

### 1. Socio-Demographic Information of the Participant

1. Age:            20-25     26-30     31-35     36-40     41-45   
                     46-50     51 or Above
2. Sex:    Male     Female
3. Marital Status: Single     Married     Divorced     Widowed
4. Qualification:            Diploma             BA/BSc             MA/MSc
5. Field of study: \_\_\_\_\_
6. Woreda: \_\_\_\_\_
7. School's name: \_\_\_\_\_
8. Teaching experience: \_\_\_\_\_
9. Experience in this school: \_\_\_\_\_
10. Pseudo Name: \_\_\_\_\_

#### 1) Educational barriers that affect female teachers' participation in Secondary School

**Instruction:** The main purpose of these questionnaires in this section of the study is to collect information from respondents on their perception of the women's leadership in the school. Therefore, you are kindly requested to go through the questions provided below. Each question has items: SA (5), A (4), UD (3), DA (2) and SD (1). You can put a tick mark (✓) only on the item you choose.

**Secondary School (Leadership and Competences)**

No	<b>Respondents' Perception of the Women 's Leadership competence in Secondary School.</b>	<b>Responses of the Respondents</b>				
		<b>Women's participation in educational leadership positions</b>				
		<b>SA (5)</b>	<b>A (4)</b>	<b>UD (3)</b>	<b>DA (2)</b>	<b>SD (1)</b>
1.1	Women have the ability to implement rules and regulations efficiently and effectively					
1.2	Women have the ability to promote optimum use of the material, financial and human resources					
1.3	Women have the ability to effectively plan and coordinate all desired					
1.3	Women have the ability to delegate duties effectively					
1.4	Women have the ability to develop and communicate vision					
1.5	Women have the ability to read the organizational information systems					
1.6	Women have the ability to clarify and instruct staff on how to apply rules and regulations					
1.7	Women have consistency in decision making					
1.8	Women have the ability to make decisions that consider the situation					

1.9	Women have the ability to let their subordinate to participate in decision- making					
1.9	Women’s confidence in decision-making.					
1.10	Women have the ability to mobilize and motivate people					
1.11	Women have the ability to understand the local school community and the broader economic, political and policy context					
1.12	Women have the ability to treat all staff as well as students accordingly					
1.13	Women have the ability to provide professional counseling to concerned staff and students whenever necessary					
1.14	Women the ability to encourage and support other women (acting as a Mentor, role models)					
1.15	Women have the ability to listen and make contribution to the work of a team					
1.16	Women have ability to act proactively in resolving conflict arising out of the work place as leaders					
1.17	Do women have the ability to resolve the conflicts that occur within the work environment?					
1.18	Do women have the courage and confidence to move beyond mere conflict resolution after the solution is provided?					

**2. Socio-cultural barriers that affect female teachers' participation in Secondary School**

**Instruction:** This part of questionnaire is focusing on socio-cultural barriers that affect female teachers participation in Gambella secondary school and school leadership in general. Each item has five (5) alternatives or options. You are kindly requested to choose only one option from the 5 options provided in each question. Use the following scales. Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Socio-cultural factors affecting female teachers participation in secondary school and school leadership in general.	Responses				
		SA (5)	A (4)	SA (3)	DA (2)	SD (1)
2.1	Girls and boys are socialized differently to assume different roles (gender role socialization) in our society					
2.2	People have the perception that women do not have the potential and skills to be leaders					
2.3	The patriarchal (cultural) ideology that dominates the culture, which affect women's participation in educational leadership in Nuer and Anyuak cultures					
2.4	Some people still think that the decision-making power rests with the men in our society					
2.5	Males feel more competent, capable and efficient in leadership than women.					

2.6	Women's responsibilities in the family and home affect their participation in educational leadership.					
2.7	Women's role as mothers and care givers in the family affect their involvement in educational leadership					
2.8	Women are more responsible for household work or family related duties					
2.9	Women's lack of support from other family members in Gambella affects their active involvement in education					

### 3. Socio-economics barriers that affect female teachers' participation in Secondary School

**Instruction:** This section of the questionnaire addresses socio-economic conditions of women teachers in Gambella secondary schools. Use the following scales. Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Socio-economics factors affecting women's participation in school leadership	Responses				
		SA (5)	A (4)	SA (3)	DA (2)	SD (1)
3.1	Resources are equally shared by both men and women in their households regardless of who has the income source in the family					
3.2	Men are the breadwinners in the household and this encourages majority of men to dominate leadership both					

	at home and at the school					
3.3	All decisions related to family's living are made in favor of men and this affect women's participation in educational leadership					
3.4	Boys are preferred and provided opportunities to go to school compare to girls and this affects females' participation in educational leadership					
3.5	Both men and women are equally empowered to hold leadership positions in secondary school					

