



**FACTORS AFFECTING THE PARTICIPATION OF WOMEN IN LEADERSHIP IN
SECONDARY SCHOOLS OF EAST WOLLEGA ZONE**

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DECLARATION

I, Fikadu Merga, declare that this thesis is my original work and has not been presented for any degree in any other university, that all source of materials used for the thesis have been dully acknowledged.

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LIST OF ABBREVIATIONS AND ACRONYMS

E.C Ethiopian Calendar

EFA Education for All

WEO Woreda Education Office

ILO International Labor Organization

SPSS Statistical Packages for Social science

UN United Nations

UNESCO United Nations Educational Social and Cultural Organization

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Abstract

This study aims at analyzing specific factors affecting women participation in educational leadership in selected public secondary schools in East Wollega Zone. To conduct this study, a descriptive survey design was employed. The participants of this study were 130 selected by using purposive sampling techniques. Out of these 95 participants are teachers. Twenty women included from teaching staffs to get more insight from females, four principals, four vice-principals, three officers from woreda education office, and four school supervisor. Data were collected by using questionnaire, interview and document analysis. Both quantitative and qualitative data analysis were employed in order to reach at the result. Later on data were cleaned, coded, fed in and analyzed by using SPSS version 20 as a tool that helps for descriptive analysis of the data. The findings of the study revealed that school leadership seems as if it is mainly kept for men alone. Among the various reasons for low female participation in school leadership social factors, sex role stereotyping has deterring effect as these issues label females as weak and dependent, not as leaders in a family or community. Female teachers' involvement in school leadership is at its very low. This is mainly influenced by social factors that give lower position for females due to sex role stereotyping. Moreover, there is a tradition that dictates women role as caregivers at home, giving them more burden at home providing them with less time to invest in school leadership. Women also face severe discrimination from institutional side due to organizational culture and structural problems than what men face. Women has shown less personal aspiration in seeking for leadership position.

Key words: Females' participation, school leadership, secondary school, economic factor, social factor, individual factor, gender and leader ship

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

In recent years, females' participation in the workplace has been increasing worldwide including developing countries (EU, 2013). Despite this increment, the number of females in a leadership position is by far lagging behind their counterparts' male (Islam, Jantan & Saimoon, 2017). Individuals' gender determines the challenges and opportunities encountered starting just right after birth (Leaper & Friedman, 2007). Even in United states of America only a few of women can break into senior level management as if it is exclusively kept for male (Kinard, 1988). Due to their very limited number at the leadership position in organizations, women face gender specific challenges which is not common for males (Collinson & Hearn, 2001). On top of that females' aspiration about themselves is also another challenge dragging them back from assuming leadership position. Since women are almost half of the world's population, bringing women to leadership position is not only a matter of fairness rather it is a concern of improving productivity having significant socio-economic impact.

Scholars (Tyagi, 2016; Islam et al., 2017) articulated that organizations with more females in the leadership roles perform better than organizations with fewer women in the leadership roles. Education for All (EFA) global monitoring report (2011) indicate that countries with low education opportunity for females as well as, their underrepresentation in education leadership lose the productivity and creativity obtained from it. In line with this, EU (2017) documented that firms with females as boards of director perform better and gain high profitability indicating positive impact of women leadership.

In developing countries like Ethiopia women sex role stereotyping by the society is unbroken burden that selectively attack females as if they deserve such prejudice –especially in rural areas. As a reflection for existence of large number of women with lower rank of education, Yeshitila (2013) states the underrepresentation of women in Ethiopian education system. It is magnificent that women mainly occupy less visible position of leadership through supportive roles,

particularly in developing countries (Bullough, 2008). Though launching of the new education and training policy since 1994 has impacted education in Ethiopia by undergoing several drastic changes including measure taken for women's in empowerment through participation in the school system as students, workers and leadership members, there still lots of assignments are remaining.

Ethiopia is one of the signatories of signed the international declarations affirming the legal rights and equality of men and women. In addition to this the country has incorporated such a point in the Constitution in Article 9 (4) which states that "All international agreements ratified by Ethiopia are an integral part of the law of the land" (Constitution of the FDRE, 1995, p.79).

In line with this to promote Women's at decision making, Ministry of Women's Affairs (MoWA) was established in October 2005 and got its legitimacy by proclamation No. 471/2005. The ministry is entrusted with the responsibility of initiating recommendations on the protection of the rights and interest of women at national level and follow-up their implementation; ensuring the gender sensitivity of policies, legislations development programs of the federal government; ensuring the creation of that opportunities for women to take part in development process; identifying discriminatory practices that affect women and submitting recommendation to its effect; submitting recommendations on the application of affirmative measures; ensuring that adequate attention is given to place women to decision-making positions in various government organs and undertaking studies to promote the well-being of women and implanting the same in cooperation with other organs are the main ones (Proc. No. 471/2005).

Though, Constitution of Ethiopia, adopted in 1995, assures that women of equal rights with men in every sphere, in spite of their numbers and contributions to the wellbeing of their family and community affairs, women experience lower socio-economic status in general and hence is marginalized from making decisions at all levels. Women are facing multiple forms of deprivation. Gender based discrimination, lack of protection of basic human rights, violence, lack of access to productive resources, education and training, basic health services, and employment are widespread (National Committee for Traditional Practices Eradication (NCTPE, 2003).

In most organizations in Ethiopia, both public and private, women have rarely assumed leadership roles. The basis for differences between the lives of men and women lies in the traditional patriarchy of Ethiopia which remains supported by religion and culture as well as gender differentials in access, participation and service provision across the educational, legal, health and economic sectors. While recent changes to the constitution and the legal code were meant to resolve and do away with patriarchal attitudes plus practices and engendered some changes, there is still need for further transforming discriminatory attitudes toward the female gender at the work place, in the public sphere and at homes (Haregewoin & Emebet, 2003).

Therefore, recently in Ethiopia various policies and strategies adopted by the government to promote gender equality and protect women's rights, including the National Plan for Gender Equality (2005-2010), The Development and Change Package for Ethiopian women, seeking to promote the economic and political participation of women and to eradicate harmful traditional practices, and the joint United Nations/Government of Ethiopia flagship programs on gender equality and maternal health.

Investment in female education has a multiplier effect in improving the living standard of a society due to their progressive nature (Teshome, 2002). But denying education opportunity impairs women participation in decision making. Stating education as a vehicle for self-development with positive effect on economic development, Mekonnen (2018) list factors resulting in females school dropouts. It is reasonable to discuss the extended effect of these factors even after females join the workforce. In Ethiopia, school leadership roles have been male dominated i.e. girls don't have the opportunity to look up to women as role models and become encouraged to choose careers as leaders and decision-makers. Women have been playing traditional role of home makers while men remaining a leader in every sphere of life because of the social attitude women have been reluctant to pursue educational administrative positions (Holtkanm, 2002).

The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and

institutions of higher learning (ESDP-IV, 2010). This deprives female students the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers this let them to be less competitive to decision making positions. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

1.2.Statement of the Problem

In Most research literatures, it is believed that women hold half of the world population statistically. This logic should have let them possess high proportion in different administration echelon so that they could play significant role in economic, social, cultural and political development of a country. Several reports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Bacon, 2008).

It is known that Ethiopian government made a dramatic change by making about 50% of its cabinet as a measure to enhance women participation in administration. Yet, it is really not exactly known if the same approach is also followed at the lower level of governance including school leadership. Moreover, Yalew (1997: 65) also states that it is well-known global fact that women's proportion in leadership positions is very small in relative to their statistics in the world population. for example, women account for no more than 10% managerial positions with only about 3% of the are company directors and this issue has received the attention of international organizations (Onsong, 2004).

Ethiopia as a member of the global and African community has acceded to agreements and normative frameworks which protect and promote the rights of women and promote gender equality. It has ratified the Convention on the Political Rights of Women, and the Convention on

Elimination of All Forms of Discrimination against Women, and has made the provisions of these conventions an integral part of the law (Constitution, 1995). The national goal of the strategy is to improve females' quality of material and spiritual life, as well as establishing the conditions necessary for women to enjoy their fundamental rights, and fully and equally involve in and benefit from all aspects of politics, economy, culture and social areas (United Nations, 2007).

