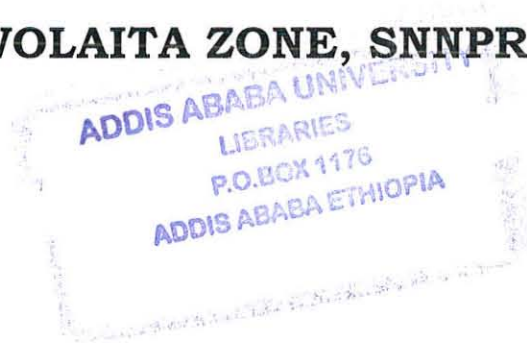


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**AN ASSESSMENT OF THE MAJOR PROBLEMS  
OF WOMEN'S PARTICIPATION IN EDUCATIONAL  
LEADERSHIP IN WOLAITA ZONE, SNNPR**



**BY**  
**TAFANO OUKE LABISO**



**JULY 2009**  
**ADDIS ABABA**

**AN ASSESSMENT OF THE MAJOR PROBLEMS  
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE  
MASTER OF ARTS DEGREE IN EDUCATIONAL  
LEADERSHIP AND MANAGEMENT**

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**Tafano Ouke Labiso**

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## **Abbreviations and /or Acronyms**

CIDA: Canadian International Development Agency

FDRE: Federal Democratic Republic of Ethiopia

NETP: New Education and Training policy

NPEW: National policy on Ethiopian women

SNNPR: Southern Nations, nationalities and people's Region

SSS: Sample secondary schools

SS: Secondary Schools

UN: United Nations

UPE: Universal Primary Education

WEO: Wereda Education office

WM: Weighted mean

ZED: Zone Education Department

## **ABSTRACT**

*The purpose of this study was to identify and investigate the magnitude of the major factors that contributed to the low participation of women in the leadership position of education in Wolaita Zone, SNNPR at the secondary schools, WEOs and ZED levels. In order to attain the objective of the study, descriptive survey method was employed. The study was carried out in four government secondary schools, four WEOS and one ZED. The secondary schools and WEOs were selected by simple random sampling techniques. The respondents were selected by random sampling technique due to their respective homogeneity. The study involved 8 principals, 111 teachers and 15 heads of the WEOs and ZED. Questionnaires, interviews and documents regarding the participation of women at schools, WEOs and ZED in leadership position as club chairmen, class monitors, heads of schools, WEOs and ZED were used to collect information. The data gathered through questionnaires and check list were analyzed using percentages, mean, variance, weighted mean and an independent sample t-test. Based on the analysis the study disclosed that socio-cultural, political-legal, women's self related factors, institutional factors, economic factors and women's managerial skills and related factors were found to be the major factors that hindered women's participation in educational leadership in Wolaita Zone. Accordingly, the improvement of these problems or barriers may make a considerable change in the degree of women participation in educational leadership in the zone. Hence, it is recommended that all the concerned bodies of the WEOs and ZED, the secondary schools, women themselves and the zone administrative council should take measures to improve the participation of women in educational leadership taking in to account that the participation of women-half of the population at both Zonal and national level may contribute much more to the development of education and other sectors, too and may reduce the existing (prevailing) magnitude of the problem in women's participation.*

# **CHAPTER ONE**

## **The Problem and Its Approach**

This chapter consists of the background of the study, statement of the problem, significance of the study, objectives of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

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

It is not questionable that education is the prime tool for the allround economic and social development of all countries. It is carried out formally in the established institutions though there are non formal and informal ways of gaining knowledge that enable some one to contribute to the sustainable development of any country. Hence, it requires strong leadership of this formally set educational institutions and education.

According to Griffin (2000) leadership is the use of non-coercive influence to shape the group's or organization's goals, motivates behavior towards the achievement of those goals and helps define group's or organizational culture (as process); and it is the set of characteristics attributed to individuals who are perceived to be leaders (as property), and it develops the vision of future, and the strategies for producing the changes needed to achieve that vision (establishing direction); aligning people; motivates and inspire people and produces a dramatic change. Hence, leadership is necessary to create changes.

As Chandan (1997) states, both men and women are required in leadership and they also can be successful and effective leaders if they possess the required ability of inspiring others, problem solving skills, emotional maturity, understanding human behaviour, verbal

assertiveness, willingness to take risks, dedication to organizational goals, and skills in the art of compromise among others.

Regarding the leadership effectiveness of women in education, different authors (or researchers) have witnessed in their works, for example, Shake shaft, (1989); Jacklin and Maccoby, (1975); Weiler (1988) say that women are much better equipped for leadership and responsibility than men would believe. They exercised these while they are spouses, mothers and care givers for others. So, as to them women are the ready made problem solvers in much better way than men in their societies. They have these skills from their mothers since the child hood. Other authors like Fapahunda in Damachi (1978) also appreciate women. This author says that women are better responsible for the biological and social tasks of bearing, nurturing and providing initial education for children, and ensuring the well being of the family and the entire society and also they are important and the still untapped resources of the nation. Hence, leaving them or giving them less attention in the area of administration out or leadership means missing the vital inputs that women with their own unique strength could provide to the education system.

Furthermore, it was addressed in the Beijing UN 4<sup>th</sup> conference that empowering women has a great contribution to the entire world that helps to achieve the gender equality in access and control over the resources and benefits of the development; helps shape the sustainable development of the countries; it remedies the ever existing imbalance of power between males and females; and also it is the prerequisite for achieving political, social, economic cultural and environmental securities ([http://www.acdi-cida. Gc.ca.](http://www.acdi-cida.gc.ca))

Hence, it is possible to see that women are not less active than men in educational leadership. However, in many parts of the world there is still a

broad gap between women and men in gender equality, ignoring the fact that women can lead as equally as men, or even better than men.

Despite all the facts women contribute, many factors like cultural values attitudes, norms etc affect the women's full-fledged participation in leadership positions (Brydon and Sylvia, (1989); Michel (1986), Marini and Brinton, (1984); Taylor, (1978), Schein, 1975). Many societies believe that women are not equally capable in intelligence with men, and in terms of status positions most societies placed men at higher position (rank) while women are given lower position (Broverman and others (1972). Hence, women are seen as inferior to men and weaker in the leadership position.

However, according to Agonito (1979), such historically deep rooted saying in many countries are unfair and unjust part of the long history of human societies that has no scientific objectivity.

Thus, according to (Brown, 1979; Deaux and Taynor, 1973) what the oral tradition of gender stereotypes portray as men having more positive traits, such as courage, intelligence, initiatives, efficiency, while women lacking these qualities have no practical proof.

In general, as indicated above, factors that adversely affect women's participation in educational leadership are so many in many countries despite their technological advancement, economic development, and the level of attitudinal change of the society with transformation in education etc..

In countries like Ethiopia in general and in Wolaita Zone in particular where the socio-economic development is extremely backward, these problems multiply themselves. Here, in the zone, as the long experience and observation of the researcher have shown and available documents revealed there is under representation of women in secondary schools WEOs and ZED. They are many and complex. Some are the direct

reflections of the cultural, social, economic, political while others are related to personal managerial skills related and institutional.

Therefore, the present study deems imperative in investigating the major problems and the extent of the major root problems of the women participation in educational leadership in the area of the problem understudy.

## **1.2. Statement of the Problem**

Leadership is not a sole property of men. However, a long experience, observation, documents and literatures reveal that it is a male dominated discipline and there exists a high under representation of women in all types of leadership in general and in educational leadership in particular. This may be attributed to many factors like socio-cultural, political-legal, women's self related factors, institutional factors, economic factors and women's managerial skills related factors. Such factors made the participation of women in education sector very insignificant in many countries (Shake shaft, 1989).

The importance of the participation of women in educational leadership is viewed from the perspective of gender equality, human and democratic rights issues and from the institutional improvement in relation to creation of inclusive and more gender friendly environment.

Although development is unthinkable without the full participation of women because of their composition in the countries and their quality in management/leadership due to the discriminatory political, economic and social rules and regulations prevailed in the countries like Ethiopia in general and wolaita zone in particular, women have been barred from enjoying professions like leadership in education.

Therefore, this study aims at identifying the factors that still hinder the participation of women in educational leadership in secondary schools,

WEOs and ZED of Wolaita zone. As such it attempts to answer the following basic questions:

1. What are the socio-cultural, political-legal and women's self-related factors that hinder the participation of women in educational leadership?
2. What are the institutional and economic factors that hindered women from participating in educational leadership?
3. What are the managerial capacity (skill)-related factors that hindered women's participation in education?
4. To what extent do the above major factors affect women's participation in educational leadership?

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

The overall objective of the study was to investigate the major factors that hindered the participation of women in educational leadership in Wolaita Zone, SNNPR, and to examine the reasons for their low participation and forward some suggestions to some concerned bodies for improving the participation of women.

The specific objectives of the study were to:

1. identify the socio-cultural, political-legal and women's self-related factors that highly contributed to the low participation of women in educational leadership;
2. identify the institutional and economic factors that hindered women's participation in educational leadership;
3. identify the women's managerial capacity-related factors that hindered their participation in educational leadership;
4. analyze the degree of the seriousness of the major factors that hindered women's participation in educational leadership;

#### **1.4. Significances of the Study**

Studying the current status of women participation in educational leadership position and identifying their problems in Wolaita Zone, SNNPR was thought to create a base line of data from which actions for expanding and retaining more women (females) educational leaders would be made possible.

Furthermore, studying the different conditions under which women leaders in education are promoted and what was specifically needed in Wolaita zone was important. In general, the researcher believed that the findings of the study would have the following significances:

1. It would help the policy makers and other concerned bodies to come up with the solutions that promote the participation of women in leadership of education in secondary schools, WEOs and ZED.
2. It would increase the scope of knowledge for women and for those who want to study further on this issue.
3. It would help promote the women's level of understanding regarding their rights.
4. It would draw more attention of the authorities so that they can exert more efforts to alleviate the problems and bring about more women leaders in education

#### **1.5. Delimitation of the Study**

For the purpose of managing the research in case of time, money, type of the problem and energy, the study was delimited to the four government secondary schools, and four WEOs in Wolaita Zone. Four of the twelve secondary schools and four of the fifteen WEOs (33.3%) and 26.7% respectively were selected. This was so because of the relative high degree of homogeneity of the zone regarding the socio- cultural and economic settings and conditions of the entire zone. Moreover, the study was

delimited to the secondary level government schools and WEOs because of the researcher's observation of the high scarcity of women educational leaders in the SS, WEOs and ZED of the zone and his long experience as secondary school principal and teacher as well (Look at Tables 17-20).

### **1.6. Limitations of the study**

While conducting this study, the researcher has faced the following major problems:

1. Financial constraints as a result of high prices in stationery, inadequate grant allocated, distant area of the research were the major limitations.
2. shortage of reference material on women leadership in education took the researcher much time for searching references.
3. Reluctance of some respondents to fill in the questionnaire as required contributed to lack of the quality on the part of the questionnaire.

Nevertheless, the researcher has done all the possible efforts and the study has come to a reality.

### **1.7. Definition of Key Terms**

**Affirmative Action:** an intervention measure usually has undergone to relieve the sustained gender inequality at a level (Good, 1973).

**Educational leaders:** Principals, viceprincipals, department heads, unit leaders and heads of WEOs and ZED.

**Gender equality:** the way women and men enjoy the same status that men and women have equal conditions for realizing their full human rights and potential to contribute to national, political, economic social and cultural development and to benefit from the results. It is the equal valuing by society of

both the similarities and differences between women and men and the varying roles they play (CIDA, 1996)

**Leadership:** educational leadership of SS, WEOs and ZED.

**Principals:** the administrative heads and professional leader in charge of secondary schools (Good, 1973).

**Secondary Schools:** The second educational level from grade 9-12 (MOE, 1994).

**Self-efficacy:** power to produce effects or intended results

**Wereda:** a division or area marked off, developed for administrative purpose with defined authority, responsibility and with estimated population size of about 100,000 (proclamation No 7/1992).

**Zone:** the level of government administration that is below region and above wereda.

### **1.8. Organization of the study**

The study was organized into five chapters. The first chapter deals with the problem and its Approach that includes Background of the study, statement of the problem, objectives of the study, significance of the study, Delimitation of the study, Limitations of the study and Definition of key terms. The second chapter covers Review of the Related Literature. The third chapter presents the Research Design and Methodology. The fourth chapter covers Presentation, Analysis and Interpretation. The fifth chapter deals with the summary of the major findings, conclusions and recommendations.

## CHAPTER TWO

### **Review of the Related Literature**

In this section of the paper various literatures related with leadership and the participation of women in educational leadership were reviewed. Hence, overview of the leadership/ management, emergence of educational leadership/ management women and educational leadership, the significance of women leadership in education, factors affecting the participation of women in educational leadership, and attempts made to tackle these barriers by different bodies were reviewed.

#### **2.1. An Overview of Leadership**

In this part, the definitions of leadership by different authors, leadership skills and leadership styles were reviewed.

##### **2.1.1. Definitions of Leadership**

According to Stogdill in Bass (1981), leadership is not an easy term to define precisely as many people understand it in different ways. This author in his survey of leadership theories and researches points out that there are almost as many different definitions of leadership as there are persons who have attempted to define the concept.

Koontz and Wehrich (1988); Griffin (2000) define leadership as the "art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of the group's goal. Similarly, Morphet et al (1982) define leadership as the "influencing of the actions, behaviours, beliefs and goals of the actor in a social system by another actor with the willing cooperation of one actor being influenced.

##### **2.1.2. Leadership Skills**

Leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. The management/leadership skills have been used in this context to refer to

an ability which can be developed and which is manifested in performance. Thus, modern management is required of various skill. In Ayalew (1991), katz identified three management skills: technical, human, and conceptual skills. Actually, an effective leader appears to rest on these three personal and basic skills.

**Technical skill:** refers to proficiency and understanding of a specific kind of activity involving process, procedure or technique. This skill is primarily concerned with working with things.

**Human skill:** refers to the manager's ability to work with others and build a cooperative effort with the group he/she manages. This skill is primarily concerned with working with people.

**Conceptual skill:** implies the ability to visualize the organization as a whole. It enables the manager to perceive and recognize the interrelationships of various factors operating within the total organization.

Koontz and Weihrich (1988) added the fourth skill to that of the katz's decision skills. This skill involves the ability to solve problems of the organization. Moshal (1998), on his part, added two more essential skills, i.e. administrative and analytical skills to be possessed by a manager. They are:

**Analytical skill:** is more related with scientific attitude and thinking on the part of the manager for solving different problems and making decisions.

**Administrative skill:** refers to those abilities which he/she uses for coordinating various activities seeking effective utilization of allotted resources and getting things done by subordinates.

MOE (2004) also adds one more skill--political skill to the previous skills. According to it, **political skill** refers to particular skill of leadership that focuses on the ability to:

- negotiate with other groups or institutions, for example, local government authorities, local community, and other agencies to generate, support and cooperation.
- discuss, share ideas and experiences with others.
- convince, influence, and reason out
- Prevent and resolve unproductive conflicts/ grievances
- gain acceptance, credibility and recognition by others etc. for improved performance.

### **2.1.3. Leadership Styles**

It refers to the pattern how a leader adopts in influencing the behaviour of group members. Leadership style reflects the degree of decision making freedom allowed to subordinates and therefore, there exists different leadership in different situations. Another approach to the study of leadership has been attempted to identify various styles of leadership. Several different classifications have been developed in connection with this concept. The growth and development of institutions depend on the relationship between leaders and followers. There are different factors that have an impact on developing a choice on leadership styles and particularly on relationships between leaders and followers. The style that individuals use is also based on a combination of their beliefs, values, and preferences as well as the organizational culture and norms which encourage some styles and discourage others.

Ayalew (2000) had stated that leadership behaviors have two dimensions: (a) concern for people-some times called consideration, and (b) concern for task accomplishment-some times called initiating. According to Hersey and Balanchard (1988), leadership styles of an individual is the behavioral pattern that a person exhibits while attempting to influence the activities of others. Subordinates of the leader can perceive this behavioral pattern. Mosley et al (1993) describes three factors that affect the choice of

leadership styles-(1) manager's management philosophy,(2) the followers maturity level. and (3) the situation faced by the manager.

Kurt Lewin (1939) attempted to find out whether different group behaviors result from different styles of leaders behavior. They began the task by defining behaviors that appeared to characterize three known styles namely (a) authoritarian, (b) democratic, and (c) laissez-faire styles. In Lewin et al experiment, he discovered that the most effective style was democratic. Excessive autocratic style led to revolution while under laissez-faire approach people were not coherent in their work and didn't put energy that they did when being actively led.

Rensis Likert (1967) identified four main styles of leadership, particularly around decision making and the degree to which people are involved in the decision. These four identified styles of leadership are exploitive authoritarian, benevolent authoritarian, consultative, and participative.

Daniel Goleman, Richard Boyatzis and Annie Mckee (2004) describe six styles of leadership that have different effects on the emotions of the target followers. These styles include visionary leader, coaching leader, affiliate leader, democratic leader, the pace-setting leader, and the commanding leader. All these styles have their own character and relevance to different situations. There fore, any leader can use any style and a good mix that is customized to the situations.

Thus, the discussion above shows that the effective leadership depends on the leaders' styles. Hence, experience and training are the important elements in leadership to apply the necessary style so that these styles provide support for professionals.