#### 4. Attitude of women towards themselves (Self- Efficacy)

This section of the questionnaire assesses the view of women teachers about their roles and how they see their capacity as leaders in the school and in educational sector. Use the following scales. Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2) and Strongly Disagree (1)

No	Attitude of women towards themselves (Self –Efficacy) about their role as educational leaders	Responses				
		SA (5)	A (4)	SA (3)	DA (2)	SD (1)
4.1	Women still acknowledge the world as “masculine”					
4.2	Women exhibit poor risk taking of themselves					
4.3	Women underestimate their abilities and perceive themselves as less skillful and passive in leadership					
4.5	Women consider themselves to have low level of					

	acceptance than men					
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**5. Institutional/Administration Factors Affecting Women’s Participation in Educational leadership.**

The following are some of the expected institutional factors affecting women’s participation in educational leadership. Therefore, indicate the extent of your agreement by putting “mark” in one of the boxes provided for each possible factor.

Use the following scales.

Strongly Agree (5), Agree (4), moderate (3), Disagree (2), and Strongly Disagree (1)

No	Institutional factors affecting women’s participation in educational leadership	Responses				
		SA 5	A 4	M 3	D 2	SD 1
5.1	Educational institutions have less transparent selection and promoting policies and practices					
5.2	Educational institutions have no official effort to make females active participants in educational leadership					
5.3	Educational institutions have sex segregation at a time of selecting and hiring					
5.4	Lack of supporting women to form professional network in leadership affects their participation in educational leadership					
5.5	Lack of women role models in educational institutions affects their participation in educational leadership					

5.6	Lack of visibility (offering opportunities to males than women) by institution affects their participation in educational leadership					
5.7	Lack of Mentors and support system affects their participation in educational leadership					
5.8	Less committed to apply affirmative action affects female teachers' participation in secondary school leadership					

### 6. Criteria used by authority in selecting leaders or offering opportunities

The following are related to education, and training opportunity or criteria used by the authority to select leaders in education. Therefore, indicate your degree of agreement by putting “mark” in one of the boxes provided for each possible factor.

Use the following five scales to answer the questions

Strongly Agree (5), Agree (4), moderate (3), Disagree (2), and Strongly Disagree (1)

No	Lack of equal opportunity to education, training and promotion in educational leadership	Responses				
		SA	A	M	D	SD
		5	4	3	2	1
6.1	Competitive or advanced criteria are purposely put in place by the authority in selecting leaders in order to segregate women					
6.2	Women and girls had less training and educational opportunity than men in the past					
6.3	Most women have low level of educational qualifications					

6.4	The current education and training policy that encourages women's participation in school leadership is not well implemented					
6.5	Lack of careful monitoring and evaluation of the policy implementation that enhance women's participation affect women's participation in leadership positions					
6.6	Early and forceful marriage of girls before they complete primary or secondary schools affect women's participation in educational leadership					
6.7	Parents pay more attention and give support to boys than they do for girls					

## **Part II: Qualitative Interview Guideline**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

**Interview Guide for Women Principals, Woreda Education Office Leaders as well as Zone Education Office head.**

### **General Instructions:**

The main purpose of this interview is to gather primary and relevant data on factors that affect women's participation in educational leadership. It is also aimed at identifying the possible strategies that could be implemented to improve and maximize the participation of women educational leaders.

You have been selected to participate in this study; therefore, you are kindly requested to answer the questions in order to give the necessary information on the different issues related to the study. The success of this study depends upon your honest and genuine response to the questions. The information will be used for academic purposes and your response will be kept confidential.

**Thank you in advance for your Cooperation**

### **Part I: Background Information**

1. Age: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Marital Status: \_\_\_\_\_
4. Qualification: \_\_\_\_\_
5. Field of study: \_\_\_\_\_
6. Woreda: \_\_\_\_\_
7. School's name: \_\_\_\_\_
8. Teaching experience: \_\_\_\_\_
9. Experience in this school: \_\_\_\_\_
10. Pseudo Name: \_\_\_\_\_

### **Interview questions for Women Principals, and School Leaders**

1. What were the problems you faced during recruitment and selection to this position?
2. Did you receive on-job trainings after attaining the leadership position? If so, what were they?
3. Do women leaders aspire for position in educational leadership?
4. What are the selection and placement criteria used for selecting educational leaders?
5. How do you see your employer's perception towards your leadership skill and competencies in performing leadership functions?
6. Could you tell me the major factors that might contribute to the underrepresentation of women in educational leadership?