However, the plan has been not fully implemented to upgrade women to levels of management and leadership positions. Within the wider Ethiopian culture and Africa in general, people tend to perceive men as being competent, skillful, aggressive and able to get things done; and thus assign leadership to men, while women are observed as warm, expressive, quiet, gentle and lacking confidence (UNICEF, 1990; Tanye, 2008). Resultantly, most Ethiopian women are largely considered to be suitable for the role of housewives, meant to take charge of domestic duties hence given less opportunities to exercise leadership skills in the work place. While schools provide a fertile training ground for society's future leaders, as such school leadership practices should be reflective, responsive and sensitive to that challenge. This may involve advocating for the valuing of diversity of leadership styles (Rosener, 1990), a feature that may support and nurture women leadership in schools.

Despite the continuing efforts that are being done by the government of Ethiopia for women's empowerment in leadership positions current number of women's in leaderships position in Ethiopia is extremely low (Chernet, 2016). In Ethiopia as MoE (2016/17) report the number of female teachers is lower than male teachers in Oromia i.e. from the total 101,301 teachers, females are 34,727. In Oromia female teachers only 34.3%. This shows the low representation of female teachers in the region in teaching profession. The proportion of women principals and vice principals in East Wollega Zone secondary schools is all at its scanty level. Thus, as the above facts indicate, the problem of underrepresentation of women in educational leadership in East Wollega Zone. And Oromia Education Bureau stated on the training of education officials, there was low participation of female teachers on school leadership (OEB, 2009/2010), and states that there were 69 % of female teachers were trained out of 251 in school leadership, and also 830 female teachers were attending the trainee on school leadership

without their interest (Teyba and OEB, 2010) women's annual conference. Accordingly, there were similarly a gender gaps or there in nearly no participation of female teachers in secondary school leadership in east wollega zone. (Tesfaye Emiru 2018) Having this problem in mind; the researcher was interested to conduct the study on specified area and problem.

There was a research conducted by Tesfaye Emiru in the same Zone (East Wollega). His topic is 'factors that affect female teachers' participation in school leadership in east wollega zone government secondary schools'. But his sample Woredas were only on Sibru Sire cluster (Sibru Sire, Biloboshe, Wamahagalo, Gobusayo and Gudayabila). The research sample did not include other clusters.

The decline of women leadership affects female students to get the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers, this let females to be less competitive to leadership positions. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly under-represented in positions of educational leadership and management as well as office expertise at all level of educational institutions including primary and secondary school principals, supervisors and other administrative bodies (MoE, 2010). Studies to date mainly focus in identifying factors affecting women teachers' participation in school leadership; analyzing how each of these factors are affecting females' participation in leadership seems a remaining work for researchers and hence this paper focus on discussing how each factors impact women participation in school leadership.

So it is important to understand how various factors impact women's participation in school leadership by identifying and discussing on each factors that hinders their participation. This may have importance as an input for policy makers, practitioners and the society in general in an effort to ensure gender equality. Hence, this study focus on assessing factors affecting participation of Women in Leadership in Secondary School. Accordingly, the study is guided by the following basic questions:

1.3. Basic Research questions

- ✓ What institutional barriers that hinder female teachers' participation in school leadership positions in the study area?
- ✓ What are the economic factors that affect women's engagement in school leadership?
- ✓ What are the personal factors that affect female teachers' participation in school leadership?
- ✓ What are the social factors that influence women engagement in school leadership?

1.4. Objectives of the study

1.4.1 General Objective

The general objective of the study is to assess factors affecting Women's participation in educational leadership in the case of secondary school of East Wollega Zone

1.4.2 Specific Objectives

This study aims at attaining the following specific objectives

- Examine institutional factors hindering females pursuit for school leadership position
- Analyze economic factors affecting female teachers' participation in school leadership
- Explore personal factors influencing females' involvement in leadership position
- Discuss the impact of social factors on females engagement in school leadership
- Identifying the social factors influencing Women's participation in school leadership

1.5. Significance of the Study

Women deserve fair participation as they are half of the world's population, yet they are underrepresented in every decision making and less participants in leadership. The significance of this study lies in the notion that attitudes toward women in leadership influences women's partaking in leadership, and in turn, its importance as an input in policy enforcement. The findings from this study is contribute to the body of knowledge by identifying how to promote

women in secondary school leadership. Therefore, this study may have the following significance:

This study may have importance as an input for policy makers, practitioners and the society in general in an effort to ensure gender equality. It helps in creating awareness among zonal education office, gender affairs, educational planners, school administrators, teachers and other concerned bodies on how these factors are interrelated in indicating and suggesting to promote women participation in school leadership. It also motivates other researchers to undertake further study on the field area.

1.6. Scope of the study

This study focuses on factors affecting Women's participation in educational leadership in public secondary schools of East Wollega Zone. The study mainly focuses on social, economic, personal and institutional factors hindering women participation in school leadership based on data to be obtained from teachers, principals and administrative bodies engaged in school management. The study is delimited to selected secondary schools in East Wollega Zone and may not be generalized to other contexts and other school settings.

1.7. Limitation of the study

Despite the attempt made by the researcher, this study faced some difficulties due to practical issues. For instance, though it focuses on female teachers' participation in secondary schools in East Wollega Zone, data collection is limited to some nearby woreda due to Corona virus pandemic that impacted travelling to other areas. Moreover, the situation forced the researcher to rely on convenience sampling whereby nearby and accessible woreda were considered in the study. Hence, of the total woredas of East wollega zone only three woredas were taken as they are accessible compared to other woredas in the zone.

1.8. Definitions of key terms

- ✓ **Mentor:-**is a person who gives advice, support, and council to know something.
- ✓ **Model:-** refers to one serving as an example to delimitate composed reference to usually miniature representation of something(Abebayew,1995).
- ✓ **Socialization:** - process of learning roles and expected behavior in relationship (Estler,1975).
- ✓ **Terminology:** -Sets of special words (Schmuck,1980)
- ✓ **Gender:-**male/female (CRDA,1997)
- ✓ **Mimic:-**imitate (Elwa,1989)

1.9 Organization of the Study

The research report of this paper is organized into five chapters. Chapter one deals with the background of the stud, objectives, problem statement and significance of the study are some to include in this part of the paper. In chapter two the review of related literature is assessed and discussed. Chapter three is dedicated to research design and methodology, including sampling techniques and data collection methods. Chapter four deals with data presentation and analysis. Lastly, chapter five include summary, conclusion and recommendation of the s

CHAPTER TWO

LITERATURE REVIEW

2.1 SCHOOL LEADERSHIP AND MANAGEMENT

2.1.1 Meaning and Concept of Leadership

Leadership is a process by which a person influences the thoughts, attitudes, and behaviors of others (Yalem, 2011). Leaders set a direction for the rest of us; they help us see what lies ahead; they help us visualize what we might achieve; they encourage and inspire us. Leadership is the ability to get other people to do something significant that they might not otherwise do. It's energizing people toward a goal. Yukl (2006, p.8) defines leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, as well as the process of facilitating individual and collective efforts to accomplish shared objectives." Davis and Newstrom (1989) defined; leadership as the process of encouraging and helping others to work enthusiastically toward objectives. It is the human factor that helps a group identify where it is going and then motivates it towards its goals. Without leadership, an organization would be only a gathering of people and machines, just as an orchestra without a conductor would be only musicians and instrument. The orchestra and all other organizations require leadership to develop their precious assets to their fullest capacity. Hence, for this study the definition of leadership as a process of encouraging and helping others to work actively toward objectives is considered since the meaning of leadership is taking into consideration as facilitator i.e. transformational leadership style not as a power i.e. transactional leadership style.

Leader's constituency usually include direct followers like immediate subordinates and employees as well as indirect observers, stakeholders of various level, and generations who follow and learn from his/her exemplary roles (Bullough, 2008). Early research tried to identify the traits that differed between leaders and non-leaders, or between successful and unsuccessful leaders: Some studies focused on personality factors, like intelligence, ambition, and aggressiveness; others examined physical characteristics like height, build and attractiveness. However, no consistent agreements that are stable across groups and tasks have emerged

despite continued attempts. Leadership behavior i.e. the way leaders engage in their activities or perform their role as a leader, and antecedents of behavior has been widely studied. It has been found that personal direction of leaders is associated with pattern of leadership displayed by individuals Bass and Dustmen as cited in Sikdar and Mitra (2008).