## **2.2. Emergence of Educational Leadership**

### **2.2.1. At Global Level**

According to Brubacher (1966), the simplest and most primitive educational administration is the school or class formed by an individual teacher and his pupils. He further explained that under such circumstances, the function of teaching and learning, and administration were often undifferentiated and united by the same person, i.e. the teacher. Hence, it can be agreed on that an individual teacher and his pupils were the origin for the first educational administration. Hence, indicating the reason for the needs and development of educational administration, Goldman (1966) said:

*As cities grew and enrollment increased, more teachers were added and schools expanded with the development of grading practices and departmentalization, it became increasingly evident that some one in the school building had to be responsible for its administration.*

Hence, the development of schools and enrollments gradually led to more qualified principals with distinctive duties and rights which were included in the constitution of many countries in the earlier times. In the Jesuit society, for example, as Ignitions and stateroom in Brubacher (1966) have put it as the school principal,

*Should have the gift of discretion, be fit for governing, well-versed in business, experienced in spiritual matters, should know how (as occasional officer) to mingle severity with kindness. He should be solicitous, patient in labor and also learned in letters, and finally he should be of such a character that superiors can have confidence in him/her and communicate this authority to him/her safely, since the greater his authority, the better he will govern the college for the glory of God.*

From this quotation, three important points can be explicitly understood. First, principal ship was the most recognized and respected position staring from the very earlier societies.

Secondly, the religious related quality of principals indicate that the duties of principals are the manifestation of the level of societal development, interests, needs, and; thirdly, not only in the modern societies but also in the earlier times to have such position, qualification, experience, necessary skills, and creativity were the most important requirements by school principals.

However, the growth and development of educational managements as a distinct discipline has been accompanied by a more careful evaluation of the validity of material drawn from non-educational setting, where ideas are drawn from industry, commerce or other parts of the public sector, they are generally adapted before being applied to education.

Educational management as a field of study and practice was derived from management principles first applied to industry and commerce mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic discipline in its own right, its theorists and practitioners began to develop alternative models based on their observation of and experience in schools and colleges. By the mid-1990s, the main theories have either been developed in the educational context or have been adapted from industrial models to meet the specific requirements of schools and colleges.

Educational management has progressed from being a new field dependent up on ideas developed in other settings to become an established discipline with its own theories and some empirical data testing their validity in education.

### **2.2.2. At National Level (Ethiopia)**

The first decade of the 20<sup>th</sup> century heralded the introduction of modern governmental schools in Ethiopia. Before this period, education in

Ethiopia was rooted itself in monasteries, abbeys, and mosques (Teklehaimanot, 1999)

On October 8,1908 the first modern school was opened by emperor Menelik II and placed it under leadership of Egyptian Copts (Wartenberg and Mayr Hofer, 2001) in Tefera. From this period onwards education was expanded to some extent with the opening of the new schools in provinces as well as in Addis Ababa (Melaku,1985). Ayalew (1982); MOE and Fine Arts (1966) in Tefera.

In the mean time the country was invaded by fascist Italy that short lived in the country but with the devastating effect in the education system, By 1941, the country was liberated with the assistance of British government. Hereafter, education was given due emphasis and British took the leadership position in Ethiopian schools followed by the USA and there was a great endeavour from the emperor to replace these foreigners by the country men.

Then, in the 1960s Ethiopians who graduated with BA/BSC in any field were assigned as principals in secondary schools by senior officials of the MOE. The major selection requirements were educational standards, years of services and work experiences. The incumbents were said to have been young, inexperienced and professionally untrained (Zenebe, 1992)

The appointment of principals evolved some changes based up on the presence of qualified personnel manpower appropriate for the job. As a result, those who graduated with BA degree in management and pedagogy were directly assigned in higher secondary schools. Cognizant of the fact that any educational reform will not be achievable in the absence of adequate and qualified personnel, secondary school principals should have a first degree in educational administration and leadership (MOE, 1994). Practice, however, until very recently show that principals were to be appointed through direct election by teachers from among themselves

and later on the WEO, directly involved in the appointment of principals among teachers based up on their work experience.

In contrary to the idea that supports teaching as source of principal ship/leadership (Sergiovanni in Ubben and Hughes. 1997) underline the importance of profession to deserve principal ship and to possess the conceptual knowledge of education such as to investigate educational problems and to effectively carry out educational supervision activities.

Supporting this idea, Adesina (1990) acknowledge the importance of profession for principals when he said as experience in class room teaching can facilitate school management, managers of school as professionals require a separate training program as success in the class room doesn't automatically attract success in school management.

Moreover, the National Association of Secondary Schools principals (NASSP) in Ubben and Hughes (1997) shows that principal's professional competence enables them to successfully plan and organize works to work with and lead others, to analyze problems and make decisions, to communicate orally and in writing, to perceive the needs and concerns of others and to withstand and perform under varieties of pressure. Actually, in Ethiopia, currently there is a reshuffling in a way that principals are considered as professional. Formerly, there was idea that the source of principal ship is teaching.

According to MOE (in Haileselassie, 1999), states that "cognizant of the fact that any educational reform will not be sustainable with out adequate and well qualified personnel and acknowledging that there exists a serious need for effective management of the educational system, and above all, educational administration and leadership will be professional.

According to Ayalew (1982) in Tefera. The emergence of principal ship is directly related with the Menelik II school. Since there was no native trained man power to teach the modern education and to take the position

of leadership, the foreigners were brought from different countries. Hence, according to the MOE and fine Arts (1966), .... teachers of Coptic faith (to alleviate the fears of the church) were brought from Egypt to teach language such as French, English, Italian and Arabic and the Egyptian Hansaleb was appointed with consent of "Abune Mathios as the director of education in 1909.

### **2.3. Women and Educational Management/ Leaderships**

Women are greatly underrepresented in senior posts in education as in many other occupations. For instance, ten years back (as Coleman 1994b), in secondary schools, out of 48 percent of the total teachers, only 21 percent of the head teachers were women. There were many possible reasons for this disparity but there can be little doubt that women are disadvantaged and that this represents an enormous waste of human capital.

Among the reasons advanced for the low proportion of women in senior posts is the alleged 'male' image of management which may be unappealing to women. This model includes aggressive competitive behaviors, an emphasis on control rather than negotiation and collaboration, and the pursuit of competition rather than shared problem solving (Al-Khalifa, 1992) in Ayalew. The male domination or "androcentricity" of educational management is evident in the united states of America where school administration evolved in to largely male profession disconnected from the mainly female occupation of teaching Boyd (1992) implies that this led to discrimination in the allocation of discriminative posts: the abilities and values of women were passed over, as careers in school administration were more driven by male sponsorship than by merit and open competition... school administration became far more concerned with hierarchy, control and efficiency than with issues of curriculum, pedagogy, and educational values.

So, ... theory has failed to acknowledge the different values of women and remained largely rooted in a male perspective. The difficulty is that there is little clarity about what constitutes a distinction female theory of educational management (Shakeshaft, 1989; Ozga,1993) in Ayalew. Further more, Hall (1993)concludes, there is relatively little to date in research about women managers that can be used to challenge theories of educational management or lead to their reconceptualization to include both women and men... research is needed that challenges traditional stereotypes of what constitutes appropriate management behavior and process. The association of management and masculinity has not been established as a fact yet it is treated as such, with negative consequences for women in education... theory and prescriptions for action [would be] transformed by the inclusion of gender as a relevant concept for understanding educational management.

#### **2.4. The why of Women in Educational Leadership Management**

It has many benefits that women are the primary sources of knowledge, language, and social relationship to the child at school levels (Bown, 1990). Furthermore, according to FAWE (1997) an educated mother or a mother who is included in decision making at the family level and in other positions is more likely to influence her daughters' education.

The benefits to economic growth and family welfare that come from educating women are undeniable. Hence, this is done more when women are empowered in all levels of the education system. Thus, promoting equality of access to women (females) in the leadership position is a priority subject according to King and Hill (1993). This is because on the one hand, it contributes to the national development and on the other hand, it helps to promote the advancement of women and the elimination of all forms of discrimination against women.

It is evident that currently the attention of many countries including Ethiopia is integration of education to development and poverty reduction. To this end, there is also a need to raise the participation of women in the over all development process. So, this requires the need to equip female population with the necessary knowledge and skills, because females should never be “a missing piece in the development puzzle” (Seyoum, 1986).

Moreover, according to FAWE (1997), empowering women enhances gender sensitivity and awareness among teachers every where ( rural and urban areas). And also as teachers are most trusted confidants of girls, they can play significant roles to curb problems girls face in and out of schools. Teachers can participate in sensitization of the larger community and provide support to girls who are threatened by harmful practices such as early marriage, abduction, and FGM. Teachers being confronted with such challenges would be in a better position to deal with them if they are trained well on gender rights.

It is particularly important to empower female teachers who could be role models to female students and who could be part of tackling problems that especially girls in the distant localities face.

Empowering female teachers, however, should begin while they are in teacher training institutions and also the awareness creation should be made even when they are at schools. They should be encouraged to aspire for personal empowerment and to contribute to the overall empowerment of girls/women in educational system (FAWE, 1997).

Another significance of women leadership is also that women more often than men withdraw from conflict, or use collaborative strategies where as men use authoritarian response (Fauth, 1984; Grambs, 1978). In school situations, handing students disciplinary problems is one of the most

important areas where the administrator's adequacy in managing conflict is evaluated.

The evidence shows that the response of men principals for students disciplinary problems is authoritarian. As noted by Grambs (1978), "aggression by students is met by counter aggression by administrators".

On the other hand, Grambs (1978) argues that women don't react to aggression-producing situations in the same way and the same degree as men do. And they seldom respond to attacks with attacks, instead, they use more problem solving approach. Unlike men, women are more prone to find out what caused the behavior while men tend to deal more with the behavior itself.

The fact that men have been brought up and encouraged to be adventurous and combatant from early childhood (Maccoby and Jacklin, 1981) gradually makes them to be more aggressive in manner, While women's socialization, which is more attuned to affiliate manners doesn't allow them to prescribe aggression for aggressive behaviors. According to shake shaft (1989), there fore, " women cool conflict out more than hit it up". Hence, according to her, women and men use different strategies in handling conflict.

It is clear that first of all one has to see that the central purpose of all the schools and education system is considering students as a focal point and to create a good teaching-learning process(Heller, 1988). Hence, as Rosner (1991), notes the command and control which has largely been considered a masculine virtue is not suitable for giving institutions. As Davies and Gunawardena (1992) contend, a school or education system leadership, thus need a shift of norm from "hierarchy" to "collegiality".

Furthermore, it should be noted that many of the successful men education leaders (principals and heads) are evidenced as employing those leadership styles that entail many of the accepted styles which largely

feature women (such as collegiality and participatory approaches (Epstein, 1991).

Hence, according to Strober and Gordon, 1975) at least there should be an amalgamation between feminine-masculine styles in order to be eclectic and situational not to exclude either of the two sexes in leadership.

Another significance of the presence of women leaders in education system is for the low availability of female teachers in the institutions, has its influence of women's education because on one hand, there are much more experiences and mutual understandings that female teachers can share particularly when female students face a problem. On the other hand, the presence of women as staff is likely to serve as a base for role models for female students and for minimizing the "hostility" of institutions of education to women (UNESCO, 1996). Therefore, the presence of women teachers and leaders seem to be more important in understanding and solving the problems women face in performing their education.

Moreover, empowering women is important to make them re socialized so that they will fit in to the male world and to enable them to break the psychological paradigm that essentially blames the victims (women) that are the historically disadvantaged groups) for their lack of achievement in school leadership (shakeshaft 1989).

## **2.5. Factors Affecting Women's Participation in Educational Leadership**

There are so many factors that hinder the participation of women or reduce the number of women leaders in educational leadership. For the purpose of this study it is attempted to focus only on some. They are: socio-cultural factors, political –legal factors, women's self-related factors, institutional factors, economic factors and managerial capacity related factors.

### **2.5.1. Socio-Cultural Barriers**

As different researchers indicate, socio-cultural factors are the main ones of the many obstacles for women's participation in leadership. This is especially true in secondary schools and WEOs of the education system. It was indicated that women are marginalized in decision making and leadership in a variety of process that begins in infancy (Cubillo and Brown, 2003; Shakeshaft, 1989). In most societies, women lack experience of decision making and leadership in public areas because of girls, in contrast to boys, are socialized in to passive roles and given little opportunities to make decisions or develop leadership skills outside the family context (Cubillo and Brown, 2003; Shakeshaft, 1989). Similarly, Weihrich (as cited in Liz and sue, 2002) indicated that socialization is concerned with the transmission of behaviors, roles, attributes and beliefs to the next generation. Besides this, Helgeson (2005) pointed out that, women have been socialized into believing that they don't deserve senior positions. The socialization process of women results not only in role conflict for women but in behaviors that are traditionally feminine and that are not considered as the behaviors of good leaders (shmel' ova, Parsons, 2004; Shakeshaft, 1989; Helgeson, 2005)

McNay (as cited in Morely, 2001) demonstrate that there are also psychological barrers to emerge from the socialization of women as secondary citizens. This affects their agency or ability to act powerfully and independently against oppressive structures. As different researchers show, because of socialization and sex-role stereotyping, women themselves as well as others with in society, do not immediately connect women with any kind of leadership (Shakshaft, 1989,). Not only women socialized in ways that have not made them administratively inclined, those who have been socialized to believe that those qualities frequently associated with females are adversative to those qualities needed to lead and conversely that qualities needed to manage are ones not possessed by

women (Shakeshaft, 1989). Similarly, Kalifumu (as listed in Otunga and Ojwang, 2004) mentioned that in Tanzania most employers are reluctant to promote women to leadership positions because they (women) are considered weak, unable to work as men, and require maternity leave at inconvenient times.

Similar to other parts of the developing countries, women in Kenya were socialized for a domestic life of child rearing, home managements and the care of the sick and the elderly, where as males were prepared for the public arena, which affect their progress towards schooling and then to engage in higher education in every aspect ( Otunga and Ojwang, 2004). In addition to the above, Chandra Gunawardena (as cited in Singh, 2002) argued that orientation towards interpersonal relations with peers and children deter women from seeking upward career mobility, which in turn erode women's career aspirations.

Similarly, Doyle and Hind (as cited in Shmel'ova, Parsons, and Shmel'ova, 2004) mentioned that because of women's family responsibilities, during the career advancement age, they miss opportunities and exposures that might help them move in to higher levels of academic ranks; this in turn results in low presence of female principals and low participation in educational leadership. Further more, Kanake and Riley (as cited in Otunga and Ojwang, 2004) stated that in Kenya, while men can move from one university to another in search of promotion, women are constrained socio-culturally, as they are attached to their families. Their strong attachment to family and household responsibilities restricts their assumptions of public roles in society, including engagement in leadership. More over, as a result of research conducted by Otunga and Ojwang 2004, shows in Kenya women are constrained by socio- cultural circumstances in their professional careers at institutions.

Another socio-cultural barrier according to Schuler (1992) is the idea of a 'public' versus private 'sphere' that is the private sphere (domestic life, home, and family) is considered the traditional domain of women, whereas the public sphere (work and politics) is accepted as the domain of men. This private/ public dichotomy is deeply ingrained in the law too. Regardless of the operative legal systems of cultural contexts, laws touching the public area (e.g. labor law) have typically been modernized and brought in to line with more enlightened thinking, while family and personal matters in the private spheres have for the most part, been left untouched by the state.

The number of women who get in to masculine-oriented occupations, specifically in managerial positions, is limited because it is pre-supposed that women lacked the drive, aggressiveness, and leadership ability required for success (Fitzgerald and Betz 1983).

Similarly, according to Rice, Bender, and Vitters, 1980; Stevens and DeNisi 1980; Schein, 1973; Rose and Jerdee, 1973; Broverman et al, 1972, a whole society seems to have unfavourable attitudes toward the leadership position of women and also Fitzgerald (1983) adds that,

*Although there are no clear cut sex differences in management style, both supervisors and subordinates may believe that there should be such differences. These beliefs can be detrimental to women's career adjustment because they may affect both evaluations and effectiveness of women's leadership efforts.*

As clearly indicated in the above statement females are judged to be inferior and incapable to lead on mere subjective basis in spite of their ability to lead as their male counterparts. According to Fitzgerald (1983), hence, there are attitudinal biases that hampered the achievements, mobilities, advancement, satisfaction, and career adjustment in masculine dominated occupations.

Mostly, according to Rosen (1989), in their society men are considered efficient, competent, and successful while women are perceived as inadequate, incompetent and inefficient in some situations specially in leadership activities.

For instance, if we see the case of Ethiopia (our country), there are many discouraging saying and proverbs that reflect the inability of females to play leadership roles or to exercise other decision making situations.

Some of them (according to Seyoum, 1986) are:

“min set bitawk  
bewend Yalk”

This means “what ever or however knowledgeable a woman may be, the final decision is reached by a man and also another saying or proverb (according to Seyoum 1986) is that

“Set lij bemajet  
Wend lij be chilot”

This also signifies that “woman’s place is in the kitchen where as that of the man’s is the court of law”.

As one can clearly understand, the above expressions will probably have profound and enduring impediments to the social and psychological developments of women. These culture-based stereotypes might have compelled women to evade high status careers particularly that of leadership, and their number happened to be marginal in these positions.

Adkinson (1981) maintained that since “management is stereotyped as a masculine area... communities do not accept women in leadership positions, decision makers will not recruit and hire women for managerial positions.

A study reported by UNDP (1993) indicated that,

*Eventhough women make up half the adult population, and often contribute much more than their share to society, inside and outside the home, they are frequently excluded from positions of power... even when laws change many old values and prejudices persist thus, working, women for example, even when they prove themselves better, are not given equal treatment.*

As can be understood from this report, there are differences in men and women with regard to assuming high status positions.