## **Part II: Background Information**

1. Age: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Marital Status: \_\_\_\_\_
4. Qualification: \_\_\_\_\_
5. Field of study: \_\_\_\_\_
6. Woreda: \_\_\_\_\_
7. School's name: \_\_\_\_\_
8. Teaching experience: \_\_\_\_\_
9. Experience in this school: \_\_\_\_\_
10. Pseudo Name: \_\_\_\_\_

## **Interview Questions for Woreda and Zonal Education Officials**

1. From your practical experience and observation, how do you evaluate the current situation of women in educational leadership (school levels) in the zone?
2. What are the selection and placement criteria used for selecting educational leaders? Do these criteria affect women's involvement in school leadership? How does it affect their participation?
3. Does your institution encourage women to leadership positions? How?
4. What is your attitude towards women leaders in school? What do you think about their leadership skills and competence in performing leadership functions in education?
5. What major factors do you think hinder women to come to educational leadership positions?

### **Part III: In-depth Interview Guide for Key Informants**

1. Age: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Marital Status: \_\_\_\_\_
4. Qualification: \_\_\_\_\_
5. Field of study: \_\_\_\_\_
6. Institution: \_\_\_\_\_
7. Position: \_\_\_\_\_
8. Experience: \_\_\_\_\_
9. Pseudo Name: \_\_\_\_\_

#### **General Questions for Key Informants**

1. May you please explain how does lack of education could interfere or affect participation of women in educational leadership?
2. May you please explain how does socialization could interfere or affect participation of women in educational leadership?
3. Would you please explain how does economic could interfere or affect participation of women in educational leadership?
4. May you please explain how does culture could interfere or affect participation of women in educational leadership?
5. What do you think could be done by the administration of Gambella to tackle the barriers affecting women participation in educational leadership?

**Thank you so much!**

## **Appendix IV: Focus Group Discussion for Female Participants**

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

Number of participants: \_\_\_\_\_

FGD begins at: \_\_\_\_\_ End at: \_\_\_\_\_

1. What do you think are the barriers affecting the participation of women in educational leadership at Gambella high school?
2. Why do you think there are too many barriers affecting women's participation than men in educational leadership?
3. What had been done by Gambella administration to tackle the barriers affecting the participation of women in educational leadership?
4. What could you recommend to tackle the barriers affecting the participation of women in educational leadership at Gambella high school?

**Thank you so much!**

## **Appendix V: Focus Group Discussion for Male Participants**

Venue: \_\_\_\_\_

Date: \_\_\_\_\_

Number of participants: \_\_\_\_\_

FGD begins at: \_\_\_\_\_ End at: \_\_\_\_\_

1. What do you think are the barriers affecting the participation of women in educational leadership at Gambella high school?
2. Why do you think there are too many barriers affecting women's participation than men in educational leadership?
3. What had been done by Gambella high school's administration to tackle the barrier affecting the participation of women in educational leadership?
4. What could you recommend to tackle the barriers affecting the participation of women in educational leadership at Gambella high school?

**Thank you so much!**

**Appendix VI. Additional Interview Questions – for experts**

1. In your opinion, what are other major factors that might contribute to under-representation of women in school leadership?

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2. State what possible strategies or action should be taken to attract and increase the participation of women in school leadership?

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3. In your opinion, whose concern is to maximize the participation of women in school leadership? \_\_\_\_\_