According to Sikdar and Mitra, (2008) leadership literature has identified different styles of leadership based on leader's orientation towards task and people. Transactional leadership behavior is associated with the leader being more tasks oriented and with low consideration towards people. Transactional leadership is characterized by behavior associated more with the "agentic attributes" (i.e. agentic behaviors at work includes speaking assertively, influencing others, and initiating tasks of masculine gender).

While transformational leadership behavior is associated with the leader having high consideration of people. It is characterized by behavior focusing on relationship and consideration of people and is associated with the "communal attributes" of feminine gender. Communal behaviors' at work include being concerned with the welfare of others (i.e., descriptions of kindness, sympathy, sensitivity, and nurturance), helping others, accepting others' direction, and maintaining relationships. This indicating that gender characteristics impact on leadership behavior. Thus it could be influenced by the gender identification i.e. how individuals identify with characteristics attributed to males or females based on gender. People who see themselves as having more feminine characteristics are likely to exhibit the transformational leadership behavior.

2.1.2 The Concept of Educational Leadership

According to Tarnve (2000) educational leadership is the continuous work of mobilizing People to believe and behave in regard to shared vision that result in high achievement for every child. Educational leadership is primarily concerned with educational purpose of guiding and directing teaching and learning to improve educational outcomes for all students (Liyod, 2009). Besides, educational leadership influences and manages pedagogical goals and Visions undermining instructional program to promote teachers learning and development for students 'improvement (Liyod, 2009). Tarnve in Essayas (2012) further argues educational leadership that enhances

students' outcomes through the creation of an environment where learning permits the Organizational culture. Besides he states as: I believe that the core work of teachers is seeking to promote quality learning for all children that all management tasks serve that core work. Educational leadership is a connected and crucial issue of what is meant by successful, quality school for the present and future.

Sergiovanni Cited in Harris, et al, (2003:1), has indicated the dependability of school success on effective leadership and stated that. Tomorrows school's success will depend up on the ability of leaders to harness the capacity of locals, to enhance sense and meaning and to build a community of responsibility” Again, Warren and Bennis, (2003:54) has argued that thus, one may say that effective leadership is at the core of every successful organization. In broader context, Harris and Chapman (2002:87) stated that research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change.

2.2 Gender in Educational Leadership

With the exception of some literature Alder et al. (1993) when one looked at literature on educational administration and leadership, much of it has been written based on the view of one gender-male. According to Grace (1995), This view is also shared by Alder et al (1993) who found that most of the literature on educational management and on theories of management and organization ignores women, either by making the assumption that all managers are male or by assuming gender-free position (P:3). As defined by the international Labour organization Bureau of Gender-equality, (2000) gender refer to the social differences and relation between men and women which are learned, changeable overtime, and have wide variations both within and between cultures. The differences and relationship are socially constructed and learned through the socialization process and are context specific and can be modified (ILO, 2000; Williams and Sheehan, 2001).

Depending on this definition, some authors tried to explore the role that gender plays in educational leadership discourse. For instance Blackmore (1989) states: “Leadership is a concept central to theories of how organizations such as schools and educational institutions work since,

historically, schools have been organized in hierarchical ways. Authority is seen to be legitimately accorded to the principal, generally a male. Increasingly the way in which schooling and school knowledge are defined and organized have been contested” (P: 93).

To get a clear picture as to why this has been the case for women in the western world Reiger (1993) gave historical account of gender dynamics of organizations. She looked at how the formation of masculinity and femininity in the eighteenth century, promoted the ideology of separate spheres for women and men based on the bourgeois model of the family. This became institutionalized in modern organizations. Thus, the public sphere was for the male and the private or domestic was for the female (Blackmore, 1993; Reiger, 1993). Nevertheless, Blackmore (1993) noted women ‘s entrance in to the public sphere in the early 20th century, particularly at the top as leaders completely threatened this simple dichotomization of life into the public and private or male and female spheres (P:134). She argued that the values, ideologies and structures associated with dominant theories of administration and association with cultural practice, famous certain image of masculinity at any one time.

Women moving in to the public sphere treated many of the basic conceptions of the rational bureaucratic world. Thus, steps were taken by top male administrators and male dominated school boards to make ascertain that women administrators were concentrated in the lower administrative echelons and that the male old-boy ‘s network was promoted (Blackmore, 1993). Mostly, past theories of educational leadership that developed, have been dominated by one gender, the male and have taken the instance of the male as the norm, public expression and writings has been a chronicle of man ‘s experiences where their view point ‘s predominate and their needs are expressed (Marshall, 1984). In constructing a feminist critiqued of leadership in education, Blackmore (1989) has undertaken a critical analysis of and a reflection the way women have been displaced from or submerged in both organizational and political theory, and how much of this visibility has permeated the everyday common sense notions of leadership (P:98).

2.3 Women Educational Leadership in the Developing Countries

In principle, most countries in the developing world are committed to eliminating gender inequalities in education (Brown and Ralph 1996: Morris, 1998, Strachan, 2002) but in reality progress is slow. Some of the reasons outlined for this slow progress is a lack of financial and human resources, and ad hoc planning and policy development and difficulties in data collection (Strachan, 2002). According to Strachan (2007) women in developing countries face barriers to accessing leadership not experienced to the same extent or in the same way by women in developed countries. This is also true especially when looking at the different contexts that women are in and the cultures that are embedded in those societies.

The Ethiopia government announces gender equality and to give equal opportunity with their counterparts due that recent time splinter of light is seen in change of gender equality comparing with the former time nevertheless there are also factors that cloud hinder women to participate in secondary school leadership. Still some people think that women lacks the ability and skills the patriarchal ideology are not fully changed which are external barriers beyond the competency of them (Chernet, 2016).

2.4 Major Factors for Low Females' Participation in Educational Leadership

In this section, several research studies confirm with the factors for low participation of Women in educational leadership. For instance, female administrators in educational leadership are underrepresented as gender given that they make up the whole teaching profession (Gregory 2000). For their underrepresentation, they list several factors that are related to Organizational, and individual factors.

2.4.1 Institutional Factors

Young and McLeod (2001) stated, many school board members, search consultants, search committee members, practicing administrators, and private citizens continue to believe old myths that have prevented women from becoming educational leaders in the past (p. 494). Assumptions about appropriate activities relate to concerns about whether or not a woman can do the job. For

example, the school board may lack confidence in a female superintendent's competency to oversee the construction of a new building, and when she completes the task successfully the board is surprised. Logan (1999) also found that women were still perceived as lacking the ability to handle discipline at school. Skrla et al (2000) reported that school boards and other administrators believe that women are malleable.

2.4.2 Working Conditions and Sex Discrimination

In the opinion of Morgan, King and Robinson (1981:467) discrimination, refers to the behavior of treating a person or group in an unfavorable or unfair way. Naturally, prejudice often leads to discrimination. But prejudiced people sometimes do not behave in accordance to their attitudes either because they have no opportunity to or because they are afraid to. Women, as people of the weaker sex, are often the ones most likely not to react when discriminated against for fear of being harmed or further victimized. Putting the issue of women discrimination into context, Oust (1993:5) says that men are still the prime barrier to women in management.

Despite some progress, old fashioned sexist attitudes are still common and represent a real, not imagined, barrier to the progress of women. Discrimination against women that is based on untested grounds and perceptions no doubt constitutes unfairness. The components of administrative work, as well as the perceived and real male defined environments in which many women administrators must work, shape women's perceptions of the desirability of administration. The perceptions that women hold of what leaders Gardiner and Tiggemann (1999) found that the job stress of women was higher than that of men when working in a predominantly or traditionally male environment.