In our country too, a report addressed by the Prime Minister's Office Women's Affairs Sections (PMOWAS, 1993) stated that women's number is very minimal in high status positions including leadership as compared to men. Probably this attributes to the concomitant social pressure that set forth varied roles for the two sexes seems to wider the gaps of the differences (PMOWAS, 1993).

### **2.5.2. Political-Legal Factor**

The politics that a country follows influences the educational system of that country in many ways directly or indirectly. On one hand, the policy and regulations from the state or MOE to control the content or curriculum, the type of teacher training, the expansion of schools and institutions etc. are the direct influences on schools or the other education systems. On the other hand, policies that are formulated for other sectors, which may exclude the MOE affect indirectly the process of education in the given country. But the magnitude of this indirect influences on schools or education varies from country to country according to the ideology that country follows. On this point, Fagerlind (1983) pointed out

*The type of political system is important in determining the nature of its impacts on the educational systems as the character and orientation of the states efforts, the final content of any educational policy will depend on the state general policy.*

From this point of view, the existing political system of our country, its policy, has made many types of public and private institutions to be established, the power among various positions and sectors devolved.

Apart from the above, for several thousand years political power has been a gendered power in such a way that military capacity, civic personality, and masculinity have been co-extensive (Stiehm, 1984)... they define women out of the universe of political power holders and thus in a very real way, out of politics itself. Further, women have traditionally accepted others views that the power they experience is not 'real power' at best they may be "influential", and at worst "manipulative". All females exercise of power, even in the private sphere are thus denied legitimacy... the revolutionary and liberationist ideologies that have galvanized politics in the post colonial era can never fully mobilize women in part because they fail to take in to account the conflict between the domestic and public exercise of power in women's experience... for most women the arena of public power is to be feared or avoided; politics is a "man's world". The effect of this split between public and private is that women are often the most opposed to their own liberations (Dennis Wrong, 1979) in Stiehm (1984).

According to Dennis wrong (1979) the form of power is divided in to 4 categories: Coercion, authority, manipulation, and persuasion. If these are ordered hierarchically from the most to the least feared, we can see that women are least likely to have access to the means of coercion and most likely to possess the capacity to persuade. Authority is less likely to be attributed to women than to men, in either political or interpersonal contexts. Persuasion is the weakest form of power, yet women's access even to this mild form of power is not fully accepted. Until recently, women have been enjoined to be as silent in politics as in church. However, for realists and neo-Machiavelians, coercion is the only true form of power any

other form is either fraud or deceit. However, women do not generally have access to the means of coercion, and it would seem strange or inappropriate or pointless to most women even to think of challenging the male monopoly on the means of coercion, even though there is no legal reason why they could not do so. An ideology which challenged the existing male monopoly on violence and made it seem right for women to hold power could make a significant difference in the sexual distribution of the capability.

However, it is considered that the full involvement of women in politics is one method of defending women's interests in society. They can participate fully if they are members of the legislative and executive arms of the government (Abdulah, H.J., 1991) in Giles Mohan & Tunde Zack-Williams, 2004). However, according to Abdulah H.J. (1991), women of the world are not involved in the arena of politics and leadership as required. Many researchers like the above indicate the reason for this as the absence of affirmatives action, presence of military and / or non-democratic political systems, lack of policy on women in many countries, recurrent civil war, lack of strategies by government, the influence of the WB and IMF in light with the structural adjustment policy etc. For example, in Nigeria, though the directorate for social mobilization, ( 1989) made recommendations to put an end to the disadvantaged position of women by involving them in politics through allocation of five percent of the legislative seats, it was rejected by the then military government of Babangda (according to Government white paper on the political bureau report, 1987) as cited in Tunde Zack-williams.

Moreover, it is not possible for a regime which is implementing the structural adjustment programs (SAP) of the IMF and WB to mobilize or politicize women for genuine liberation and development. Such an objective would contradict the government's internal economic restructuring agenda. For example, the SAP in Nigeria has had extremely

adverse effects on the population, especially low income earners in cities and the rural poor of which women are the majority. The drastic cuts in state welfare services, the introduction of user charges for health services, the decline in real incomes, the reduction in education facilities, the fall in fuel subsidy, the retrenchment of employment etc. have all led to a massive deterioration in the living standards of the poor. This has created an additional burden for women as “managers” of the domestic unit, because it is women who have had to cope with sharply diminished household budgets and with having to walk long distances searching for cheap food, cultivating vegetable plots and repairing clothes (Abdulah, H.J. 2004).

Lisa Vene Klasen presents an overview of women’s legal rights organizing and political participation in Africa. Referring to political, economic, and social conditions in Africa which traditionally and routinely discriminate against women, she points to the difficulty of promoting women’s rights when they run counter to customary law and deeply ingrained negative attitudes toward women. Apart from these constraints, the general undemocratic structures of most African states function as an additional obstacle, limiting women’s rights to organizing and participation at all levels.

The main emphasis of the idea above is about advancing women’s legal rights within a “strategic” political strategy. This requires influencing institutions that enforce and administer policies, as well as educating and organizing women at the base. Thus, it becomes important for women’s groups to do more research and in depth analysis on the strategic issues affecting women.

Veneuklasen in Tunde- Zack (1987) also underscores the importance of developing community-based approaches and building local leadership and taking advantage of emerging political opportunities to strengthen civil societies. For instance, in Mexico the center for women’s training

&research (CICAM) was founded to address three major issues: (1) the feminist movement's inability to acknowledge and recall its own experience and history and reverse the lack of communication among its divergent streams; (2) its repetitive and ineffective methods of diffusion; and (3) the imbalance between the capital and provinces in terms of resources and support.

Akua Kuenyehia (as cited in Schuler, 1992) points very specifically to the legal problems faced by women that are not linked to the nature and content of the law, but to the ineffectiveness and gender insensitivity of law enforcement agencies such as the police and the courts. In her critique of the nature of the judiciary and the law enforcement agencies, she points out that the lower courts comprise that section of the judiciary which has the most immediate impact on women's issues. The lower courts are often staffed by village elders and chiefs who have traditional and non-progressive attitudes towards women. Thus, when women's issues come before them, they are resolved within the terms and worldview of the judges and not the law. In this way, the courts become instruments of oppression. In this case judges and law enforcement bodies (officers) need to be made literate in women's issues. In most societies, laws & the application are skewed against women and also in most cases women are not aware of their legal rights-legal illiteracy.

### **2.5.3. Self Related Factors**

Here under, the two issues-self image & self efficacy and Job satisfaction and career commitment of women are reviewed from different literatures.

#### **2.5.3.1. Self – Image and Self Efficacy**

According to Kann (1988) "women choose from a narrow range of occupations (that are low in status) and end up in poorly paid jobs...." And he adds to say that even when they are given equal opportunities to learn and get the necessary professional qualifications, they tend not to reach

the higher levels of the professions probably because of the effect of sex role stereotypic attitudes of the society which might have deterred them from seeking high ranked positions.

Every society has its own stereotypic behavior patterns where the males and females are expected to follow (Brehm and Kassin, 1990). They begin to influence the behavioral and personality developments of individual from early years of life,. For example, Erickson (1958), as cited in schertzer and stone (1980), theorized that individuals start developing personality traits of trust or mistrust in the first two years after birth. Thus, he said children view the world as safe, reliable nurturant, and predictable if their parents encouraged them to develop a sense of trust by meeting their needs and providing them comfort; or they view the world as full of threat, insecurity, uncertainty, and unreliable if their parents failed to meet their needs and were negligent to them. So, this phenomenon in the early years will leave an indelible scar on later developmental patterns. Within the next few years children will develop a sense of autonomy and independence if proper treatments and opportunities are offered to them by parents. The role of parents is kernel of the children's personality, behaviour as well as cognitive developmental Patterns (Bourdeau, sennott and Wilson, 1986).

Similarly, Derlega and Janda (1986) said that in the first few years of life individuals begin to label themselves as males and females. When children reach preschool year (on the average 3 ½ years) they evince strong preferences for gender stereotyped activities. As a consequence, male and female children start to assume different responsibilities and play varied roles at early years of age.

The ways male and female children are treated and brought up in the family constellation, and the labels they receive from the society, only because they are males and females color their conceptions and

perceptions of themselves. Accordingly, Frieze et al (1978) showed that men tend to overestimate their abilities while women tend to underestimate their abilities, although both may be equal in their abilities (as cited in Derlega and Janda, 1986). According to the above authors, "sex role stereotypes do not reflect actual differences in ability and behavior between men and women. "They often affect how individuals view themselves and how they relate to other peoples as well as other areas of human behavior.

Further more, Dowling (1981) as cited in Dembo (1984) discusses that women have not entirely freed themselves from the effects of societal gender role stereotypes. She indicated that female and male children are still treated differently in the socialization processes as well as in ways of interaction in their families and the society at large. Accordingly, "girls.... are trained in to dependency, while boys are trained out of it ." Havio-Mannila (1972) also reported that although men and women showed an egalitarian- (androgynous) gender-role orientation in many social activities both were found reluctant to be supervised by a woman leader.

Many psychologists agree that the child's sense of self and independence root at early formative years of life with their interaction to their parents and significant others (Freud, 1933; Erikson. 1958; poduska, 1980). According to Hurlock (1980), of the tremendous environmental variables that can shape the personality and behavior developments of children, parental attitudes to wards them as well as the quality of treatment and type of discipline parents employ in raising their children have been found as crucial elements. One surprising and very interesting study reported by Derlega and Janda (1986) elucidated how the parents view their children differently from the moment of birth merely because of their sexes. In the report parents said that daughters were softer, weaker, smaller, finer featured, more awkward, more inattentive, prettier, and more delicate than

sons where as the sons were viewed as firmer, better coordinated, more alert, hardier, and stronger.

From the above reports of parents regarding their children's view we can surmise that what they speak of about the children were only their own mental images they developed from the society concerning the two sexes. Thus these presumptions about children go on and become intensified as they grow older and as individuality widens. Thus, individuals carry with them a sense of who they are and what makes them different from every one else. Bandura (1977), in this regard suggested that a person's sense of competence develops through observations of others whom he/she considered similar to him/her-the sense of self-efficacy is developed by observing the success, or failure of other people. Though it seems difficult to attribute every pattern of behavior is the result of modeling, one can suggest that the socio-psychological aspects of the society would undoubtedly cast a very great deal of pressures on every phase and features of development. They attach to themselves the labels assigned to them by the society and thereby develop a sense of identity.

### **2.5.3.2. Job Satisfaction and Career Commitment**

Teaching as a career creates opportunities for progress and promotion. Teachers perceive their career as something that provides them with or deprives them of some opportunities for their personal growth. So they often evaluate the benefits of the career in social and economic contexts to make decisions of staying or leaving the job.

The intention to change the teaching career may be influenced by the teacher's commitment and satisfaction in the job. A teachers commitment to the job is his/her attitude to wards the aching activity as affected by personal intrinsic motivation (Blau, 1988) in Manna, where as job satisfaction refers to his/her attitude toward work-related conditions, facet or aspect of the job(Wiener, 1982) in Manna To investigate whether the

salary reward affects teachers' career decision in the presence of various personal and environmental factors affecting career commitment and job satisfaction, we need to assess the likelihood of teachers' leaving or staying in teaching job based on these factors including the new salary offer. How these factors affect both teaching activity and the condition in which teaching-learning process takes place is of interest for recruiting and retaining teachers.

Trends in the teaching career in the Ethiopian context reflect a significant change of values right from the introduction of modern education by Menelik II in 1908 (Seyoum, 1986) up to the present. During the period of Emperor Haileselassie I, after WWII, Ethiopian education was strongly influenced by the British. To withstand the negative influence the process of Ethiopianization began by training of teachers locally (MOE, 1996) for the first time. With the ambition to expand education, the MOE couldn't pay attractive salary for these locally trained teachers. Consequently, teachers commitment to teaching and their satisfaction with the job started to be eroded.

Evidences suggest that the 'brain drain' from primary schools to other jobs dates back 1960s (Aklilu, 1967). Furthermore, school directors in the 14 provinces characterized teachers who left schools as active, responsible, and resourceful citizens with good suggestions for improvement of their schools. Notwithstanding the steady decline in teacher motivation due to low salary scales and job satisfaction, no sufficient studies have so far been conducted concerning the migration of teachers to other jobs.

Currently, the potential significance of retaining teachers of good quality and experience in the career is recognized by the Ethiopian government as expressed by the New Education and Training policy (TGE, 1993). Efforts are made to expand pre service and in-service teacher education and

promote teacher development schemes including improving teacher salary scale.

According to teacher Retention model of Gardy and Figueria (1987) that integrate major findings from research on teacher performance, job satisfaction, and career commitment as predictors of turn over retention behavior teachers travelers through a four stage process before deciding to stay in or leave teaching career. These stages were identified as (a) selection stage (b) integration stage or developing career satisfaction, performance and commitment to teaching (c) evaluation stage or appraisal of teaching and alternative jobs and (d) decision stage or making decision regarding staying in or leaving teaching career.

Thus career commitment obviously influences career plan at both initial and integration stage of the intent formation process. In turn, career commitment has got three determinants: value orientations contributing toward the emergence of one's commitment to his career( Rhodes and Doering, 1983; Wiener, 1982), positive job experiences, and personal demographic variables such as age and tenure (Buchanan, 1974). Personal characteristics such as interest and moral values attached to the career might moderate some dissatisfying conditions in the job environment and may encourage teachers to stay in the job. On the other hand, normative beliefs representing social pressure, the social status the job perception of whether or not they should join the teaching profession and their motivation to comply with their expectation.

According to Hoppock (in Blum and Naylor, 1982) the components of job satisfaction are (1) the individual reaction to unpleasant situation (2) the facility with in which he/she adjusts himself/ herself with other persons, and (3) and the relative status in the social and economic group with in which he/she identifies.

In similar study based on a factor analytic technique, vroom (in Blum and Naylor, 1984) identified the following attitude dimensions as determinants of job satisfaction. These are attitudes towards (1) organization (2) promotional opportunities (3) job content (4) supervision (5) working conditions (6) financial rewards.

On the other hand, Blum and Naylor (1984) asserted that intention to leave or to stay in one's profession has also to do with the degree to which the individual is satisfied or dissatisfied with the various aspects of the job. In turn, satisfaction with one's profession is the result of various attitudes held by the person related to the job and other specific factors such as salaries, supervision, steadiness of employment, condition of work, advancement opportunities, recognition of ability, fair evaluation of work, fair treatment of the employer as well as the individual characteristics and group or colleague relationships outside the job. This depicts that both personal and environmental variables play a significant role in influencing teachers' career decision at the initial stage where serious appraisal of teaching and alternative job is done. Assessing these variables in the context of Ethiopian schools is, therefore, useful and appropriate in order to maintain teachers' job satisfaction and uphold their commitment to the teaching career.

#### **2.5.4. Institutional Barriers**

Hansot and Tyack (as cited in Shakeshaft, 1989) mentioned that the chief source of male hegemony lies not only in the psychological make up of individuals but in the structure and operation of organizations where women behave in the self limiting ways not only because they were socialized as females, but because of their presence in lower power positions, low visibility, and boring jobs. Similarly, Black more (as cited in Cubillo and Brown, 2003) describes the situation of women as the "outsiders in side", i.e. inside the institution but outside the "boys' club".

This implies that women are already inside the institution, but their level of participation is as those of women outside the institution.

As mentioned by women's affairs Department, MOE (2004), for example, higher education, institutions tend to have organizational culture that doesn't allow for diversity, which in turn resulted in scarcity of women in leadership positions of higher education. According to Dines (as cited in Singh, 2002) reasons for not appointing women may be that it is a hard job, so it needs some one who understands the culture and there is a need for some one totally committed to the job. Therefore, the hiring body also renders women less experience or less prepared for leadership than men (Shakeshaft, 1989).

According to Acker (in Cubillo and Brown, 2003) institutions like universities are patriarchal institutions that inevitably puts women in the lower positions and inevitably favor men, according to Bond (as cited in Singh, 2002) the underlying premise of this perspective is that women and men are equally capable and committed to assuming position of leadership, but the problem is rested in the structure. Among structural factors, discriminatory appointment and promotion practices. male resistance to women in leadership position. Absence of legislation and policies to ensure participation of women and limited opportunities for leadership training and for demonstrating competence as a result of the power structure in the work place were mentioned as the main disabling factors for women's participation in leadership position (Singh, 2002).

As different researchers like Baughman and Drust (as cited in Shmel ova (2004) revealed, women traditionally had little support, encouragement, or lack role models in educational institutions to pursue careers in leadership Moreover, these women have been given negative cues by families and work groups concerning such an endeavor. Men progress faster because they may have more knowledge of or interest in 'playing the

system' where as young women do not have the same chance as male colleagues for guidance and support from an older, well-established academic.

According to Davis, Gasser, and schmuck (as cited in shakeshaft, 1989), the lack of opportunities to see other women in a variety of leadership position, to hear how these women describe their lives, and to compare themselves with women just one step farther up the hierarchy have been mentioned as reasons for women not to have moved to leadership position in larger number. There researchers reveal the importance of women mentors and role modeling for women's coming up to the leadership position (Shakeshaft, 1989). Apart from the above, women do not necessarily support each other (Luke as cited in Otunga and Ojwang 2004. Even if women are at the top, there are no better things for other women; simply because women are in power doesn't mean that they are automatically supportive and contributory for other women which in turn become difficult for women to get encouragement.