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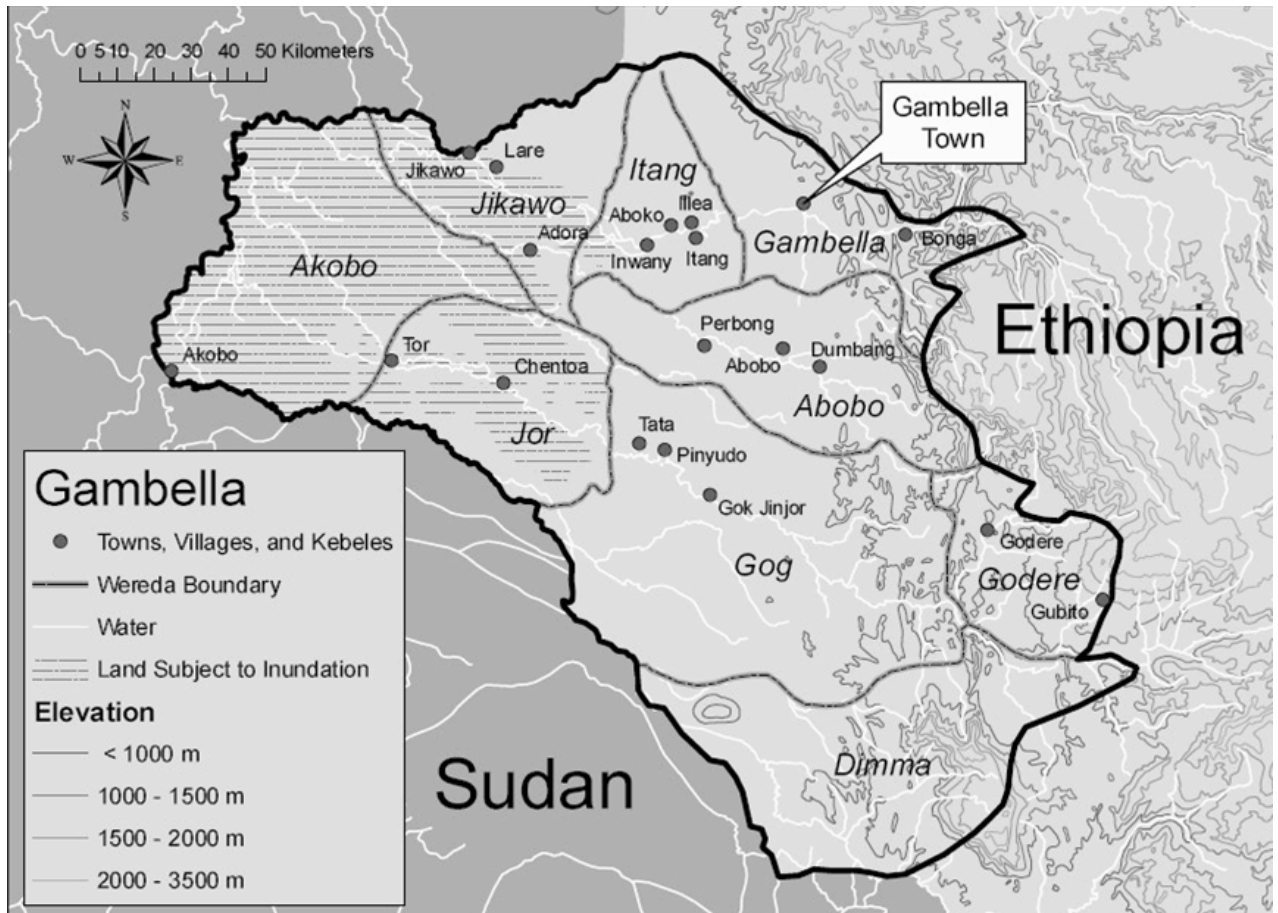
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Figure 15: Socio-Demographic Information of teachers participated in in-depth interviews

Case	Fake names	Sex	School name	Qualification	Work experience
1	Ariat Okello	F	Elay	Diploma	4-6
2	Achalla Omod	F	Elay	Diploma	4-6
3	Didumu Obang	M	Elay	Bachelor	1-3
4	Teshome Mekonen	M	Elay	Bachelor	1-3
5	Shiferaw Petros	M	Elay	Master	10+
6	Nyamal Gony	F	New Land	Diploma	7-9
7	Both Mok	M	New Land	Bachelor	1-3
8	Jock Ker	M	New Land	Bachelor	10+
9	Dawit Habte	M	New Land	Bachelor	1-3
10	Nyakong Bang	F	New Land	Bachelor	1-3
11	Melese Tedros	M	Gambella Secondary	Bachelor	7-9
12	Kang Biel	M	Gambella Secondary	Bachelor	7-9
13	Etenesh Fikru	F	Gambella Secondary	Bachelor	4-6
14	Tekle Beyene	M	Gambella Secondary	Master	10+
15	Hanna Getachew	F	Gambella Secondary	Bachelor	1-3

## Map of Gambella Regional State



Source: Google (2018)