Skrla, Reyes, and Scheurich (2000) described organizational contexts in which men used intimidation and silence to discourage women. Intimidating tactics and behaviors of board and community members included name-calling, rumors, and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Logan (1999) also supported this finding in a study of educational leadership./

Institutional Factors Influencing women's aspiration for leadership: With respect to this, Kanter's argument (cited in Shakeshaft, 1989: 91) "things may become evaluated as less desirable as they become less likely" may in fact explain why women preferred to remain in their present teaching position. From the researchers' point of view, this tendency of female teachers to hold down themselves from educational leadership may also be attributed to the following reasons. For one thing, when they come to positions, there is a felt increment in responsibility and this may pose fear of failure among female teachers. Similarly, since women tend to underestimate their own values, this low self-concept may result in demotivating them from aspiring to top positions in general. Different scholars put different ideas to show the reasons for lack of aspiration. For example, the perceptions of lack of aspiration may also result when teachers fail to apply for leadership positions because their personal values are not aligned with those of the organization (Lacey, 2003). Scherr (1995) determined that women's failure to aspire

to the superintendence might be a result of their experiences working with male superintendents, role models whose leadership behaviours may not be compatible with women's preferred ways of leading. As a confirmation to this point, the female interviewee said that they are not interested in being educational leader because of different reasons exceptionally-few said that they like to be head of the department. The first and major reason they mentioned not to be a leader is that the school society considers females as incompetent to meet educational leadership positions.

In the works of Yelfign (1990), Stracher (1993) women are evidenced to underestimate their own values even in situations where their performance is much better than that of their male counterparts. This comes from the social background that females are considered as followers rather than as leaders. This means that the observed low level of female teachers' "aspiration" for educational leadership positions may arise from different societal factors. For example, the other scholars also say that, at individual level, female teachers' "aspiration" to educational leadership positions is generally frustrated by societal expectation of appropriate gender role.

2.4.3 Gender Socialization and its Impact

Right from the childhood level, boys and girls are treated differently by the members of their own community, and learn the difference between boys and girls, women and men. Parental and societal expectation from boy's girls, there selection of gender-specific toys, and/or giving gender based assignment seems to define a differentiating socialization process that can be termed as "gender socialization". There are numerous examples from varied parts of the world confirming that gender socialization is intertwined with the ethnic, culture, and religious value of a given society. And gender socialization continues throughout the life cycle. Generally speaking, in most developing countries boys are encouraged to pursue the best, in their choice of education and career while girls are thought to settle for something more meager and what can help them cope with life's responsibilities. Mostly education and pursuing careers is not an option, rather getting married is a more popular choice.

Gender socialization is the process by which people learn to behave in a certain way dictated by social beliefs, values, attitudes and examples. Gender socialization begins as early as when a woman becomes pregnant and people start making judgments about the value of males over females. These stereotypes are perpetuated by family members, teachers, and others by having different expectation for males and females. Children start facing norms that define "masculine" and "feminine" from an early age. Boys are told not cry, not to get fear, not to be forgiving instead to be assertive, and strong. Girls on the other hand are asked not to be demanding, to be forgiving and accommodating and "lady like". These gender roles and expectations have large scale ramifications. In many parts of the world, girls face discrimination the care they receive in terms of their access to nutritious foods and health care, leading them to believe that they deserve to be treated differently than boys. The degree of gender differences observed varies in all cultures in respect. But at least one thing is common in all cultures: all sees gender as a classifying factor (UNICEF, 2007).

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what can help them cope with life's responsibilities. Mostly education and pursuing careers is not an option, rather getting married is a more popular choice.

Organizational socialization is the process by which new leaders become integrated into the formal and informal norms, as well as the unspoken assumptions of a school or a district. Because traditional stereotypes cast women as socially incongruent as leaders, they face greater challenges becoming integrated into the organization (Hart, 1995, Braithwaite 1986) attributed women's failure to advance to upper level leadership positions in schools to oversaturation with the cultural message of female inferiority within male systems (p. 16). This marginalization results in women not only being expected to behave like men, but also on being judged on how womanly they are. Furthermore, Hill and Ragland (1995) indicated that colleagues might say such things as the man is firm, but the female is stub-born, and school boards are more likely to negatively evaluate women superintendents who portray decisiveness, assertiveness, and directness (Bell, 1995).

Another form of sex stereotyping reported by Irby and Brown (1995) related to societal perceptions that women work on an emotional level. Langford (1995) indicated that it is perceived that because women are intuitive (akin to the emotional work response), they cannot be natural, logical decision makers. Kamler and Shakeshaft (1999) supported these findings, pointing out the existence of the myth that women are too emotional and can't see things rationally and so that affects their decision making (p. 56). Christman (2003) indicated that there exists a societal climate of expectation for women who hold administrative positions. Perhaps due to this expectation, a more difficult socialization process into the profession occurs with women as opposed to men. Carr (1995), Reese (1993), and Christman (2003) indicated one of the reasons for the difficult socialization process is male dominance of the profession. Studies of women found the double womanly of negative stereotypes, first about being female and then about ethnic background (Prescott-Hutchins, 2002; Trujillo-Ball, 2003).

2.4.4 Poor Self-Image or Lack of Confidence

Low self-esteem, lack of confidence, motivation or aspiration is often reasons given for women's low representation in positions of educational leadership. There is some evidence to indicate that

women lack confidence in applying for promotion and that, in contrast to their male colleagues, they only apply for jobs for which they are fully qualified (Shakeshaft, 1989). Research reported by Shakeshaft (1987, 1993) supports the perception that females tend to receive less constructive criticism than males in carrying out their work. As a result, it is suggested that they are less able to deal with negative comments, in effect taking them too personally and allowing their confidence to be unnecessarily damaged. Some would suggest that these psychological, internal or intrinsic barriers, however, are seldom more prevalent for women than for men, and it is not usually the woman's psyche at fault, but the social structure of society that is the root cause of the inequities (Shakeshaft, 1989). Women may be aspiring to leadership Positions, but systemic barriers can prevent them from acting upon these aspirations.

Women being lacking in credentials and experience have often been cited as an influencing factor in women's underrepresentation in educational leadership, even though, time and again, research illustrates what a fallacy this is. In the past, women slack of credentials may have been factor. However, the number of women in graduate school implies an increase in confidence, motivation and credentials. More and more women are becoming better qualified for the job but, unfortunately, this is not necessarily securing them positions in the administrative field. Grady's (1992) article "Women and Educational Administration: Certified, but not employed", cites studies that indicate the number of women in graduate programs in educational administration approaches or exceeds the number of male graduate students.

However, other data reveal that corresponding number of women do not hold administrative positions. In investigating why women with administration certification were not employed in an administrative position, Grady discovered in her study that a major impediment was women's unwillingness to apply for administrative positions. Further reasons cited were that they preferred their current positions and were not interested in administrative work. It appears that some well-qualified women have psychologically accepted a secondary role in their profession because they are concerned about their family or because of lack of confidence (Lange, as cited by Grady, 1992).

Women who aspire to become administrators are more likely to report lowered aspiration or lack of confidence than women who have become administrators. In studies of females aspiring to become administrators, Brown and Irby (1995) found a marked lack of self-confidence. On the other hand, female Secondary school teachers who had been tapped for the principal ship but who didn't want to become administrators exhibited no signs of low self-esteem or lack of confidence according to Hewitt (1989). Although, Walker (1995) and Gupton (1998) both noted that female administrators rarely see themselves as experts, often expressing a lack of confidence about seeing themselves at the top, women superintendents studied by Lutz (1990) reported no internal barrier of poor self-image or lack of confidence. Rogan (1996) found the superintendent aspirants in her study to be very confident of their abilities and qualifications to lead School districts. Similarly, Grogan and Brunner (2005a, b) report that 40% of women in senior central office positions feel competent to take on district leadership positions.

Low self-esteem and lack of self-confidence may be different than leadership identify, which is the feeling of belonging to group of leaders or to a specific level of leadership and of feeling significant within that circle (Brown & Irby, 1996). Lack of leadership identity can lead to a feeling of isolation and the feeling of being an outsider (Chrisman, 2003). In their findings related to superintendents and aspiring superintendents, Walker (1995) and Scherr (1995) indicated that women lack a sense of themselves as leaders and perceive that they have further to going developing this leadership identity than do men. Perhaps it is this lack of leadership identity, rather than low self-esteem that also perpetuates the perception of women that they must get more information, more education, and more experience in the classroom prior to seeking an administrative position (Grogan & Brunner, 2005a, b; Young & McLeod, 2001). Or perhaps it is the reality that for a woman to be considered equal, she must be better prepared than the man with whom she is competing for a job.