#### **2.5.5. Economic Factors**

In most of the world women spend more hours per week than men do. However, for women, a larger proportion of time spent working is devoted to unpaid work; house work, child care and other domestic activities that are not counted when economists try to quantify work (UN, 1995) and yet accordingly, women continue to face unique constraints on their economic activities, constraints that are largely related to their roles and responsibilities in the house hold (WB, 2002). For this Otunga and Ojwang, 2004) gave a stress on the issue and said that it didn't matter whether a woman is professional or not, she had to perform the woman's role in the home.

In expressing the role of women and undervaluation of their contribution, William (1994) restated the statistical quotation of UN as:

Women perform 2/3 of the world's work

Women earn 1/10 of the world income.

Women are 2/3 of the world's illiterate

Women own less than 1/100 of the world property.

The above quotation underlines how men and women are differently treated in access to resources, education and job opportunity. Though women have made considerable progress as female wage earners in specific African countries such as Botswana and Mauritius where they constitute 38% and 37% of the work force respectively, in countries like Chad and Niger constituting a mere 5% and 9% of the paid work force respectively (Okeke, 2004).

Similarly, according to (WB, 2002) there are several factors affecting women's participation in education and related areas like educational leadership. These are poverty, low quality and relevance of education, limited access and inadequate infrastructure, limited income generation, opportunities and inadequate supportive economic policy environment.

In Ethiopia, men are encouraged to play superior roles in society and have upper hands in accessing social and economic resources such as education at the expense of women. Supporting this idea, Emebet, 2003; Genet, 1991 ; Shitaye, 2006) state that "though Ethiopia has a very good legal and policy provisions, as well as various guidelines that, promote the education of women, data and studies show that compared to men, women are still at a disadvantageous position in terms of accessing and succeeding in their education.

Thus, along with others, economic factor has a negative determinant impact on the academic success of women. In discussing the effect of money on the schooling of child, especially women, its impact can be studied at home and at country level.

## **2.6. Attempts Made to Tackle Barriers that Hinder the Participation of Women in Educational Leadership**

It is only in the 21<sup>st</sup> century that the development planners discovered that gender is a development issue and embarked on different approaches to address gender issues in development (FAWE, 1997).

The two approaches-Women in Development (WID) and Gender And Development (GAD) have been applied to the development process. The WID approach is an approach that seeks to integrate women in the development process by addressing practical gender needs. However, it was proved that intended development goal Couldn't be achieved by applying this approach (FAWE, 1997).

On the other hand , the GAD approach empowers women and transforms unequal relations between women and men by addressing their strategic needs. Hence, education as a tool to empower women has become an important aspect in gender issues and in the process of women's empowerment. As a result of positive impacts that GAD has brought about, today, girls education is one of the top priorities of governments in the developing countries and their development partners (FAWE, 1997).

Ethiopia is signatory to many international conventions for the promotion and protection of women's rights. The Convention to Eliminate all forms of Discrimination Against women (CEDAW)is one of the major ones among these, and it focuses specifically on women's human rights and contains detailed provisions on gender discrimination (Panos-Ethiopia, 2004)

Other international conventions that signed by Ethiopia have direct bearing on the rights of women are the optional protocol to CEDAW; the convention on consent to marrage minimum age for a marriage and registration of marriage; the convention on political rights of women; the

convention for the suppression of trafficking in persons; the convention in discrimination in employment.; and the International labor organization's Equal Remuneration convention (Panos- Ethiopia, 2004)

Moreover at the regional level Ethiopia is signatory to the African charter on human and peoples rights, which contains provisions that protect women, though it has been argued that it is only in context of the family and that outside this arena, there is not much protection afforded to women (Panos- Ethiopia, 2004).

The need for additional protocol was affirmed by the then organization for African unity (OAU) [ - African union now], in July of 1995 and, accordingly, the legal council of the OAU came up with an integrated draft of women's protocol in September of 2000. This draft is said to have incorporated issues such as discrimination against women, harmful Traditional practices (HTP), violence against women (VaW), and soon.

In addition to this, consensus documents such as the Beijing conference and the MDGs initiated by the united Nations education, science, and cultural organization (UNESCO) were also signed. In this platform, Ethiopia committed itself to cross the threshold to build the capacity of women through education and training so that they can hold decision making positions that are felt as one of the twelve critical areas of concerns of the platform (CIDA, 1997).

Ethiopia has also entered commitment to fulfill the MDGs and targets. Goal 3 of the MDGs refers to promoting gender equality and women's empowerment and sets a target to eliminate gender disparity in elementary and secondary education by 2005, and at all levels of education not later than 2015 (Panos- Ethiopia, 2004).

As a reflection of the realization of the above commitments and provisions, female education is well taken care of as part of the country's efforts towards ensuring sustainable development and poverty reduction in

Ethiopia. The government's favorable policy environment and efforts were made to create an enabling environment for enhancement of female education through issuance of policies and guide lines and development of gender sensitive curricula and institutional culture. Nationally, the FDRE issued a constitution in 1995 that offers the provision of affirmative action. Article 35(3) of the constitution states that "the historical legacy of inequalities and discrimination suffered by women in Ethiopia taken in to account of women, in order to remedy this legacy, are entitled to affirmative measures..." and also the Ethiopian government issued the National policy on Ethiopian women in 1993 to ensure gender equality on the basis of the constitution.

Different policies issued in the country after the issuance of the National policy on Ethiopian women have designed strategies to address gender issues. The NETP issued in 1994 is also instrumental in this sense. It states " special attention will be given to women and those students who didn't get educational access (or opportunities in the preparation, distribution and use of educational support inputs. " and also for its implementation, the NETP has designed various strategies and developed guidelines to promote girls education. One of the strategies put in place to translate NETP in to action was affirmative action. The strategy enabled more girl students to join government and private higher educational institutions. The expansion of private rapid growth of female (women) participation in various areas (positions) of the system. (Panos- Ethiopia, 2004).

The purpose of all the above measures is to provide special attention to women so as to enable them compete and participate on the basis of equality with men in political, social and economic life as well as in public and private institutions. Further more, conventions ratified, agreements signed, commitments entered to by the Ethiopian government are part of the law of the land (Pans- Ethiopia, 2004).

## **CHAPTER THREE**

### **The Research Design and Methodology**

The following methodologies and procedures were used to carry out the study.

#### **3.1. Methodology**

This study was aimed at investigating the degree of the major problems that hinder the participation of women in educational leadership positions in secondary schools, WEOs and ZED in Wolaita Zone, SNNPR.

The research method employed was a descriptive survey based on the nature of the data, because the method according to Best and Kahn (2003) enables the researcher to examine the present situation and identify some of the major problems in the area of the study.

Furthermore, the method is assumed to enable the researcher to find out the solutions for the existing problems. It is concerned with conditions or relationships that exist, opinions that are held, process that are going on, effects that are evident or trends that are developing. Hence, this method is preferred on the ground that the major factors that affect the participation of Women in educational leadership are better perceived from the opinion survey of secondary school principals and teachers and heads/or the line managers of WEOs and ZED.

#### **3.2. The Sources of Data**

The data were collected from two sources-primary and secondary sources.

##### **3.2.1. Primary Sources**

These sources were teachers and principals of the secondary schools and heads of the WEOs and ZED.

### **3.2.2. Secondary Sources**

Documents regarding the female ratio in students (as club chairman and class monitors), teachers, principals and heads of WEOs and ZED were used to analyze the ratio of the women participation respectively.

### **3.3. Sample Size and Sampling Technique**

The following sample size and sampling techniques were employed to carry out the study.

#### **3.3.1. Sampling Techniques**

The sampling techniques adopted were systematic and purposive. Thus, four secondary schools and four woreda education offices were selected using the systematic sampling technique. Furthermore, all the respondents were selected by using systematic sampling method. For the purpose of this study, four secondary schools out of the twelve in the zone, and four WEOs out of fifteen (12 rural woredas and 3 town administration) and ZED were selected for the study. In this regard, it was assumed that the sample schools and WEOs can sufficiently represent the other schools and offices as well in the zone.

#### **3.3.2. Sample Size**

The sample size of the study comprises a total of 134 respondents: 8 principals (included vice principals), 111 teachers, 12 heads of WEOs and 3 of ZED. Questionnaires were used for teachers and principals, where as, the heads of WEOs and ZED were interviewed.

**Table 1: Sample Secondary Schools**

		Through Questionnaire											
No	Sample Secondary Schools	Principals						Teachers					
		Popul a tion		sample				Popula tion		Sample			
		M	F	M		F		M	F	M		F	
				No	%	No	%			No	%	No	%
1	Areka Secondary	3		2	66.7	-	-	54	16	18	33.33	7	43.7
2	Bedessa Secondary	3		2	66.7	-	-	50	14	16	32	6	42.9
3	Boditti Secondary	1	2	1	33.3	1	33.3	75	18	25	33.3	8	44.4
4	Soddo Composesch.	3		2	66.7	-	-	74	18	24	32.4	7	38.8
	<b>Total</b>	10	2	7	70	1	33.3	253	66	83	32.8	28	42.4

**3.4. Instruments and procedures for Data Collection**

The following procedures and tools were employed to collect data for the study.

**3.4.1. Instruments for Data Collection**

The process of data collection was mainly through questionnaire because of its suitability for survey study that has large size of respondents. More over both structured and unstructured interviews and documents (through checklists) were employed as additional data gathering tools.

The draft questionnaires were first prepared and administered to twenty teachers and two principals of Gacheno secondary school (which was not part of the sample secondary schools) in Wolaita Zone, SNNPR. After it has been filled out by those respondents, each questionnaire was examined item by item to detect ambiguous and unclear statements. Moreover, to

check its reliability Pearson and Spearman Brown statistical formulas were used and proved for its reliability (Look at appendix G-r= 0.96).

### **3.4.2. Procedures of Data Collection and Administration**

After getting corrected all items the actual questionnaires were prepared, convenient time for the respondents was arranged, questionnaires were distributed, and a close follow up was made in order to give immediate correction whenever problems arise during the filling out of the questionnaires.

The same questionnaire for principals and teachers were administered based on the logic that they have the same academic backgrounds. The questionnaires were prepared in English taking into account that the medium of instruction and their level of qualification at the secondary schools. The questionnaire contained close ended questions (items) and few open ended questions. Moreover, to get additional information, "others(if any)", and relevant documents through check list were used and incorporated in the analysis to support data from other sources.

### **3.5. The Variables**

The dependent variable on which the study focused was the level (degree) of women participation in educational leadership in secondary schools, WEOs and ZED in Wolaita Zone. The independent variables were the major (dominant) factors that contributed to the low participation of women in educational leadership positions-socio cultural, political-legal, women's self-related factors, institutional, economic and women's managerial skills (capacity) related factors.

### **3.6. Data Analysis**

Depending on the nature of the basic questions and the data collected, the following statistical tools were employed to analyze the data gathered.

Frequency distribution or percentage of ratio was employed to analyze various characteristics of respondents. This statistical tool was also used to determine the relative standing characteristics like age, sex, marital status, qualification and work experience that respondents have. Weighted mean and an independent sample t-test were also used to determine the significant mean differences between principals and teachers view on major factors (barriers) understudy. In all the analysis with t-test, all differences were tested for statistical significance at  $\alpha = 0.05$  level of significance to tolerate errors that may come due to probability. Hence, using the above statistical tools, the next (following) chapter treated the data collected from the field.

## **CHAPTER FOUR**

### **Presentation, Analysis and Interpretation of Data**

This part of the thesis deals with the characteristics of the respondents and the presentation, analysis and interpretation of the data gathered through the research tools-questionnaires, interviews and relevant documents from the four sample secondary schools, woreda education offices and the zone education department of the Wolaita Zone. Hence, four secondary School teachers and principals were involved as the main respondents and the heads of four sample woreda education offices and the ZED were also involved as supportive through interviews.

One hundred and nineteen copies of the questionnaire were distributed to the respondents. Out of these questionnaires, eight copies were distributed among principals and one hundred and eleven copies were distributed among the four sample secondary school teachers, respectively in Wolaita Zone.

All the distributed copies of the questionnaires (100%) were returned on time. As an additional input for the study, the response of the WEOs and the ZED through interview was also obtained on time.

#### **4.1. Characteristics of the Respondents**

As can be seen from item 1 of table 2, 87.5 percent and 12.5 percent of principals are males and females respectively, where as all (100%) of the WEOs and ZED heads are males and also 74.8% and 25.2% of teachers are males and females respectively. Thus, this indicates that the number of women from school levels to zonal levels is un representative- the 12.5 percent at secondary school levels and the entire non-participation of women at both Woredas and Zone levels reveals that there exists a serious problem of women participation in both leadership and teaching positions in the zone.

With regard to the age of the respondents, no teachers, principals and heads of the WEOs and ZED are below 20 years. The majority of principals (50%) fall between 41 and 50 years, whereas 31.5 percent and 32.5 percent of teachers respectively fall between 31 to 40 and 41 to 50 years of age. On the other hand, all the heads of WEOs and ZED (100%) fall between the ages of 41 up to 50 years. Hence, this indicates that all teachers, principles, and heads of the WEOs and ZED are matured enough to provide the researcher with the necessary information and they also fit to the positions they held.

Regarding the marital status, the majority of principals and teachers (87.5% and 63.1%) respectively are married. However, all the heads of the WEOs and ZED are married.

With regard to the qualification of the respondents, all (100%) were holders of the first degree. Hence, it was thought that the information they provide would be dependable and logical due to their academic backgrounds.

As far as their field of specialization is concerned, all the respondents have specialized in the area of subjects other than educational administration or educational planning and management. This indicates that there is no right person who can think about the right persons to run the duties and activities that require both men and women leaders in the education systems of secondary schools, Woredas and the Zone respectively (with regard to leaders).

As to the work experience of the respondents, the majority of principals 4(50%) had more than 6 years of experience, whereas 3(37.5%) had less than 5 years of experience in the positions they held. However, 1(12.5%) of the principal had more than 10 years of experience in principal ship. 40(36%), 21 (18.9%), 20(18%), and 30 (27%) of teachers had less than 5 years, greater than 6 years, greater than 10 years and greater than fifteen

years of experience in teaching respectively. With regard to WEOs and ZED, 11(91.7%) and 1(8.3%) of the WEOs heads had greater than ten years and greater than fifteen years of experience respectively. Regarding the ZED, 1(33.3%) 1(33.3%) and 1(33.3%) of the heads had greater than six years greater than ten years and greater than fifteen years of experience respectively, and also this shows that they are fit to the positions they held.

**Table 2: Description of the Respondents by Sex, Age, Marital status, Qualification, Specialization, and work experience.**

NO	Characteristics		Respondents							
			Principals N=8		Teachers N=111		WEO N= 12		ZED N=3	
			No	%	No	%	No	%	No	%
1	Sex	Male	7	87.5	83	74.8	12	100	3	100
		Female	1	12.5	28	25.2	-	-	-	-
2	Age	Below 21 Yrs	-	-	-	-	-	-	-	-
		21 – 30	2	25	30	27	-	-	-	-
		31 – 40	2	25	35	31.5	-	-	-	-
		41 – 50	4	50	36	32.5	12	100	3	100
		Above 50	-	-	10	9	-	-	-	-
3	Marital Status	Married	7	87.5	41	63.1	12	100	3	100
		single	1	12.5	70	36.9	-	-	-	-
		Divorced	-	-	-	-	-	-	-	-
		Widowed	-	-	-	-	-	-	-	-
4	Qualification	Diploma	-	-	-	-	-	-	-	-
		BA/BSC/BED	8	100	111	100	12	100	3	100
		MA/MSC/ MEB PHD & above	-	-	-	-	-	-	-	-
5	Specialization	Ed PM/EdAd	-	-	-	-	-	-	-	
		Other	8	100	111	100	12	100	3	100
6	Work Experience	1-5 Years	3	37.5	40	36	-	-	-	-
		6 -10 years	4	50	21	18.9	-	-	1	33.3
		11 -15 years	1	12.5	20	18	11	91.7	1	33.3
		Above 15	-	-	30	27	1	8.3	1	33.3

**P<0.05**

## **4.2. Presentation, Analysis and Interpretation of Data**

This is the second part of the chapter that focuses on the presentation, analysis and interpretation of data on the major factors that hindered women from participating in educational leadership as required in the secondary schools, Woreda education offices and the Zone education department as well in Wolaita Zone, SNNPR. More specifically, the major factors contributed to the low (or even the none) participation of women in educational leadership position-socio-cultural, political-legal, women's self related problems, institutional, economic and the women's managerial capacity (skill) related factors were analyzed and interpreted which were reflections of the basic questions of the research (study) and finally the attempt was made to identify and rank major factors that might have hindered the women's participation in leadership just before the analysis of documents that were obtained from sample schools, Woreda education offices and the ZED. Information gathered through interviews and open-ended questions was used as supportive to information obtained through questionnaires.

Hence, it had five parts: the first part focused on the documents obtained from sample secondary schools, WEOs, and ZED of the Zone. The second part focused on the extent of practices of six factors with their tables, analysis and interpretation; the third part also focused on the same six major factors but in different approach; the fourth part focused on the analysis and interpretation of the ranked factors with their respective tables; and the fifth part focused on the degree of the seriousness of major factors.

#### 4.2.1. Analysis of the Documents Obtained from the ZED, WEOs and secondary schools Regarding the ratio of women participation

This part of the analysis comprises the analysis of the documents obtained from the ZED, the four sample WEOs the four sample secondary schools women participation in leadership and the ratio of female students participation in monitoring classroom and as club chairpersons. Hence, after the presentation of each, relevant inferences were made based on the documents obtained.

**Table3: Proportion of Women participation in the line leadership position at the ZED of Wolaita Zone.**

NO	Positions	ZED		
		Total (AV)	Women	% of women
1	Zone Education Dept head	1	0	0
2	Educational Programs and supervision	1	0	0
3	Planning and project team	2	0	0
4	Training section	1	0	0
5	Examination and Student evaluation	1	0	0
6	Personnel Administration	1	0	0
7	Finance section	1	0	0
8	Educational materials and text book	1	0	0
9	Auditing and Inspection section	1	0	0
10	Adult and non –formal education	1	0	0
	<b>Total</b>	<b>11</b>	<b>0</b>	<b>0</b>

Av= available

Source: Wolaita Zone Education Dept.

Table 3 above shows that there are about 10 key (or line) leadership positions in the Zone education department (Before BPR). And it shows that all the key positions were held by males. Hence, this indicates that

the participation of women in the leadership of education is still Zero (unrepresentative).

**Table 4: Proportion of Women participation At the Woreda Level in the sample woredas Education offices.**

No	Responsibilities (Positions held)	AV	Male	Female	Female in %
1	District Education office head	4	4	0	0
2	Educational Programs and supervision	4	4	0	0
3	Planning and project team leader	4	4	0	0
4	Training section	4	4	0	0
5	Exam and Student evaluation	4	4	0	0
6	Personnel Administration	4	4	0	0
7	Finance Section	4	4	0	0
8	Educational materials and text book distribution	4	4	0	0
9	Auditing and inspection section	4	4	0	0
10	Adult and non-formal education	4	4	0	0
	<b>Total</b>	<b>40</b>	<b>40</b>	<b>0</b>	<b>0</b>

AV= available (males and females)

**Source:-** The four sample woredas Education offices

As indicated above in table 4, all the key leadership positions of the four sample woreda education offices were held by males. This indicates that there is no participation of women in the leadership position of education in all WEOs of the Zone.

**Table 5: proportion of women participation at the sample secondary schools in Leadership position**

No	Roles and Responsibilities	Secondary Schools			
		Total	Males	Females	Fin %
1	School principals	4	4	0	0
2	School V/principals	8	6	2	25*
3	Unit Leaders	32	32	0	0
4	Department Heads	49	48	1	2
	Total	93	90	3	3.2

\* This shows that it is in only one school case. F= female

Table 5 above shows that all the principals of the four sample secondary schools are males 4 (100%). However, out of 8(100%) vice principals, 6(75%) are males and 2 (25%) are females. With regard to unit leaders, 32 (100%) are males, and out of the 49 department heads of four sample secondary schools 48(98%) are males and only 1(2%) is female. Hence, this, also indicates that the extent to which women participate in the lower levels which are the base for the higher leadership position for women is still insignificant and even could be said null.

**Table6: The proportion of Female students serving as classroom monitor or club chairman at the school level in the sample secondary schools.**

<b>Responsibilities assumed by the Students of Secondary Schools</b>											
Club Chairmen						Classroom Monitors					
Total number of Clubs in the school		Total number of males as club chairmen		Total number of Females as club chairmen		Total number of sections in the school		Total number of male students as class monitors		Total number of female students as class monitors	
No	%	No	%	No	%	No	%	No	%	No	%
217	100	170	78.3	47	21.7	99	100	81	81.8	18	18.2

As table 6 depicts above, out of 217 club chairmen in four sample secondary schools, the number of females was only 47 (21.7%). The rest majority were males-170 (78.3%). With regard to the class monitors, out of 99 class monitors in four sample secondary schools, the vast majority were males- 81(81.8%) and 18(18.2%) were females. Hence, it could be said that females had got no access to exercise decision making or leadership opportunity early in their schools which might have enabled them to join leadership in education in the zone.

#### **4.2.2. The View of the Respondents on Major Barriers**

In this part, major indicators of each factor were selected and presented to the respondents to be rated on a five point liker scale-from very high=5 to very low=1 were used. For analysis purpose, weighted mean was used and interpreted as: mean > 4.5 is very highly practiced;  $3.5 \leq \text{mean} < 4.5$  is highly practiced;  $2.5 \leq \text{mean} < 3.5$  is moderate (undecided by respondents);  $1.5 \leq \text{mean} < 2.5$  is low practiced; and mean < 1.5 is very low practiced.

Moreover, an independent sample t-test was used to check whether the difference between the means of samples was statistically significant due to respondents' position-principals and teachers. In the analysis, the calculated (obtained) t value was compared with the table value (t critical= 1.658) at  $\alpha = 0.05$  level of significance and df= 117.

##### **4.2.2.1. The View of the Respondents on Socio-cultural Barriers**

The focus of this part of the analysis is to assess the socio-cultural barriers that hindered women from participating in educational leadership in secondary schools, WEOs and ZED in Wolaita Zone. To do so some ten major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below.

**Table7: Ratings on Socio-Cultural Factors**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T. test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std.D ev.	t- value	Sig.
1	Socialization in the society by women to passive roles	4.75	.786	4.62	.720	4.63	.743	.956	.303
2	Patriarchal culture of the society	4.9	.793	4.7	.838	4.71	.806	1.423	.156
3	Extent of encouragement by the family	2.0	.727	2.2	.668	2.19	.686	-1.353	.177
4	Reproductive responsibility - child care and birth	4.0	.763	3.9	.783	3.91	.776	.522	.602
5	House hold responsibility	5.0	.744	4.9	.770	4.91	.763	.860	.391
6	Religious related influence	3.5	1.086	3.8	1.078	3.78	1.085	<b>-2.042*</b>	.040
7	Respect giev for women educational leaders in the society	1.1	1.012	1.3	.958	1.29	.974	-1.322	.277
8	Women's being stereotyped during their early childhood	4.75	1.243	4.7	.972	4.70	1.043	.090	.929
9	Interest of men to be led by women	1.4	.762	1.4	.763	1.4	.761	.006	.996
10	Access for women to exercise decision making in the society	1.0	1.027	1.1	.974	1.1	.965	.041	.968

**P<0.05**

As shown in items 1, 2, 5 and 8 of table 7- the extent of socialization in the society by women to passive roles, the patriarchal culture of the society, house hold responsibility, and women's being stereotyped during their early childhood were rated very high with the weighted mean values

4.63, 4.71. 4.91 And 4.70 respectively. Items 4 and 6- reproductive responsibilities like child care and birth giving were rated high with the weighted mean values 3.91 and 3.78 respectively.

However, item 3- the extent of encouragement to women by family was rated low with the weighted mean value 2.19; and items 7,9 and 10 respect given to women leaders of education, interest of men to be led by women, and access for women to exercise decision making in the society were rated very low with the weighted mean values 1.29, 1.4 and 1.1 respectively.

From the t-test version of analysis, there is no statistically significant difference on the majority of indicators except item6. For this item, the calculated t-value 2.042 is greater than the tabulated t-value (t-critical= 1.658 at  $\alpha = 0.05$  level of significance and  $df=117$ ).

This shows that for item 6, school principals rated the extent of religious related influence less than the rating by teachers which may be stemmed from over judgment of teachers. Through out the tables in this chapter, negative values of t-test indicate that the principals mean value is less than teachers mean values as principals mean was taken as mean one and teachers mean was taken as mean two during calculation.

In this respect, Cubillo and Brown (2003), and Shake shaft (1989) argued that in most societies, women lack experience of decision making and leadership in public areas because of girls, in contrast to boys, are socialized in to passive roles and given little opportunities to make decision or develop leadership skills out side the family.

#### **4.2.2.2. The View of the Respondents on political- Legal factors**

The focus of this part of analysis is to assess the political- legal barriers that hindered women from participating in leadership in education in secondary schools, WEOs and ZED in Wolaita Zone. To do so some 12 major indicators have been identified in the study and the responses of

principals and teachers were presented, analyzed and interpreted below after table 8.

**Table 8: Ratings on Political Legal Factors**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T. test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std.D ev.	t- value	Sig.
1	The positive impact of the political legal system (the present)	4.0	.751	4.0	.753	4.0	.752	.006	.991
2	The positive impact of the legal institutions	2.5	.721	2.5	.768	2.5	.743	.036	.967
3	The degree of the NETP on empowering women	2.0	1.021	2.0	.987	2.0	.991	.024	.896
4	The extent of the FDRE constitution empowering women	2.4	.625	2.6	.768	2.59	.751	-1.533	.122
5	The role the policy on Ethiopian women played on empowering	2.5	.729	2.4	.687	2.41	.695	1.035	.059
6	The legal protection made for women regarding poly gamy	1.1	.596	1.3	.721	1.29	.709	-1.523	.057
7	Legal protection made for women in case of rape, abduction and other harassment	1.8	.791	1.8	.773	1.8	.780	.007	.983
8	The still male dominated political nature of the country	5.0	.679	4.8	.762	4.8	.804	1.543	.402
9	Lack of legislative seats by women	4.6	.723	4.7	.764	4.69	.736	-1.032	.056
10	Availability of affirmative actions to attract women educational leaders	4.1	.563	4.3	.623	4.29	.603	-1.341	.131
11	Availability of policies that encourage women to assume leadership positions	5.0	.743	4.9	.781	4.91	.761	.861	.381
12	The extent of implementing the existing policy that encourage women	2.0	.638	1.8	.827	1.81	.806	1.533	.122

**P<0.05**

As depicted in items 8,9 and 11 of table 8- the male dominated political nature of the country, lack of legislative seats by women and availability of policies that encourage women to assume leadership position were rated very high with weighted mean values 4.8, 4.69 and 4.91 respectively. Items 1 and 10- the positive impact of the political legal system and the availability of affirmative measures taken to attract women in to leadership position in education were rated high with the weighted mean values 4.0 and 4.29 respectively. Items 2 and 4- the positive impact of the legal institutions and the extent to which the FDRE constitution played on empowering women were rated moderate (undecided) with the weighted mean values 2.5 and 2.59 respectively.

However, items 3, 5, 7 and 12- the degree of the NETP on empowering women, the role of the policy on Ethiopian women played on empowering women, the legal protections made for women in case of rape, abduction and other type of harassment, and the extent of implementing the existing policy regarding women empowerment were rated low with the weighted mean values 2.0, 2.41, 1.8 and 1.8 respectively, and item 6-the legal protection made for women in case of polygamy was rated very low with the weighted mean value 1.29.

As revealed under the independent sample t-test result, there is no statistically significant differences in all the items as all the calculated t-values (table 4 above) are less than the table t-value ( $t_{critical} = 1.658$ ) at  $\alpha = 0.05$  level of significance and  $df = 117$ .

In this respect, Fagerlind (1983) states that the type of political system is important in determining the nature of its impacts on the educational system as the character and orientation of the states efforts, the final content of any educational policy will depend on the state general policy.

#### 4.2.2.3. The view of the Respondents on women' self- related Barriers

The focus of this part of analysis is to assess the women's self related barriers (factors) that hindered women from participating in leadership in education in secondary schools, WEOs and ZED of Wolaita Zone. To do so some 12 major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below

**Table 9: Ratings on Women's self- related Barriers**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T-test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std. Dev	t- value	Sig.
1	The extent of support and encouragement from women themselves	1.3	.763	1.3	.766	1.3	.764	.007	.949
2	Degree of efficiency of women	2.1	.876	1.3	.838	1.35	.830	<b>5.672*</b>	.000
3	Commitment of women to hold leadership position	1.9	.627	2.1	.756	2.1	.733	-1.523	.065
4	Choice of women to different low status jobs	3.8	.876	3.6	.754	3.61	.805	1.508	0.221
5	Women's inferiority complex developing during early child hood	4.6	1.016	4.6	1.020	4.6	1.085	1.043	.949
6	Confidence women have to lead or manage	1.5	.546	1.8	.697	1.78	.630	<b>-2.053*</b>	.036
7	The extent to which women think that they can be successful in leading a men counter parts	1.3	.564	1.4	.601	1.39	.586	-.921	.845
8	The degree in which women equate themselves with men in leadership	1.0	.792	1.4	.923	1.37	.862	<b>-2.150*</b>	.046
9	The degree women think to have a good leadership skill	2.3	.997	1.8	1.119	1.83	1.109	<b>2.981*</b>	.003
10	The extent to which women naturally think they are as able as next in leadership	1.4	.762	1.4	.763	1.4	.761	.817	.986
11	The degree women think that they can achieve as men	1.9	.739	1.8	.673	1.81	.721	1.241	.067
12	The extent of which women think that they can achieve in the difficult situations	2.0	.827	1.5	.821	1.53	.839	<b>3.015*</b>	.003

P<0.05

As can be seen in item 5 of table 9- women's inferiority complex developed during their early childhood was rated very high with the weighted mean value 4.6. Item 4- choice of women to low status jobs was rated high with the weighted mean value 3.61.

However, items 3,6,9,11 and 12- commitment of women to leadership position in education, confidence of women to hold leadership position the extent to which women think to have a good leadership skill, the extent to which women think they can achieve as men in leadership of education, the extent to which women think that they can succeed in the difficult situations in leadership were rated low with the weighted mean values 2.1, 1.78, 1.83, 1.83 and 1.53 respectively. Items 1,2,7,8 and 10- the extent of support and encouragement from women themselves, the degree of efficiency of women in leadership, the extent to which women think they can be successful as men in leadership of education, the degree to which women equate themselves with men in leadership and the extent to which women naturally think they are as able as men in leadership of education were rated very low with the weighted mean values 1.3, 1.35, 1.39, 1.37 and 1.4 respectively.

From the t-test version of analysis, there is no statistically significant difference on the majority of indicators except items 2,6,8,9 and 12. For these items, the absolute values of calculated t-values -5.672, -2.053, -2.150, 2.981 and 3.015 are much more greater than the tabulated t-value (t-critical=1.659 at  $\alpha=0.05$  level of significance and  $df=117$ ).

This shows that for items 2, 9 and 12 school principals rated by far more than teachers and the reverse is true for items 6 and 8 may be due to different perceptions and over judgment of either of the two groups.

In this respect, Dembo (1994) discusses that women have not entirely freed themselves from the effects of societal gender role stereotypes

#### **4.2.2.4. The Views of the Respondents on Institutional Barriers**

The focus of this part of analysis is to assess the institutional factors (barriers) that hindered women from participating in educational leadership in the secondary schools, WEOs and ZED in Wolaita Zone. To do so some 10 major indicators have been identified in the study and the responses of the principals and teachers were presented, analyzed and interpreted below.

**Table 10: Ratings on Institutional Factors**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T-test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std.D ev.	t- value	Sig.
1	Availability of role models (woman) in leadership positions in the educational institutions	1.0	.656	1.3	.736	1.28	.711	-1.676	.116
2	Attitudes of hiring bodies towards women for leadership	2.1	.763	2.1	.762	2.1	.761	.005	.995
3	Complexity of the leadership position in educational system	4.3	.621	4.1	.563	4.1	.603	1.431	.024
4	The extent of encouragement from male counterpart to women in the education system	2.0	.638	1.8	.828	1.81	.806	1.533	.122
5	The degree of motivating women by supervisors in educational institutions	1.9	.677	1.7	.754	1.71	.801	1.536	.411
6	The access of promotion women have to higher position (salary) in the system	2.0	.749	1.9	.667	1.91	.711	1.251	.057
7	The extent to which the established norms of the system support women (encourage) to leadership position	2.0	.674	1.7	.843	1.72	.815	<b>2.023*</b>	.035
8	The availability of sound rules and regulations that support women to assume leadership position	2.3	.736	1.8	.879	1.83	.876	3.651	.000
9	The availability of equal opportunity for both sexes in recruitment, selection and promotion (development)	1.1	.530	1.4	.756	1.38	.708	<b>-2.025*</b>	.065
10	The degree of transparency during selection, recruitment, promotion and demotion	1.1	.627	1.3	.746	1.29	.709	-1.532	.132

**P<0.05**

With regard to item 3 of table 10- complexity of the leadership position in education for women was rated high with the weighted mean value 4.1. However, item 2,4,5, 6,7 and 8- attitudes of the hiring bodies towards women to leadership position, the extent of encouragement to women from men in the institutions, the degree of motivation by the supervisors

to women, the access of promotion for women, the extent to which the established norms in the institutions encourage and support women to leadership position in education system were rated low with the weighted mean values 2.1, 1.81,1.71, 1.91,1.72 and 1.83 respectively. And items 1,9and 10- availability of women role models in educational leadership position, availability of equal opportunities for both sexes regarding leadership and the degree of transparency during recruitment, selection, promotion and demotion were rated very low with the weighted mean values 1-28, 1-38 and 1.29 respectively.

From an independent sample t-test value, there is no statistically significant difference on the majority of indicators except items 1,7,8 and 9. For these items, the absolute values of the calculated t-values- -1.676,2.023,3.651 and -2.025 are much more greater than the tabulated t-value (t-critical=1.658 at  $\alpha=0.05$  level of significance and  $df=117$ ).

This shows that school principals rated for items 1 and 9 by far less and for items 7 and 8 by far more than teachers which may be due to the over and under judgments of the two on the items.

In this respect, Adkinson (1981) maintained that since "management is stereotyped as masculine area"... communities do not accept women in leadership positions, decision makers will not recruit and hire women for managerial positions.

#### **4.2.2.5. The Views of the Respondents on Economic Factors**

The focus of this part is to assess the economic factors that hindered women from participating as required in educational leadership in the secondary schools, WEOs and ZED in Wolaita Zone. To do so some 9 major indicators have been identified in the study and the response of principals and teachers were presented, analyzed and interpreted below.