2.4.5 Family and Home Responsibilities

Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them

or because those who hired believed that women would be hindered by family commitments. According to Shakeshaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility (Kamler and Shakeshaft, 1999) and the study documented family responsibilities as one reason why women teachers were not choosing to enter administration. Hewitt (1989) Personal and family impact 'included the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours. These factors intrude into, and reduce, physical and psychological time and space which principals wish to allocate to themselves and their families. It would appear that an increasing numbers of senior leaders are re-assessing the extent to which becoming a principal enables them to maintain a preferred balance across the different dimensions of their lives.

2.4.6 Gendered Cultural and Social Values

Gender characterization is mainly shaped by socio-cultural perspectives than biological one relating less desirable attributes with females (Archer & Lloyd, 2002 cited by Owusi 2014). This is imprinted in the mind of children from their early childhood age and guides them to be an ideal man or women encouraging them to develop towards it. A major obstacle to woman's access to leadership positions in school refers to the cultural and social structure that bifurcate the society into male and female arenas. Entrenched norms inscribed in the culture of many developing countries (such as, Turkey, China, Islamic countries) attribute certain tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the social expectations of one 's gender (Celikten, 2005; Su et al., 2000; Sidani, 2005).

Leadership positions, in this sense, belongl to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they are susceptible to various social sanctions, such as reduced chances to marry (Cubillo and Brown, 2003). In the traditional Chinese culture, for illustration, women have always been in the submissive roles both at home and in society (Su et al, 2000). The cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calvert and Calvert, 1996). Schultz (1998) explains most case; women are in many

cases still chained to the house, which is seen as the space where they may obtain ritual and spiritual purity. If a woman obtains this purity, which many still believe to a significant degree can only be achieved in the home, through domestic activities, then, she can evolve to the next spiritual plane, that is, can be reborn as a man.

The barriers to career advancement experienced by women in developing countries seem to be determined by specific cultural and religious beliefs and values that define femininity in terms of marriage, housekeeping and child-raising. For instance, Pakistani women principals 'lack of power illustrates this situation in most of the non-government schools in this country the principals are women, but the power of the governing boards is predominantly in the hands of men (Kirk, 2004).

Grady (1992) cites Lyman Speyer as saying that few women have been socialized to have a clear sense of a career track to develop their leadership skills. They have also been denied the support, opportunity, and experience given to men. The findings from Grady's study suggest that there remains psychological barrier, a subconscious occupational ceiling that prevents women from actively pursuing success in the non-traditional roles of school administration. Thus, proportionately fewer women than men seek administrative positions, tending to disguise their ability and eliminate them from competition in a larger occupational sphere (Johnston, Yeakey, & Moore, as cited by Grady, 1992). Socialization and gender stereotyping have also been regarded as additional internal barriers faced by women. Mahoney (1993) cites Witaker and Lane as saying women are limited by social expectations, parental guidance and self-aspiration. Men are more often socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother and caretaker of the home (Brown & Irby, 2006).

Enough amount of literature indicates that the socialization process of females perpetuates notions of the inferiority of the female gender. Mahoney also cites Slauen white and Skok who contend that women have been socialized not to pursue a higher education, since society tends to believe they do not require as high an education as men. They continue that textbooks, the nature of student-teacher interaction and the different treatment that girls receive in comparison to boys,

are some of the things that condition a woman to be cooperative, nurturing and dependent. Women have typically been perceived as being weak, and generally not robust enough for the difficult, intensely political nature of educational administration. It is encouraging, if not ironic, to note that some of these very qualities once seen as deficiencies are now being spoused as qualities of effective administrators.

In addition to socialization, society seems to use a double standard in describing female characteristics. Men might be called absentminded, but women are scatterbrained; men might be described as intellectually curious, but women are nosy; men are planners, but women are schemers; men are sensitive, women are emotional; men are managerial, but women are manipulative. Faced with attitudes such as these, it is no wonder it has been difficult for women to break through the glass ceiling into higher educational administrative positions. It is of critical importance that women be allowed to nurture the strengths they have (Write, 2001).

Female principals cannot be clones of their male counterparts. It is time to look at the strengths of both and detuning how those strengths can help both men and women become the instructional leaders our schools so desperately need. Culturally, the Ethiopian society is patriarchal. It portrays women as inferior to men and the division of labour is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home. In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles. The average Ethiopian woman puts in 15-18 hours of work per day, which has never been valued in economic terms (United Nations Children Fund (UNICEF, 1998). Women also participate in community management roles, which is usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in leadership outside of the home. These and many more are obstacles that limit women from developing their leadership potentials and take full advantage of the positive enabling environment created by the national women policy.

2.5 Overcoming the Factors for Low Women Participation in Educational Leadership

To this point, this literature review has been focused quite extensively on both internal and external barriers that influence the representation of women in educational leadership. Some of these barriers, while not completely removed, are beginning to crumble. A number of ways to overcome those barriers have been noted and one of these ways is for female aspirants to have a mentor. Holt (1981) suggests that mentors, both male and female, may be the single most important factor in an administrator's career development. "Mentors can suggest strategies for career mobility, open doors, initiate contact, and make recommendations" (p: 23). Despite the benefits of mentoring, research indicated that there seems to be a lack of available male or female mentors for women. When males do act as mentors, they tend to sponsor male, or someone who is most like them (Erich, as cited by Coleman, 1996).

One reason why mentoring may not be readily accessible to women may be that women don't "fit" into the comfort zone of male mentors, Fleming (1991). Another reason may be that women are still the unknown quantity and are not perceived by some men as loyal or trustworthy and, therefore, maybe seen as a great risk factor for the mentor. Fleming points out another problem of men choosing women as protégés is the sexual connotation that is attached to this relationship or the threat of actual sexual harassment in the form of sexual bribery.

In addition, research does indicate that male teachers may benefit more from an informal level of mentoring" than their female equivalents. Clearly, mentoring when it does happen is one way to break down the barriers that women face, but it is not such a simple matter. Another way of overcoming barriers that is suggested in the literature is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Rees, 1992).

Need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers (Rees). Various American networks such as Sex Equity in Educational Leadership (SEEL) and Women in School

Administration (WISA) have been established. In Canada, the Federation of Women Teachers' Association Women (FWTA) provides different types of networking opportunities ranging from courses to prepare for the different leadership positions, to conferences, resource booklets, and a regular newsletter. Additionally, The Canadian Teachers' Federation organizes an annual Status of Women conference. As Irby and Brown (1998) stated in their study of women's support organizations, "women need time to grow together professionally and to learn from other women". Schmuck as cited by Irby and Brown (1998) suggests that there is something special and celebratory for same sex members of all races and ethnic groups to come together. Perhaps one of the most compelling and powerful experiences that women have in the conferences and workshops for women is the camaraderie, the shared unspoken assumptions, and the revelation of one's experience which is understood (Brown, 1998:61).

Gaining academic credentials is another way for women to overcome barriers to moving up the administrative ladder. Evidence suggests that women are attending graduate school in record numbers. Preparing for the role of principal, especially in higher institution, has been identified as a key in breaking down the barriers facing women. Hopefully, the trend of increased enrolment in graduate programs by women will begin to have an effect on the serious under-representation of women in leadership. It is important to remember, however, that to date the results have not been that encouraging Holt (1981). A more formal way to decrease the barriers facing women seeking advancement in educational leadership is through employment equity programs or affirmative action initiatives. Employment equity programs involve the systematic monitoring of who holds what jobs so that areas of concern, such as fair and representative work force and equality of treatment and outcome, become public (Dotzler, 1993). It is important to note that although hiring can be mandated by institutions, acceptance cannot.

Promoting gender equity in the classroom is another way to help remove barriers for women. Girls are under-represented in compensatory educational programs and extracurricular programs. They are misrepresented and under-represented in co-curricular activities such as school club head, texts, department head, unit-leader, vice-principal and school Principal (Dotzler, 1993). Moreover, educators must be cognizant of the "hidden curriculum" and the devastating effects that gender inequality in school can have on girls. Flynn and Chambers (1996) outline various

steps to a bias-free classroom. Some of them include: set and enforce rules so boys do not monopolize attention and dominate all co-curricular activities. Thus, the researcher has made an attempt to discuss the issues of the underrepresentation of females in educational leadership integrating the existing literature with Ethiopian Education Policy context.