**Table 11: Ratings on Economic Factors**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T- test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std.D ev.	t-value	Sig.
1	The economic status of women	1.3	.724	1.5	.870	1.48	.786	-1.035	.055
2	The distance from the home of women to schools (institutions)	3.0	1.260	2.6	1.302	2.63	1.350	<b>2.941*</b>	0.014
3	Availability of materials, facilities and schools	1.9	.692	1.7	.618	1.71	.763	1.431	.056
4	The development level of the country (Zone) that favor our women	1.6	.623	1.8	.785	1.79	.754	-1.561	.065
5	Seeking of women for higher salaries	1.9	3.217	3.8	3.853	3.81	3.998	<b>-13.897*</b>	.000
6	Women's literacy level	4.0	.816	3.6	.804	3.6	.843	<b>2.961*</b>	.030
7	Women's income earning conditions	1.0	1.027	1.1	.947	1.1	.967	.051	.976
8	Women's condition of owning property	1.1	.947	1.0	1.027	1.0	.967	.051	.976
9	Women's payment condition in the system	1.1	.947	1.0	1.027	1.0	.967	.051	.976

**P<0.05**

As shown in items 5 and 6 in table 11-the seeking of women for higher salaries in other sectors (turnover) and women's literacy level were rated high with the weighted mean values 3.81 and 3.60 respectively. Item 2 – the distance from the home of women to their schools or institutions was rated moderate (or undecided) with the weighted mean value 2.63.

However, items 3, 4 and 9 -availability of materials, facilities and schools, the development level of the country (zone) and women's payment

conditions in the education system were rated low with the weighted mean values 1.71, 1.79 and 2.15, respectively and items 1, 7 and 8- the economic status of women, women's income earning conditions and women's property right conditions were rated very low with the weighted mean values 1.48, 1.1, and 1.0 respectively.

As an independent sample t-test result reveals, there is no statistically significant difference on the majority of items except items 2, 5 and 6. For these items, the absolute values of the calculated t-values -2.941, 13.897 and 2.961 are by far greater than that of tabulated t-value ( $t_{critical} = 1.658$  at  $\alpha = 0.05$  level of significance and  $df = 117$ ).

This shows that principals rated items 2 and 6 by far higher than teachers and item 5 by far less than teachers due to the over and under judgments of principals and teachers on the items.

In this respect Blau (1988) in Manna argues that the intention of the worker to change the career may be influenced by the teacher's commitment and satisfaction in the job. Apart from that according to Emebet (2003); Shitaye (2006), in Ethiopia, men are still encouraged to play superior roles in society and have upper hands in accessing social and economic resources such as education at the expense of women.

#### **4.2.2.6. The view of the Respondents on Women's Managerial Capacity (Skill) related Factors**

The focus of this part of the analysis is to assess the women's managerial capacity (skill) related barriers that hindered women from participating in educational leadership as required in the secondary schools, WEOs and ZED in Wolaita zone. To do so some 11 major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below.

**Table 12: Ratings on Managerial Capacity (Skills) related Factors**

No	ITEMS	Respondents' Category							
		Principals N=8		Teachers N= 111		Total N= 119		T-test	
		Mean	Std.D ev.	Mean	Std. Dev.	WM	Std.D ev.	t-value	Sig.
1	The level of qualification women possess	1.6	.627	1.8	.787	1.79	.751	-1.533	.065
2	The ability of women to see the organization as a whole	1.8	.637	1.9	.731	1.89	.678	-1.132	.403
3	The ability of women to deal with the external environment	1.6	.825	2.1	.845	2.1	.839	<b>-3.024*</b>	.002
4	The ability of women to manage the non-human resources	2.9	.679	2.9	.679	2.9	.681	.046	.976
5	The ability of women to lead the human resources	2.0	.737	2.5	.823	2.47	.803	<b>-3.142*</b>	.001
6	The ability of women to manage time	2.4	.698	2.9	.763	2.87	.744	<b>-3.091*</b>	.002
7	The ability of women to communicate with others	2.6	.713	2.2	.728	2.2	.719	<b>2.312*</b>	.041
8	The ability of women to deal with the informal groups	2.0	.668	2.4	.759	2.37	.723	<b>-2.865*</b>	.043
9	The ability of women to solve conflict among the colleges	4.3	.740	4.3	.740	4.3	.756	.017	.929
10	The level of the technical expertise of women	4.4	1.102	3.6	1.013	3.65	1.113	<b>5.130*</b>	.000
11	The ability of women to take new initiative	2.5	.668	2.9	.738	2.870	.754	<b>-2.863*</b>	.051

**P<0.05**

As shown in items 9 and 10 in table 12- the ability of women to solve conflict among the colleagues in the education system and the level of the technical expertise of women were rated high with the weighted mean values 4.3. and 3.65 respectively. Items 4,6 and 11-the ability of women to manage the non-human resources, the ability of women to manage time and the ability of women to take new imitative were rated moderate

(undecided) with the weighted mean values 2.9, 2.87 and 2.87 respectively.

However, items 1,2,3,5,7 and 8- the level of qualification women possess, the ability of women to see the organization as a whole, the ability of women to deal with the external environment, the ability of women to lead the human resources, the ability of women to communicate with others and the ability of women to deal with the informal groups were rated low with the weighted mean values 1.79, 1.89, 2.1, 2.47, 2.2 and 2.37 respectively.

From an independent sample t-test analysis, there is statistically significant differences on the majority of items except items 1,2,4 and 9. For these items-3,5,6,7,8,10 and 11, the absolute values of the calculated t-values are by far greater than the tabulated t-values ( $t_{critical}=1.658$  at  $\alpha=0.05$  level of significance and  $df=117$ ). These differences are may be due to the different perceptions of the principals and teachers on the managerial skills of women.

In this respect, Katz in Ayalew (1991) argued that leaders would be successful only when they are equipped with certain managerial skills in getting things done through people. Furthermore, it is witnessed that both women and men can have these skills through training (Adesina, 1990)

#### **4.2.3. Respondents' perceptions towards the major factors**

In this part of analysis major indicators of each factor were selected and presented to the respondents to be rated on a five point liker scale- from strongly agree= 5 to strongly disagree= 1. For analysis purpose, taking in to consideration the use of it to describe the perception of the respondents on the major barriers (factors), weighted mean was used and interpreted as:  $mean > 4.5$  is strong agreement,  $3.5 \leq mean < 4.5$  is

agreement;  $2.5 \leq \text{mean} < 3.5$  is moderate (unability to decide);  $1.5 \leq \text{mean} < 2.5$  is disagreement and  $\text{mean} < 1.5$  is strong disagreement.

More over, an independent sample t-test was used to check whether the difference between the means of samples was statistically significant due to respondents' position- the positions of principals and teachers. In the analysis, the calculated t-values were compared with the table t-values or t-critical= 1.658 at  $\alpha = 0.05$  level of significance and  $df = 117$ .

#### **4.2.3.1. The Perceptions of the respondents on the Socio-cultural Factors on women**

This part assesses the socio-cultural factors (barriers) that hindered women from participating in educational leadership positions in Wolaita Zone secondary schools, WEOS and the ZED as required. To do so some 12 major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below.

**Table 13: Ratings on the Respondents' socio cultural view**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T-test	
		Mean	Std.De v.	Mean	Std. Dev.	WM	Std.D ev.	t value	Sig.
1	Socialization of women in to passive roles have hindered women to assume leadership position	4.5	.627	4.4	.598	4.45	.610	.347	.615
2	Patriarchal dominated culture of the society hindered women	4.6	.583	4.4	.501	4.41	.572	1.015	.132
3	The society shows less due regard towards women leaders in education	5.0	.678	4.8	.782	4.81	.775	1.543	.465
4	The society do not favour women to come to leadership position	4.9	.781	4.8	.782	4.81	.784	1.032	.056
5	Members of the society consider themselves as inferior when led by women	4.9	.781	4.6	.723	4.62	.756	<b>2.012*</b>	.051
6	Women leaders are less effective and efficient than men leaders	3.4	.861	3.6	.890	3.59	.872	-1.013	.131
7	Women are not risk takers when compared with men	4.0	.861	3.7	.527	3.72	.581	<b>2.020*</b>	.461
8	Men have higher acceptance	5.0	.601	4.8	.586	4.81	.593	1.013	.401
9	Women are cheated to exercises domestic life, home and family	2.1	.838	1.9	.786	1.91	.754	1.354	.830
10	women are less intelligent than man	2.8	.830	2.51	.720	2.52	.698	<b>1.932*</b>	.065
11	Women lack the drive aggressiveness and leadership quality	2.9	.731	2.8	.637	2.80	.679	1.132	.403
12	The Ethiopian saying "min set bitawk be wend yalk" is relevant saying"	1.5	.737	2.0	.823	1.97	.803	<b>-3.125*</b>	.003

**P<0.05**

As can be seen from items 3,4,5 and 8 in table 13- the society's showing less due regard towards women leaders in education, the society's not favoring women to come to leadership positions in education, considering of the women by the members of the society as it is inferiority to be led by women, and that men have higher acceptance than women in the society were rated to have been strongly agreed with the weighted mean values 4.81, 4.81, 4.62 and 4.81 respectively. The respondents also agreed that socialization of women in to passive roles have hindered women not to assume leadership position, the patriarchal culture of the society hindered women, women educational leaders are less effective

and efficient than men educational leaders, and that women leaders of education are not risk takers when compared to men with weighted mean values 4.45, 4.41, 3.59 and 3.72 respectively. Respondents were unable to decide on items 10 and 11-women are less intelligent than men, and women lack the drive, aggressiveness and leadership quality with the weighted mean values 2.52 and 2.80 respectively.

However, the respondents disagreed on items 9 and 12-women are created to exercise domestic life, home and family and the Ethiopian saying "min set bitawk be wend yalk" was relevant saying with the weighted mean values 1.91 and 1.97 respectively.

From an independent sample t-test, there is no statistically significant difference on the majority of items except items 5,7,10 and 12. For these items the absolute values of the calculated t-values are by far greater than the tabulated t-values (t-critical=1.658 at  $\alpha=0.05$  level of significance and  $df=117$ ). These differences may show that there are perception gaps between principals and teachers on the socio cultural factors regarding women.

#### **4.2.3.2. The Perceptions of the respondents on the political legal barriers**

This part assesses the political legal factors (barriers) that hindered women from participating in educational leadership as required in the secondary schools, WEOs and ZED in Wolaita Zone. To do so some 10 major indicators have been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below.

**Table 14: Ratings on the Respondents' view of political Legal Factors**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T-test	
		Mean	Std.D ev.	Mean	Std.D ev.	WM	Std.D ev.	t value	Sig.
1	The current political system paved the way for empowering women in education	4.3	1.117	4.4	1.125	4.39	1.145	-.861	.390
2	There exist sound policies that encourage women to be empowered	4.9	1.183	4.7	1.087	4.71	1.111	.956	.340
3	Women of the country have benefited as required from the existing policy	2.5	.818	2.7	1.027	2.71	.921	-1.423	.156
4	There have been a number of affirmative actions of which women benefited.	3.0	1.243	3.0	.972	3.0	1.043	.090	.929
5	From the very beginning there has been access for women to legislative seats	1.0	.802	1.1	.939	1.1	.905	-.198	.843
6	Availing the legislative seat is one of the tools for empowering women	5.0	.886	4.8	.767	4.81	.803	1.545	.058
7	The political system of the country has been male dominated	5.0	.893	4.9	.653	4.91	.717	1.049	.303
8	The legal protection for women in any harassment is weak	4.9	1.183	4.7	1.019	4.71	1.113	.995	.423
9	The legal frame work of the country is still weak	4.8	.896	4.4	.612	4.43	.726	2.961*	.006
10	Women have been excluded from power both inside and outside home	4.1	.562	4.2	.671	4.19	.603	-.967	.034

**P<0.05**

As shown in items 2,6,7 and 8 of table 14- the existence of sound policies that encourage women to be empowered in education, availing the legislative seats is one of the tools for empowering women, the political system has been male dominated and the legal protection for women in any form of harassment is weak, the respondents strongly agreed with the weighted mean values 4.71, 4.81 4.91 and 4.71 respectively. With

regard to items 1, 9 and 10 the current political system paved the way for empowering women, the legal system of the country is still weak to empower women and women have been excluded from power both inside and outside home, respondents agreed with the weighted mean values 4.39 4.43 and 4.19 respectively. Regarding items 3 and 4-women of the zone (the country) have benefited from the existing policy as required and there have been a number of affirmative actions of which women benefited, the respondents were unable to decide with the weighted mean values 2.7 and 3.0 respectively.

However, with regard to item5- the presence of access from the very beginning for women to legislative seats of the country from the area of the study, respondents strongly disagreed with the weighted mean value 1.1.

As an independent sample t-test reveals, there is no statistically significant difference on the majority of items except item 9. For this item, the absolute value of calculated t-value is greater than the tabulated t-value (t- critical= 1.658 at  $\alpha=0.05$  level of significance and  $df=117$ ).

This shows that there may be a little understanding on part of either of the two groups (principals and teachers) in connection with law and women.

#### **4.2.3.3. The Perceptions of the respondents on the women's self related factors**

This part of the analysis focuses on the women's self related factors (barriers) that hindered them from participating in educational leadership as required in the secondary schools, WEOs and ZED in Wolaita Zone. To do so some 9 major indicators have been identified in the study and the responses of the principals and teachers were presented, analyzed and interpreted below.

**Table 15: Ratings on Respondents' view on women's self related barriers**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T-test	
		Mean	Std.D ev	Mean	Std. Dev	WM	Std. Dev	t-test	Sig.
1	Women do not accept their equality with men naturally that they are as able as men to lead	3.8	.726	3.8	.723	3.8	.731	.006	.996
2	Women have a high fear for assuming a leadership position	4.0	.867	4.1	.982	4.1	.943	-.589	.456
3	Women have accepted the early psychological and psychosocial attack made by the society	4.1	.832	4.1	.833	4.1	.845	.766	.295
4	Women choose from a narrow range of occupation (low in status)	4.5	.963	4.6	.917	4.59	.927	-.695	.488
5	Women have low confidence for occupations like leadership	4.0	.802	3.9	.653	3.91	.693	1.138	.256
6	Women can be successful as men in leadership	3.6	.674	3.9	.832	3.88	.774	<b>-2.016*</b>	.016
7	Women are equal in leadership to men counterparts	2.9	.805	2.8	.913	2.81	.887	.856	.393
8	Women by nature possess necessary skills and quality to lead	4.0	.756	4.0	.800	4.0	.788	.203	.839
9	Women think that they can achieve as men in difficult situations	2.5	.963	2.6	.917	2.59	.927	-.695	.488

**P<0.05**

As depicted in item 4 of table 15-women choose from a narrow range of occupation, the respondents strongly agreed with the weighted mean value 4.59. with regard to items 1,2,3,5,6 and 8-women do not accept their equality with men naturally they are as able as men to lead, women have high fear for assuming a leadership position, women have accepted the early psychological and psychosocial attack made by the society, women have low confidence for occupations like leadership in education, women can be successful as men in educational leadership, and women by nature possess necessary skills and quality to lead, respondents agreed with the weighted mean values 3.8, 4.1, 4.1 3.91, 3.88 and 4.0

respectively. With regard to items 7 and 9- women are equal to men in leadership and women think that they can achieve as men in difficult situations in educational leadership, respondents were unable to decide with the weighted mean values 2.81 and 2.59 respectively.

As an independent sample t-test reveals, there is no statistically significant difference on the majority of items except item 6. This is may be due to the position held by the principals, their experience and their exposure to judge on women's self-images and self-efficacy.

#### **4.2.3.4. The perceptions of the Respondents on the Institutional Factors**

This part of the analysis focuses on the Institutional factors that hindered women from participating in the secondary schools, WEOS and ZED in Wolaita Zone. To do so some 11 major indicators have been identified in the study and the responses been identified in the study and the responses of principals and teachers were presented, analyzed and interpreted below.

**Table 16: Ratings on Respondents views on Institutional factors**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T- test	
		Mean	Std.D ev	Mean	Std.D ev	WM	Std. Dev	t-value	Sig.
1	There is gender discrimination regarding recruitment, selection and development of women in education system	4.0	.867	4.1	.982	4.1	.843	-.589	.456
2	There is lack of women role models in educational leadership position	4.9	1.183	4.8	.896	4.81	.987	.956	.345
3	Attitudes of hiring bodies dowered women are negative	4.5	.612	4.3	1.117	4.31	.903	.468	.467
4	Complexity of educational leadership position hindered women	4.0	.723	3.6	.529	3.63	.670	<b>2.026*</b>	.007
5	There is discouraging of males in education system that females face	3.75	.540	3.91	.673	3.9	.572	-1.035	.306
6	Women are less motivated by supervisors in education system	5.0	.893	4.9	.653	4.91	.717	1.049	.303
7	Women are rarely promoted to higher positions in the system	4.9	.653	4.7	.562	4.71	.598	1.045	.305
8	The rules, regulations and norms of the institutions do not encourage women to leadership positions	4.0	.723	4.7	.562	4.65	.624	<b>-4.102*</b>	.000
9	Sound rules and regulation to women are not available in second ary schools WEOs and ZED	3.8	.527	3.9	.667	3.89	.606	-.968	.423
10	Education system has no sound communication network for women	3.9	.862	4.1	.562	4.1	.698	-1.023	.306
11	The level of transparency is very low in education system for women	5.0	.893	4.9	.653	4.91	.717	1.049	.303

**P<0.05**

As shown in items 2,6,7,8 and 11 in table 16-there is lack of women role models in educational leadership positions, women are less motivated by supervisors in educations system, women are rarely promoted to higher positions in education system, the rules, regulations and norms of the educational institutions do not encourage women to leadership positions and the level of transparency is very low in education system for women were rated to have been strongly agreed with the weighted mean values

4.81, 4.91 4.71 4.65 and 4.91 respectively. Items 1,3,4,5,9 and 10- the existence of gender discrimination regarding recruitment, selection and development of women, attitudes of hiring bodies towards women were negative, complexity of educational leadership position to women, the existence of discouragement by males that females face, the sound rules and regulations to women are not available in secondary schools, WEOS and ZED, and education system has no sound communication networks for women were rated to have been agreed with the weighed mean values 4.1, 4.3, 3.63,3.9,3.89 and 4.1 respectively.