In Ethiopia context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while bringing them to leadership position. To this end several documents have been issued by the federal government. Among the documents issued, the first unquestionably is the education and training Policy (ETP), 1994 states female education and female Educational leadership with the provisional: Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women (ETP: 3.8.2) However, as a researcher having such all privileges, females 'advancement to school leadership position was not realized. The policies and guide lines with its implementation procedures could practically stand for inclusive leadership that participate female teacher's Educational leadership. This study puts more emphasis on how effective these strategies in bringing more female to leadership position.

Thus the policy has done much in guiding the entire education system with the fact that one would argue that this would have been much better if there was a strategy in quantities terms that would put quantitative parameters to the ensuing change as a result of such a policy. Yet, many administrative guidelines issued at several stages mainly the ESDP series phases could be taken as augmenting the implementation of this policy.

Compared to the document of the education and training policy, the Ethiopian Teachers Development Program (TDP); Blue print, 1999E.C in its objectives of selection of candidates also puts that female candidates will be given attention. Very important strategy documents the National Female Strategy, 2002 E.C. focuses on the enhancement of female Educational participation. First, it has its sole inspiring statement that has a direct response to the policy by providing a strategies intervention: Provide continuous capacity building training to female leaders assigned as supervisors or school leaders, and extra, for enriching their educational leadership and enabling them to be effective in their duties (NFS.P:55). On these instances, the

ESDP IV has emerged with clearly pronounced expressions of the current status and further trends of female leadership in Ethiopia Education System. ESDP IV has taken gender and education as one of the eight cross cutting issues of the education system (ESDP IV; P: 7 and 13). Describing achievements with respect to narrowing the gender gap in education system since ESDP III, it did not forget to detect the fact that the number of females in administrative and leadership position remains low---this deprives female students of the opportunity of looking up to role models (ESDP IV; P:70). As one of the main challenges within the spectrum of gender and education, the ESDP IV declares that:- Females are grossly underrepresented in the positions of educational leadership and management as well as in teaching profession to higher institution (ESDP IV: P:70) The document continues to forge its expected outcomes in a way that the number of female administrator, supervisors and directors at all levels increased (P: 70), however, it does not specify by how much or to what percentage the increase will be. The same is true in its key outcome targets only promising that the share at all levels will increase.

In one way or another, this living document is essential in both recognizing the current low level of female representation in educational governance and in the state of future trend it has outlined for female leadership; In addition to their policy provisions, ministries also provide several administrative or implementation guidelines to their respective regional bureaus. The ministry of Education sends many of them at intervals of time. Another is the ministry of civil service and in tune to this some of the regional bureaus have made it a rule that women stand as one significant part of the society who deserve unreserved service to affirmative action. Specifically, in its sub article 5.6.1 a and b of the Civil servant and Recruitment (Hidar, 2000), the ministry has made it clear that among others women applicants are guaranteed to affirmative action and if the difference of result in competition, they have in average score is not more than 3% that the ones not entitled to affirmative action, they will be given the priority for recruitment. The ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seekers on the ground of sex (Article 13, a.); and also that in recruitment, promotion and deployment preference shall be given to women among others (Articles 13, c,a.).

However, as a researcher having such all privileges, females 'advancement to school leadership position was not realized. The policies and guide lines with its implementation procedures could

practically stand for inclusive leadership that participate female teacher’s Educational leadership. This study puts more emphasis on how effective these strategies in bringing more female to leadership position.

2.6 Conceptual Framework of the study

A concept is an image or symbolic representation of an abstract idea. Chinn and Kramer (1999) define a concept as a “complex mental formulation of experience”. Conceptual framework is the researcher’s own position on the problem and gives direction to the study. It may be an adaptation of a model used in a previous study, with modifications to suit the inquiry or another one developed by the researcher. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationships of the different constructs that he wants to investigate. After formulating the theoretical framework, the researcher has to develop the conceptual framework of the study. While the theoretical framework is the theory on which the study is based, the conceptual framework is the operationalization of the theory.

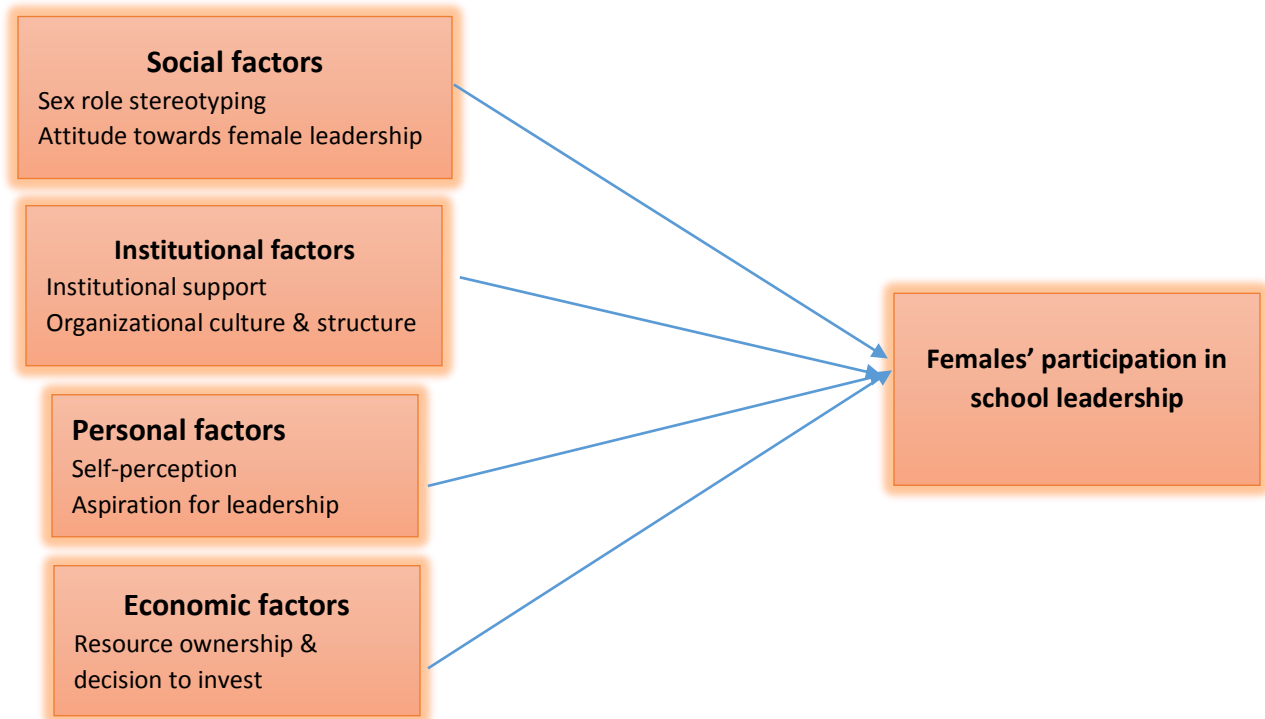


Fig 2:1 Conceptual Frame work of the study

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

3.1 Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Plano Clark, 2007) so as to obtain the objective of the study. The purpose of this study was to assess the factors that affect female teachers' participation in secondary school leadership of East Wollega Zone. The descriptive survey design was employed in the study. Descriptive survey is preferred over other designs as it enables to make investigations with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively representative samples of the target population (Kothari, 2005). A descriptive study describes factors or conditions that exist, and opinions common in public as evident in influencing some other actions (Best, 2008; Creswell, 2003). Moreover, some scholars like Prakash (2005) described that a survey research is important for collecting detailed descriptions of existing phenomena with the intention of employing data that justifies current conditions, practice and then make more intelligent plans for improving social, economic, or educational conditions and process in understanding the phenomenon under investigation.

3.2 Background of the study Area

East Wollega zone is located southwest of the capital, Addis Ababa, in the west part of Oromia. It is located at latitude $8^{\circ} 31' 52''$ South and longitude $36^{\circ} 07' 51''$ East. The capital city of the zone is Nekemte, located about 328 Km to the southwest. The Zone is administratively managed into 17 Woredas. East Wollega zone is bordered by Buno Bedelle Zone from the south west, West Wollega Zone from the west, by Benishangul-Gumuz region in the northwest, Amhara Region in the north, by Horo Guduru Wollega Zone in the north east, West Showa zone in the east, and by Jimma Zone.