From an independent sample t-test, there is no statistically significant difference on the majority of indicators except items 4 and 8. For these items, the absolute values of the calculated t-values are greater than the tabulated t-values (t-critical= 1.658 at  $\alpha=0.05$  level of significance and  $df=117$ ).

This may be due to some female teachers' exaggerated personal judgment on some items.

#### **4.2.3.5. The perceptions of the respondents on the Economic barriers**

This part of the analysis focuses on the economic factors that hindered women from participating in educational leadership as required in the secondary schools, WEOs and ZED in Wolaita Zone. To do so some 6 major indicators have been identified in the study and the responses of the principals and the teachers were presented, analyzed, and interpreted below.

**Table17: Ratings on Economic Factors**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T-test	
		Mean	Std.D ev	Mean	Std.D ev	WM	Std.De v	t value	Sig.
1	Lack of schools, materials and facilities played a great role in the absence of adequate women leaders in education	4.0	.867	4.1	.982	4.1	.943	-.589	.456
2	Backwardness of the country played a great role in low number of women leaders in education	4.4	.598	4.2	.598	4.21	.603	.347	.615
3	Women's right of property has played a great role in their absence in leadership position	4.9	.781	4.9	.781	4.90	.793	.817	.949
4	Majority of women are involved in non paid jobs	5.0	.876	4.8	.621	4.81	.703	1.043	.304
5	Women had no decision making power on economic issues	5.0	.893	4.9	.653	4.91	.717	1.049	.303
6	Women had no income earning opportunity though they worked for a lot of hours per day	4.1	.832	4.1	.832	4.1	.845	.766	.295

**P<0.05**

As shown in items 3,4 and 5 in table 17- women's lack of the right of property has played a great role in their absence in educational leadership positions, majority of women were involved in non-paid jobs, and women had no decision making power on economic issues were rated to have been strongly agreed with the weighted mean values 4.90, 4.81 and 4.91 respectively. Items 1,2 and 6-lack of schools, materials, and facilities played a great role in the absence of adequate women leaders in the secondary schools, WEDs and ZED, backwardness of the

country (zone) played a great role in low number of the women leaders in the zone and women had no income earning opportunity though they worked for a lot of hours per day were rated to have been high with the weighted mean values 4.1,4.21 and 4.1 respectively.

As revealed under an independent sample t-test result, there is no statistically significant difference on all items as all the calculated values of t-test are less than that of the table t-value (t-critical = 1.658) at  $\alpha=0.05$  level of significance and  $df=117$ .

#### **4.2.3.6. The perceptions of the respondents on the women's managerial capacity (skill) related factors**

This part of the analysis focuses on the women's managerial capacity (skill) related factors that hindered them from participating in educational leadership as required in the secondary schools, WEOs and ZED in wolaita zone. To do so some 10 major indicators have been identified in the study and the responses of the principals and the teachers were presented, analyzed and interpreted below.

**Table18: Ratings on the respondents perceptions on managerial capacity of women**

No	ITEMS	Respondents Category							
		Principals N=8		Teachers N=111		Total N=119		T-test	
		Mean	Std.Dev	Mean	Std.Dev	WM	Std.Dev	t-value	Sig.
1	Wcmen lack the necessary qualifications, skills and experience to assume leadership position.	4.0	.867	4.1	.982	4.1	.943	-.589	.456
2	Women do not get the necessary training work shops and seminars to promote their skills in leadership sufficiently	3.9	.862	4.0	.562	3.99	.698	-1.023	.306
3	Women lack the necessary skills to make decision	2.8	.637	2.7	.833	2.71	.751	.996	.565
4	Women lack the ability to communicate among employees	2.8	.637	2.9	.731	2.89	.679	-1.013	.403
5	Women lack the ability to deal with informal groups.	3.8	.832	3.5	.674	3.52	.744	2.015*	.004
6	Women have better ability to solve the conflict among the employees	4.3	.724	4.0	.546	4.0	.603	1.964	.304
7	Women have less know how about the entire duties and responsibilities of the education system	2.4	.830	2.1	.721	2.12	.980	2.012*	.040
8	Women donot take the new initiative	1.8	.637	1.8	.637	1.8	.673	.046	.996
9	Women do not use resources effectively and efficiently	2.1	.681	2.1	.781	2.1	.714	.026	.987
10	Women are better in motivating others than men	4.0	.751	4.0	.753	4.0	.752	.006	.991

**P<0.05**

As shown in items 1,2,5, 6 and 10 of table 18- women lack the necessary qualification and skills to assume leadership position in education,

women do not get the necessary training to promote their skills in leadership in education sufficiently, women lack the ability to deal with informal groups, women have better ability to solve the conflict among the employees, and women are better in motivating others than men, respondents agreed with the weighted mean values 4.1 3.99, 3.52 4.0 and 4.0 respectively. With regard to itmes 3 and 4-women lack the necessary skills to make decisions and women lack the ability to communicate among employees, respondents were unable to decide with the weighted mean values 2.71 and 2.89 respectively.

However, with regard to items 7,8 and 9- women have less know how about the entire duties and responsibilities of the education system, women do not take the new initiative, and women don't use resources effectively and efficiently, respondents disagreed with the weighted mean values 2.12,1.8 and 2.1 respectively.

According to an independent sample t-test there is no statistically significant difference on the majority of items except items 5,6 and 7. For these items, the absolute calculated t-values are greater than the table t-values (t-critical = 1.658 at  $\alpha=0.05$  level of significance and  $df=117$ ). This may be due to the over judgment of the principals on those items.

#### **4.2.4. The Criteria of Selection and Recruitment for Educational Leadership position in Wolaita Zone**

This part of the analysis focuses on the assessment of the selection and recruitment criteria practiced in Wolaita Zone for the educational leadership position. Hence, about 6 major criteria were identified in the study to be ranked by the respondents and the marked responses of principals and teachers were presented, analyzed and interpreted below.

**Table 19. Criteria widely used for Recruitment and Selection in Schools, Woreda, and Zone for leadership position of Education**

No	Items	The Way Respondents Ranked (N=119)																													
		For Male														For Female															
		1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%	5 <sup>th</sup>	%	6 <sup>th</sup>	%	7 <sup>th</sup>	%	Rank	1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%	5 <sup>th</sup>	%	6 <sup>th</sup>	%	7 <sup>th</sup>	%	R an k
1	Educational Level and experience	40	33.6	33	27.7	20	16.8	16	13.4	4	3.4	6	5	-	3	17	14.2	23	19.3	20	16.8	40	33.6	9	7.6	10	8.4			4	
2	Professional Competence & Quality	36	30.3	20	16.8	30	25.2	24	20.2	5	4.2	2	3.4	-	4	20	16.8	30	25.2	41	34.5	14	11.8	10	8.4	4	3.4			3	
3	Political Connection & support to the government	28	23.5	20	16.8	40	33.6	20	16.8	9	7.6	2	1.7	-	5	24	20.2	20	16.8	42	37.5	23	19.3	10	8.4	-				2	
4	Personal Relationships	20	16.8	20	16.8	10	8.4	40	33.6	14	11.8	15	12.6	-	6	28	23.5	15	12.6	30	25.2	40	33.6	6	5	-				1	
5	High Charisma	46	38.7	39	32.8	28	23.5	6	5					-	2	16	13.4	16	13.4	36	30.3	30	25.2	10	8.4	11				5	
6	Gender (Maleness or Femaleness)	60	50.4	35	29.4	24	20.2							-	1	15	12.6	26	21.8	20	16.8	35	29.4	14	11.8	9	79.2			6	
7	Others (if any)													119	100	7													119	100	7

As can be seen from table 19, the secondary schools, WEOs and ZED of the Wolaita Zone used different criteria for the recruitment and selection of males and female for the leadership positions of education system. Men are benefited from maleness, where as women are not which is indicated by 60 (50.4%) of respondents for men and by 15(12%) of respondents for women. Hence, this took the first place for men during the selection and recruitment periods. High charisma is also highly used in case of men for recruitment and selection which was rated by 46(38.7%) respondents. So, this was ranked as the second high criteria for the selection and recruitment of men for leadership position in the zone. Educational level, professional competence, political connection and support to the existing government and relationship with officials respectively took the third, fourth, fifth and sixth places (ranks) for men during selection and recruitment for leadership position in education, where as relatively high number 28(23.5%), 24 (20.2%), 20 (16.8%), 17 (14.2%), 16 (13.4%) and 15 (12.6%) of respondents respectively rated for personal relationships with officials, political connection, professional competence, educational level and experience, high charisma and gender (femaleness) from first to sixth for females respectively. Hence, it could be said from the above reality that while gender (maleness), chaisma and educational level played a great role in selection and recruitment of men for the leadership position (from first to third), relatively personal relationships with higher officials, political connection of women to the government and professional competence took high attention in case of women for the leadership position in the SS, WEOs and ZED of wolaita Zone.

#### 4.2.5. The degree of Seriousness of the Factors that Hinder Women's participation in Educational leadership

This part of the analysis was to assess the extent of the seriousness of the factors that hinder women from participating in education leadership in the secondary schools, WEOS and ZED in Wolaita Zone. Hence, about 6 major supposed barriers were ranked, presented, analyzed and interpreted below.

**Table 20 seriousness of the Factors that hinder women's participation in Educational leadership position (As rated by Respondents (N=119))**

No	Items (Variabl)	The Way respondents Ranked (N=119)														Rank
		1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	4 <sup>th</sup>	%	5 <sup>th</sup>	%	6 <sup>th</sup>	%	7 <sup>th</sup>	%	
1	Socio-cultural Factors	70	58.8	30	25.2	19	16									1
2	Political Legal Factors	50	42	41	34.5	28	23.5									2
3	Institutional Factors	29	24	31	26.1	33	27.7	10	8.4	11	9.2	5	4.2			5
4	Women's self image & self efficacy	43	36.1	29	24.4	23	19.3	14	11.8	4	3.4	6	5			3
5	Economic Barriers	30	25.2	30	25.2	25	21	10	8.4	16	13.4	8	6.7			4
6	Women's Managerial Capacity	26	21.8	33	27.7	30	25.2	11	9.2	10	8.4	9	7.6			6
7	Others (if any)	-	-	-	-	-	-	-	-	-	-	10	8.4	109	91.6	7

As table 20 above depicts clearly, out of the seven factors that were thought to hinder the women participation in the position of educational leadership in wolaita zone, the socio cultural factors took the first place 70(58.8%) were rated as first. The political legal factor took the second place 50 (42%) were hated as first, women's self image and self efficacy was rated as third 43 (36%), economic barriers took fourth place - 30(25.2y) was rated as first, institutional factor took the fifth place -25 (24.4%), women managerial capacity related factors took the sixth place.

Hence, according to the rating the issues ranked first, second and third require serious attention to tackle the problem under study though others, too were the areas of serious attention. This was also supported by the responses of the WEOs and the ZED of the Wolaita Zone through their interviews.

## **CHAPTER FIVE**

### **Summary of the Major Findings, Conclusions and Recommendations**

This chapter consists of the summary of the major findings, conclusions and Recommendations.

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

The main purpose of the study was to identify the major problems (factors) that contributed to the low participation of women in the educational leadership in the secondary schools, WEOs and ZED in Wolaita zone. Accordingly the assessment of the major factors-socio-cultural, political-legal, women's self related factors, institutional factors, economic factors and women's managerial capacity (skill) related factors were carried out.

In order to achieve the purpose of the study, the following basic questions were stated and dealt with.

1. What are the socio-cultural, political legal and women's self related factors that hinder the participation of women in educational leadership?
2. What are the institutional and economic factors that hinder the participation of women in educational leadership?
3. What are the managerial capacity (skills) related factors that hinder women's participation in educational leadership?
4. To what extent do the major factors (mentioned above) hinder the women's participation in educational leadership?

Accordingly, the major findings of the analysis made were as follows:

- The socio-cultural influence have highly socialized women in to passive roles.
- Due to socio-cultural attitudes, women are over burdened by house hold and reproductive responsibilities and most likely didn't get time to think about leadership

- The respect and encouragement given to women leaders at home and in the public are very low.
- The males of the society show very low interest to be led by women
- Women lacked access to exercise decision making and leading at schools, WEOs and ZED.
- Though there are sound policies in the country regarding empowering women, yet the positions of leadership are male- dominated in the secondary schools, WEOs and ZED.
- Though some affirmative actions were taken, women of the Zone haven't benefited from it
- The legal protection made for women in educational institutions in the zone is very low.
- women of the SSs, WEOs, and ZED have not freed themselves from inferiority complex that might have developed during their early childhoods by their families and society.
- The study has revealed that women still think that they do not deserve a higher status jobs like educational leadership, and choose low status jobs that end in low paid salaries
- Women lack confidence and commitment to assume the leadership positions
- women donot think that they have equal potentials of leading with men if provided adequate training of leadership
- The study has shown that women have no trend of supporting and encouraging each others (among women)
- The structures and operational conditions of educational organizations like SSs, WEO and ZED, made leadership profession to seem complex for women.
- The attitudes of hiring bodies to leadership position towards women have negative attitudes.
- The study has shown that there is a high mare-resistance against women in educational organizations.

- The supervisory system of SSs, WEOs and ZED doesn't encourage women to leadership positions and to retain in the system as well.
- The study has shown that there is low access, of promotion (in salary and rank) for women in the system.
- The established norms of SSs WEOs and ZED do not encourage women to assume leadership position and to retain in the education system
- The high scarcity of women role models in SSs, WEOs and ZED contributed to insignificant number of women leaders in the zone.
- The study has shown that there is an appointment, selection and promotion bias for the two sexes in the Zone.
- The study has shown that there is high turn over of women to other sectors seeking for better intrinsic and extrinsic rewards.
- The income earning opportunities for women were very limited (from the very beginning)
- The high scarcity of facilities, materials and schools were observed from the study.
- The women of the zone had faced the problem of property right though there is policy that is formulated recently.
- The study has shown that women of the SSs, WEOs and ZED lack managerial skills
- It has been indicated in the study that women have got no access of decision making or leadership training at schools, WEOs and ZED of the Wolaita Zone.

## **5.2. Conclusions**

Based on the major findings the following Conclusions are drawn:

- It has been concluded that the socio-cultural factors are the most serious factors for the low participation of women in educational leadership position in Wolaita Zone. The sex role stereotype is still highly prevalent in the zone. This seems that the society has still the

- negative attitudes towards women and they couldn't understand the importance, strength and quality of women in educational leadership.
- It could be learnt from the study that there is a sound policy at the country level and different affirmative measures were taken to empower women in education and other sectors. However, the implementation of those policies at the lower echelons like SSs, WEOs and ZED were not operational as required. Hence, this indicates that the attention was not given as required to narrow the gap between women leaders and men leaders in SSs, WEOs and ZED of Wolaita Zone.
  - The study has revealed that apart from the external barriers, women's self-related factors played no insignificant role in the low participation of women in educational leadership position in the zone. Women of the SSs, WEOs and the ZED have not freed themselves from the long-lived negative attitude of the society, have not strived for their own rights as required and developed low self-efficacy, but unreasonably accepted their "inferiority" to men.
  - The study has indicated that apart from other barriers, the structure and operational conditions of educational institutions have contributed highly to the marginalization of women in leadership positions in education and this resulted in the high scarcity of women leaders in the system. Hence, this seems that educational organizations like SSs, WEOs and ZED didn't understand that women are half of the entire population, women have qualities that enable them to lead the system and it is the right of women to participate in the leadership positions of the education system equally with men.
  - The study has shown that apart from the economic backwardness of the zone, women are highly deprived of economic decisions and property rights. Besides, women of the zone are not interested in joining the education system and those who joined the system held the position of leadership do highly migrate (move) to other sectors

seeking for better intrinsic and extrinsic rewards like respect, recognition and salaries.

- It is concluded that women's managerial skills were reported to be low. However, according to authors like Adesina (1990), women can have skills of leadership equally with men and in some areas of management like conflict resolving, they are better than men. Hence, this may show that adequate leadership capacity building training in education was not provided for women of the zone.

### **5.3. Recommendations**

On the basis of the findings and the conclusions drawn, the following recommendations were put forward.

- Both men and women must fight more against the negative attitudes that they held towards women (though there is a progress currently).
- The WEOs and ZED have to organize more than ever the leadership capacity building trainings for women already in the education system.
- The WEOs and ZED in collaboration with the concerned bodies should create awareness to the society, school communities and women on the importance of women in educational leadership.
- The WEOs and ZED should allocate adequate budget for the provision of short trainings on educational leadership for women
- The WEOs, ZED and SSs should create the means to attract those women already in the system into leadership and retain those in the leadership position (though their number is still insignificant) in the system.
- Educational institutions in the zone should make the procedures of appointment, selection and recruitment to readership position should make transparent to all in general and to women in particular and should attempt to make a balance between the number of men and women.
- The secondary schools should create a conducive ground for both female students and female teachers so as to exercise decision

making and leadership at the base by empowering as chairpersons of clubs, committees and school boards.

- The supervisory system of WEOs and ZED should be encouraging for women.
- The system of awarding role model females in schools, WEOs and ZED should be created and encouraged
- The zone administrative council should build the capacity of law enforcing bodies so as to mitigate the problems that secondary school female students and teachers face.
- The zone administrative council should bring more women in to power so that they can bring more women to educational leadership position.
- Women themselves should strive for breaking the bondages that hindered them to participate in the leadership positions in education, should avoid the inferiority complex and submissiveness that might have emanated from the societal attitudes, and they should attempt to be beneficiary from the sound policies of the country as men. They have to develop self efficacy, the trend of helping each other, and they have to break the silence so that their voices are heard better.
- All the concerned bodies (stakeholders) should pay attention to the economic problems of women that is likely to result in the females teachers and leaders migration (turnover) to other institutions seeking for better salaries, recognition and respect.
- The Zone administrative council and the ZED should create access for more women (in collaboration with training institutions) regarding pre-service and in-service training if educational leadership and also the training institutions like EDPM should admit more women by using the quota system.
- The stake holders should provide women of the zone in education system with material and economic incentives so that they (women) love the system and the leadership profession, and remain in the system.

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# Appendices

# **Appendix - A**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education**

**Department of Educational Planning and Management**

## **Research Questionnaire to be filled by Secondary School Teachers and Principals**

This questionnaire is designed by a graduate student of the Department of Educational Planning and Management (EDPM) attempting to study “Major problems of women participation in Educational Leadership in Wolaita zone, SNNPR”. Its main objective is to collect necessary information for the study on the major problems encountered by women to hold the leadership position/or to play the role of leadership in education (particularly in secondary schools, woredas and zonal levels of the aforementioned zone, and to come up with some solutions to overcome the existing problems.

You are therefore, kindly requested to fill in the questionnaire because the success of this study directly depends upon your genuine response to the question.

### **General Direction**

- ❖ Do not write your name
- ❖ Indicate your response by marking “√”
- ❖ Give precise and short responses to open-ended question, and please follow instructions provided for each part.

## Part I

### Background Information

1.Region: SNNPR

2.Zone: Wolaita

3.Woreda: \_\_\_\_\_

4.School: \_\_\_\_\_

5.Sex                      Male       Female

6.Age

- a. Below 21 years                       e. above 50   
b. 21 - 30 years   
c. 31-40 years   
d. 41-50 years

7.Marital status:

- a. Married                       c. Divorced   
b. Single                       d. widowed

8.Qualification

- a. Diploma                       c. MA/MSc/Med   
b. BA/BSc/Bed                       d. Phd and above

9.Specialization (if any)

Major \_\_\_\_\_

Minor \_\_\_\_\_

10. Work experience

- a. 1-5 years   
b. 6-10 years   
c. 11-15 years   
d. above 15

## Part II

The following items are proposed to identify the major factors that hinder women to come to educational leadership positions. In your opinion to what extent do the following factors affect women to come to educational leadership position? Please, put “√” mark in the column provided for each item

5= very high, 4= High, 3= un decided 2 = Low, 1= very low

No	Items	Secondary School Teachers and Principals				
		5	4	3	2	1
<b>1</b>	<b>Socio-cultural factors/barriers</b>					
1.1	Socialization in the society by women to passive roles					
1.2	Patriarchal culture of the society					
1.3	Extent of encouragement by the family					
1.4	Reproductive responsibility - child care and birth					
1.5	House hold responsibility					
1.6	Religious related influence					
1.7	Respect giev for women educational leaders in the society					
1.8	Women's being stereotyped during their early child hood					
1.9	Interest of men to be led by women					
1.10	Access for women to exercise decision making in the society					
<b>2</b>	<b>Political-legal factors/barriers</b>					
2.1	The positive impact of the political legal system (the present)					
2.2	The positive impact of the legal institutions					
2.3	The degree of the NETP on empowering women					
2.4	The extent of the FDRE constitution empowering women					
2.5	The role the policy on Ethiopian women played on empowering					
2.6	The legal protection made for women regarding poly gamy					
2.7	Legal protection made for women in case of rape, abduction and other harassment					
2.8	The still male dominated political nature of the country					
2.9	Lack of legislative seats by women					
2.10	Availability of affirmative actions to attract women educational leaders					
2.11	Availability of policies that encourage women to assume leadership positions					
2.12	The extent of implementing the existing policy that					

	encourage women					
<b>3</b>	<b>Women's Self-related Factors</b>					
3.1	The extent of support and encouragement from women themselves					
3.2	Degree of efficiency of women					
3.3	Commitment of women to hold leadership position					
3.4	Choice of women to different low status jobs					
3.5	Women's inferiority complex developing during early child hood					
3.6	Confidence women have to lead or manage					
3.7	The extent to which women think that they can be successful in leading a men counter parts					
3.8	The degree in which women equate themselves with men in leadership					
3.9	The degree women think to have a good leadership skill					
3.10	The extent to which women naturally think they are as able as next in leadership					
3.11	The degree women think that they can achieve as men					
3.12	The extent of which women think that they can achieve in the difficult situations					
<b>4</b>	<b>Institutional factors</b>					
4.1	Availability of role modes in leadership position in the educational institutes					
4.2	Attitude of hiring bodies towards women for discharging leadership responsibilities					
4.3	Situation of the leadership position in education and educational institutions					
4.4	Extent of encouragement from males in the institution					
4.5	Women's motivation by supervisors and colleagues in their institutions					
4.6	Women's promotion to higher position/or getting developed soon					
4.7	The level at which the established norms and procedures support women to assume leadership position					
4.8	The level at which women communicate					
4.9	The availability of sound rules and regulations that support women to assume leadership position					
4.10	The availability of equal opportunity for both sex in selection, recruitment and training as well					
4.11	Level of transparency during the selection, recruitment, training, promotion, and even during demotion					
<b>5</b>	<b>Economic Factors</b>					
5.1	The economic status of women					
5.2	The distance from the home to school of women					
5.3	Availability of materials, facilities, and school (or institutions)					
5.4	Development level of the country					

5.5	Seeking of women for higher salary in other institutions					
5.6	Women's literacy level					
5.7	Women's income earning condition					
5.8	Women's owning less property or no property than men					
5.9	Women's payment condition					
<b>6</b>	<b>Managerial capacity related factors</b>					
6.1	The level of qualification women possess					
6.2	The ability to see the organization as a whole					
6.3	The ability to deal with the external environment					
6.4	The ability to manage the non-human resource like property, finance and materials					
6.5	The ability to manage human resources					
6.6	The ability to manage time					
6.7	The ability to communicate with others					
6.8	The ability to deal with informal groups					
6.9	The ability to solve conflicts					
6.10	The level of their technical expertise					
6.11	The ability to take new initiative					

### Part III

The following items are also the major additional factors that hinder women to come to educational leadership positions. In your opinion to what extent do you agree with them? Please, show your level of agreement by putting "√" mark in the provided column for each item

5= strongly agree, 4= Agree 3= undecided 2= Disagree 1= Strongly disagreed

No	Items	Secondary school Principals & Teachers				
		5	4	3	2	1
<b>1</b>	<b>Socio-cultural Factors</b>					
1.1	Socialization of women in to passive role have hindered women to join and assume leadership position in education					
1.2	Patriarchal dominated culture of the society hindered women to practice or exercise the role of decision making and leadership					
1.3	The society shows less due regard towards women leaders in education					
1.4	The society do not favor women to come to leadership position					
1.5	Members of the society consider themselves as inferior when led by women					
1.6	Women leaders are less effective and efficient than men leaders					

1.7	Women are not risk takers when compared with men					
1.8	Men have higher acceptance than women in the society					
1.9	Women are created to exercise domestic life, home and family					
1.10	Women are less intelligent than men					
1.11	Women lack the drive, aggressiveness and leadership quality					
1.12	The Ethiopian saying "min set bitawk be wend yalk " is relevant saying.					
<b>2</b>	<b>Political-Legal Factors</b>					
2.1	The current political system paved the way for empowering women in education					
2.2	There exist sound policies that encourage women to be empowered					
2.3	Women of the country have benefited as required from the existing policy					
2.4	There have been a number of affirmative actions of which women benefited					
2.5	From the very beginning there has been access for women legislative seats					
2.6	Availing the legislative seat is one of the tools for empowering women					
2.7	The political system of the country has been male dominated					
2.8	The legal protection for women in any harassment is weak					
2.9	The legal frame work of the country is still weak					
2.10	Women have been excluded from power both inside and outside home					
<b>3</b>	<b>Women's Self related factors</b>					
3.1	Women do not accept their equality with men naturally that they are as able as men to lead					
3.2	Women have a high fear for assuming a leadership position					
3.3	Women have accepted the early psychological and psychosocial attack made by the society					
3.4	Women choose from a narrow range of occupation (low in status)					
3.5	Women have low confidence for occupations like leadership					
3.6	Women can be successful as men in leadership					
3.7	Women are equal in leadership to men counterparts					
3.8	Women by nature possess necessary skills and quality to lead					
3.9	Women think that they can achieve as men in difficult situations					
<b>4</b>	<b>Institutional factors</b>					
4.1	There is gender discrimination regarding recruitment, selection and development of women in education system					
4.2	There is lack of women role models in educational leadership position					
4.3	Attitudes of hiring bodies dowered women are negative					
4.4	Complexity of educational leadership position hindered women					
4.5	There is discouraging of males in education system that females face					
4.6	Women are less motivated by supervisors in education system					
4.7	Women are rarely promoted to higher positions in the system					

4.8	The rules, regulations and norms of the institutions do not encourage women to leadership positions				
4.9	Sound rules and regulation to women are not available in secondary schools WEOs and ZED				
4.10	Education system has no sound communication network for women				
4.11	The level of transparency is very low in education system for women				
<b>5</b>	<b>Economic Factors</b>				
5.1	Lack of schools, materials and facilities played a great role in the absence of adequate women leaders in education				
5.2	Backwardness of the country played a great role in low number of women leaders in education				
5.3	Women's right of property has played a great role in their absence in leadership position				
5.4	Majority of women are involved in non paid jobs				
5.5	Women had no decision making power on economic issues				
5.6	Women had no income earning opportunity though they worked for a lot of hours per day				
<b>6</b>	<b>Managerial capacity related factors</b>				
6.1	Women lack the necessary qualifications, skills and experience to assume leadership position.				
6.2	Women do not get the necessary training work shops and seminars to promote their skills in leadership sufficiently				
6.3	Women lack the necessary skills to make decision				
6.4	Women lack the ability to communicate among employees				
6.5	Women lack the ability to deal with informal groups.				
6.6	Women have better ability to solve the conflict among the employees				
6.7	Women have less know how about the entire duties and responsibilities of the education system				
6.8	Women donot take the new initiative				
6.9	Women do not use resources effectively and efficiently				
6.10	Women are better in motivating others than men				

**Part IV**

**CRITERIA USED IN ASSIGNING EDUCATIONAL LEADERS AT SCHOOL, WOREDA AND ZONAL LEVEL**

The criteria used in assigning educational officials at school woreda, and zonal levels (please rank by giving “1” for the highest and “4” for the lowest)

No	Criteria	For Men	For Women
1	Educational level and experience		
2	Professional competence and qualification		
3	Political connection and support to the government		
4	Personal relationship with officials		
5	High charisma		
6	Maleness or femaleness		
7	Others		

**Part V**

The following are factors likely hinder the women’s participation in educational leadership position. Thus, based on their seriousness in your schools or woreda or zone, give them ranks. For instance, you give “1” for the most serious problem and so on the blank space provided.

- \_\_\_\_\_ Socio-cultural barriers
- \_\_\_\_\_ Political-legal barriers
- \_\_\_\_\_ Institutional barriers
- \_\_\_\_\_ Women’s self-image and self-efficacy (self-related)
- \_\_\_\_\_ Economic factors
- \_\_\_\_\_ Women’s managerial capacity related problem
- \_\_\_\_\_ Other (if any)

**Part VI**

**Open-ended questions**

1. What other factors do you think hinder the women’s participation in educational leadership position?

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2. What are the likely solutions to alleviate the problems mentioned above?

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**Appendix -B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Educational Planning and Management**

**Interview Questions for woreda Education Office and Zone Education  
Department Heads**

**Introduction**

The researcher is carrying out a study for the Master's thesis of Educational Planning and Management Department in the title "major problems of women participation in educational leadership position in Wolaita zone, SNNPR. Hence, you are among these chosen to be included in the survey. The researcher seeks your opinion about the experience of factors hindered the women participation in educational leadership position in your woreda or zone. The information you provide will greatly contribute to the efforts made by different groups to promote the still low participation of women in the leadership position.

All information provided by you will be kept confidential and your name will not be printed or used in any document unless you allowed it.

**Thank you in advance !**

**Name of the interviewer**

\_\_\_\_\_

**Date of interview**

\_\_\_\_\_



2. Is the number of women leaders available in your organization?

Yes

No

3. If the answer for question 2 above is 'no' what are the likely factors you think hindered women to hold the leadership position in educational system?

◆ Socio cultural barriers

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Political-legal barriers

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◆ Self-related barriers (women's self-image and self-efficacy)

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◆ Institutional barriers

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Economic barriers

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◆ Managerial capacity related barriers

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Others

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4. What measures you believe should be taken to alleviate these problems that hinder women participation in educational leadership in the system?

◆ Socio cultural

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◆ Political-legal

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◆ Self-related

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◆ Institutional

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◆ Economic

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◆ Managerial capacity

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◆ Others

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5. Do you believe in the importance of women leaders?

Yes

No why? Justify

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## Appendix -C

### Checklist I

#### The Manpower Available and Proportion of Women at the Zone Level

No	Department/section/	Qualification required									
		Below diploma		Diploma		1 <sup>st</sup> degree		2 <sup>nd</sup> degree		Phd and above	
		Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women
1	Zone education department head										
2	Educational programs and supervision										
3	Planning and project team leader										
4	Training section										
5	Examination and student evaluation										
6	Personnel administration										
7	Finance section										
8	Educational materials and text books distribution										
9	Auditing and inspection section										
10	Adult and non-formal education										
<b>Total</b>											

**Ava. Available**

## Appendix -D

### Checklist II

#### The Manpower Available and Proportion of Women at the District Level

No	Department/section/	Qualification required									
		Below diploma		Diploma		1 <sup>st</sup> degree		2 <sup>nd</sup> degree		Phd and above	
		Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women
1	District education office head										
2	Educational programs and supervision										
3	Planning and project team leader										
4	Training section										
5	Examination and student evaluation										
6	Personnel administration										
7	Finance section										
8	Educational materials and text books distribution										
9	Auditing and inspection section										
10	Adult and non-formal education										
<b>Total</b>											

**Ava. = available**

## Appendix -E

### Check list III

#### The Manpower available and proportion of women at the school level

No	Department/section/	Qualification required									
		Below diploma		Diploma		1 <sup>st</sup> degree		2 <sup>nd</sup> degree		Phd. And above	
		Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women	Ava.	Women
1	School director										
2	School vice director										
3	Unit leaders										
4	Department heads										
Total											

**Ava. = Available**

## Appendix -F

#### The Proportion of Male and Female Students Serving as Classroom Monitor or Club Chairman at the School Level

Responsibility Assumed by Students					
Classroom monitor			Club chairman		
Total number of sections in the school	Total number of male students serving as section monitor	Total number of female students serving as section monitor	Total number of clubs in the school	Total number of students serving as club chairman	Total number of female students serving as club chairman

## Appendix -G

### Item Reliability Check list

Respondents	Items										Responses		O <sup>2</sup>	E <sup>2</sup>	OE
	1	2	3	4	5	6	7	8	9	10	Sum of odd numbered response (O)	Sum of even numbered response (E)			
1	5	4	5	5	3	4	5	3	3	4	21	20	441	400	420
2	5	3	5	5	4	4	5	4	3	4	21	20	441	400	420
3	4	3	3	4	5	3	4	3	4	5	20	18	400	324	360
4	3	4	4	4	3	3	4	4	4	3	18	18	324	324	324
5	3	3	4	3	2	3	4	2	3	4	16	15	256	225	240
6	4	4	3	4	3	4	4	4	3	4	17	20	289	400	340
7	5	4	5	4	4	5	5	5	4	5	23	23	529	529	529
8	4	3	3	2	3	4	3	3	4	3	17	15	289	225	255
9	3	4	5	4	5	5	5	4	5	5	23	22	529	484	506
10	2	2	3	3	2	3	3	2	3	3	13	13	169	169	169
11	5	4	5	5	3	4	5	3	3	4	20	20	400	400	400
12	5	3	5	5	4	4	5	4	3	4	22	20	484	400	440
13	4	3	3	4	5	3	4	3	4	5	20	18	400	324	360
14	3	4	4	4	3	3	3	3	4	5	17	19	289	361	323
15	4	4	3	4	3	4	4	4	4	3	18	19	324	361	342
16	3	4	5	4	5	5	5	4	5	5	23	22	529	484	506
17	3	4	5	4	5	5	4	5	3	4	20	22	400	484	440
18	2	3	3	3	2	3	3	2	2	3	12	14	144	196	168
19	4	3	3	2	3	4	3	3	3	4	16	16	256	256	256
20	3	4	5	4	5	5	5	4	5	4	23	21	529	441	483
21	3	3	4	3	2	3	4	2	3	4	16	15	256	225	240
22	4	3	3	5	4	3	5	5	4	5	20	21	400	441	420


NB: 5 point likert scale used.

$$\Sigma O^2 = 8074 \quad \Sigma E^2 = 7529 \quad \Sigma OE = 7941$$

## Declaration

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged

Name: Tafano Ouke

Signature: 

Date 16/06/09

Place: AAU, College of Education

Department of Educational planning and management

This thesis has been submitted for the examination with my approval as a university advisor.

Name: 

Signature 

Date: 16/06/09

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