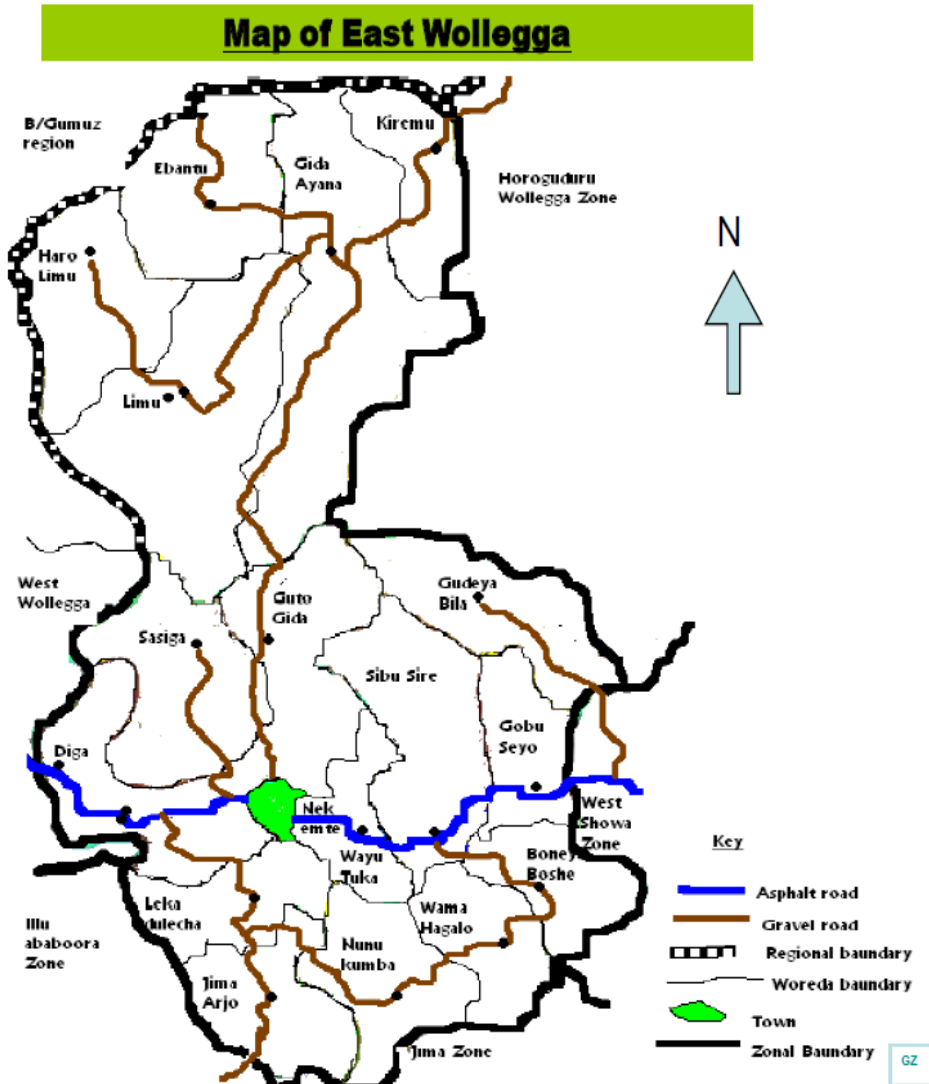


Fig 3.1: East Wollega Zone physical map

3.3 The Research Method

The method employed in this research was mixed (both quantitative and qualitative research method). Since the research is survey based, it is analyzed through quantitative research method and supported with qualitative discussions. Using multiple design can capitalize on the strengths of each design and offset their different weaknesses and provides a better understanding of the research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single design (Creed et al., 2004). It is also practical in the sense that the researcher is free to use all methods possible to address a

research problem (Creswell, 2006). Furthermore, triangulation strategy was employed to confirm, cross-validate or document findings with in a study.

The above mentioned issues are worth investigating to do so the perceptions and experience of women in educational administration is important to have a full -fledged view of the problem. Keeping this in mind, descriptive research design was chosen as the appropriate method of carrying out this study. The term descriptive research refers to the type of research questions, design, and data analysis that are applied to a given topic.

3.4 Source of Data

Both primary and secondary data sources are used in this study. With respect to primary sources, the researcher collected information from school leaders, female teachers, education bureau and school supervisor. Secondary data was obtained through documents analysis based on available records relevant to the issues under investigation. Hence, questionnaires and interview guide were used to collect the primary data. Furthermore, information concerning female teachers' participation in school leadership is sought from organizations' document as secondary data and then analysis was made.

3.5 Population, Sampling and Sampling Techniques

3.5.1 Population

The target population of the study are secondary school teachers, principals, directors, vice-directors, supervisors of secondary schools in East Wollega zone, and Woreda education officers. The total number of woredas under East Wollega zone are seventeen of which three woredas namely Gidda, Ebentu and Kiremu were selected for data collection. Among the twelve secondary schools in these three woredas, 4 schools namely Jangir, Gida Ayana, Kiremu and Ebentu were selected. These secondary schools were selected based on their accessibility as they are convenient for the researcher during this corona virus pandemic since moving from one place to another is very challenging. There are a total of 1710 teaching staffs currently out of these 94 teachers were taken as a sample by using convenience sampling technique. The target

population of the study were teachers, vice principals, and principals of selected secondary schools. In each selected secondary schools were included in sample study.

3.5.2 The sample Size

Kothari (2008) defines sample size as the number of items to be selected from the universe to constitute a sample. Since it is not practical to collect the data from the entire staff due to various constraints mainly time and financial constraint; focusing on representative sample is mandatory. Though including all female teachers in selected secondary school may make sense, it is not economical. It could be possible to take all female teachers in some schools where only a few female teachers are there. In this regard the sample size is to, be selected from 1710 populations using the following formula of Yamane (1967).

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

Where **n** is the Sample Size

N is the Population

e is error term

Population (N) is 1710 teachers at currently

The study uses the confidence level of 90% which is considered to be reliable. This means that the error term (**e**) is equal to 10%. Therefore, the sample size is computed as follows:

$$n = \frac{1710}{1+1710(0.1)^2} = 94.47$$

The Sample is composed of 95 teachers from four secondary schools from three wereda education offices, three directors and one supervisor. But there are more individuals involved in the study, this include twenty more women from teaching staffs to get more insight from females, four principals, four vice-directors, three officers from woreda education office, and four school supervisor were also included in the interview. This means that the primary data is collected from 130 using questionnaires and/or interviews. Though the researcher proposed to use a simple random, yet, for practical reason related to corona virus pandemic convenience sampling is used instead of random sampling to match with travelling problems due to the afore mentioned pandemic problem.

3.5.3 Sampling Techniques

A sample is defined as a part of the population, subject units, which is provided by the same process or other usually by deliberate with the objective of investigating the properties of the close relative population or set. It is difficult and often impossible to study the whole population due to constraints such as time frame, financial and material resources.

There are a total of 1710 teaching staffs currently out of these 95 teachers were taken as a sample by using purposive sampling technique. It is in this regards that study choose to use sample as a study unit and then after that results into the whole population. The sample size of teachers distributed to four schools and respondents were reached with more emphasis on women, though men are also included. Four (school principals, vice principals, unit leaders and gender affairs) were considered during data collection. Twenty participants from female teachers and three woreda education officers were selected purposively for interview. Moreover, four schools were selected because the researcher believes that it is manageable in size and accessible for data.

3.6 Tools for data collection

Questionnaire and interview guides to reach respondents for primary data collection while secondary sources like documents were obtained from the school and education offices. As major tools for data collection questionnaires and interview guide were used to get firsthand information while documentation reviews, internet sources were used to collect the existing information.

3.6.1 Questionnaire

This a well design instrument used to collect information from the respondents by answering semi-structured questions indicated on the questionnaire. The questionnaire search for demography of the respondent's and the main focus of the topic (how social, culture, economy and institute affect the women participation in school leadership). It has 'yes' or 'no' with justification, open ended question and likert question which arranged in table form. The sample of the questionnaire is attached to this paper in the appendix part. The researcher has distributed

questionnaire among the targeted teachers in the sample and they have filled it by themselves at their convenience

3.6.2 Interviews

An interview is an oral conversation between that takes place at least between two people. That is the interviewer and the interviewee where questions are asked by the interviewer to obtain information from the interviewee. Ten (10) interview questions were used. The interviews are open ended which more useful to narrate on the issues raised by the interviewer. The sample of the interviews are attached to this paper in appendix. This technique was used to collect information mainly from leaders and heads of secondary schools

3.7 Data processing

Data processing is a process of converting raw data into useful information and it can also convert information into a data. Data processing consists of editing; coding and validation of data. The data collected is transformed into meaningful information so as to easy analysis and interpretation by use of tables and graphs.

Tabulation is a technique of displaying information in a systematic format so that thorough analysis can be done. This involves the use of tables or putting or presenting data in the form of tables so that data gathered can be easily visible, analyzed and interpreted. During the study tables were used to illustrate factors influencing females' participation in school leadership.

3.8. Method of data analysis

As per the objective of the study both quantitative and qualitative data were generated for consumption in the inquiry process. Mainly descriptive statistical data analysis method was applied to analyze numerical data gathered using closed ended questions while interview were analyzed reflecting narration of the respondents. The Statistical Package for Social Sciences (SPSS) computer software was used for analysis to generate data array that was used for subsequent analysis of the data. SPSS Version 20 was used for descriptive statistics features that assist in analyzing the variable response comparison and gives clear indication of responses

frequencies. The data was cleaned, coded, categorized per each of the research variables and then analyzed using descriptive analysis such as frequency distribution tables with percentage is also used. The findings was presented using tables, since tables are user friendly and shows response frequencies as well as percentages of the respondents' opinions. Qualitative data analyses method was applied to analyze the data gathered using open end questions where the respondents give their personal opinions.

3.9 Validity and Reliability

Checking the reliability and validity of the data gathering tools/instruments before providing the actual study subject were the core to assure the quality of the data and to avoid ambiguity and unclear statements (Yalew Endaweke, 1998, Kombo & Tromp, 2006). So, the researcher selected Jangir secondary school as a pilot school for pre- test. The test has been given for 20 teachers those have been teaching there. And the drafts of the questionnaire were first examined with teachers those were MA holders and other educational officials. Based on the comments given by the respondents of the piloted schools, some modifications were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information. After the dispatched questionnaire returned, some items and questions should be conducted depending on the research questions, and they examined the question. Example, "How do you evaluate female teacher's participation in school leadership at school level." This was modified to "Women teachers don't participate in decision making" and the like questions and some items were modified (Part 2-item 6, Part 4-item-2).

Then the researcher made some modifications on questionnaire and questions. Additionally, the reliability of the instruments were measured by using Cronbach alpha methods with help of Statical Package for Social Science (SPSS) version 20. Based on the pilot reliability coefficient (alpha) the average of the reliability results were found to be (0.74) and hence, reliable and valid. That means the instrument was found to be reliable as Statical literature recommended a test result of (0.67) to (0.90) is reliable (Tavokol, 2011). So, the researcher calculates the reliability and validity of the tools by using the Cronbach's alpha formula,

$$\alpha = \frac{N. n. .}{v + (n - 1). c}$$

<u>Cronbach alpha</u>	<u>No of items</u>
<u>0.978</u>	<u>23</u>

Then the reliability and validity of the tools result were (0.978).

3.10 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, there are a number of ethical considerations were made during the study. Voluntary participation of respondents is encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondents' regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. To avoid any psychological harm, questions are framed in a manner that is not offensive and disturb their personality. They are assured that the information they provide would be kept confidential. To ensure this, the researcher removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displays an opening introductory letter that requesting the respondents' cooperation to provide the required information for the study

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation and analysis of the data that can be categorized into two major parts for discussion. The first part contains information about the demographic characteristic of the respondents while the subsequent parts mainly focus on analyzing issues related to female teachers' participation in school leadership. Here personal factors, socio-cultural factors, economic factors and institutional factors were taken into consideration to examine how these factors affect females' participation in school leadership. Based on the major findings from the analysis of aforementioned factors, conclusions were drawn and some recommendations as a way for improvement are also forwarded.

As discussed in the methodology part questionnaire and semi-structured interview were the major tools for primary data collection. Among the total of 130 questionnaires distributed to the respondents fairly large, 118 (90.77%), were returned being appropriately filled by the respondents. The remaining 12 questionnaires were not considered in this analysis as they were unreturned or wrongly filled. Moreover, Seventeen interviewees, that is three heads of WE, four secondary school principals, one supervisor, and eight secondary school female teachers were reached to thoroughly understand the issue being guided by semi-structured interview questions. Hence, the data analysis considered the appropriately filled questionnaires as well as data from interview considering the response rate is sufficient to meet the purpose of the study.

Respondents' opinion concerning the degree of factors affecting females' participation in leadership were given using rating scales and item scores for each category were arranged from 1 to 5, 1 represents strongly disagree while 5 represents strongly agree. Thus the rating scales were given as strongly agree=5, Agree =4, Undecided =3, Disagree =2 and strongly disagree=1. Yet for analysis purpose the data collected on five scale were grouped into three as agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of Strongly agree 'and agree' were combined in to Agree' and the results of strongly disagree' and Disagree' merged to Disagree in some cases during the analysis unless clearly presented.

4.1. Demographic Background of the respondents

As per the aim of the study that focuses on factors affecting females' participation in school leadership with emphasis on selected secondary schools in East Wollega zone, data were collected from teachers, school directors, supervisors, and education offices. Accordingly, this part presents the demographic characteristics of respondents and its influence on women teachers' participation in school leadership. Hence, the overall results of the issue investigated as well as respondents' personal background or profiles is discussed in this part by relating to objective of the study. The general information regarding the participants' gender, marital status, years of service, age and educational level are discussed here pointing the influence of such factors on engagement in leadership activities. The following table summarizes respondents' demographic background.

Table 4.1: Demographic characteristics of the respondents

<i>S.no</i>	Item	Alternatives	Frequency	Percent
1	Sex	Female	31	26.3
		Male	87	73.7
		Total	118	100
2	Age in years	18-30	42	35.6
		31-40	44	37.3
		41-50	26	22.1
		51 and above	6	5
		Total	118	100
3	Marital status	Single	22	18.7
		Married	78	66.1
		Divorced	7	5.9
		Widowed	11	9.3
		Total	118	100
		Diploma	-	-
		BA/BSc Degree	106	89.8

4	Educational level	Master Degree	12	10.2
		Total	118	100
5	Service years	Less than 3	13	11
		3-10 yrs	20	16.9
		11-18	36	30.5
		19-26	30	25.4
		27 and more	19	16.1
		Total	118	100

Source: Survey data

4.2 Factors hindering female teachers' participation leadership

In line with its purpose this study attempted to analyze factors hindering female teachers' participation in school leadership and made analysis based on relevant data. Taking into consideration that the hindering factors can be internal and/or external factors both are examined in this paper. Internal factors like personal factors, own educational background, experience, and personal readiness for the post and external factors like institutional and social factors are the major issue emphasized in the study.

Among the factors contributing for women teachers lower participation, personal factors that discuss how females see themselves, their own initiatives to participate in leadership, readiness in terms of education and experience are important issues discussed in this paper. Moreover, influence of institutional factors in giving fair share for females, in dismantling barriers and creating conducive environment is also another factors covered in this study. In addition to the personal and institutional factors, social and economic factors are also analyzed to understand their roles in impacting females' participation in leadership in general and in school leadership particular.

4.2.1 Social Factors

Social factors influence it is important to understand how a given society's norm and way of practicing it in relations to perception about females and its subsequent effects is an important issue since it has either negative or positive effect on women's participation leadership positions. Girls have to struggle to stay in school especially in rural areas as they face work burden at home and another challenge on their way to school. Family prefer to use girls' labor for household consumption while encouraging her brother to go to schools. Even my father used to worry a lot though he wants me to stay in school". Now a lots of things are changed but it impact is still with us, me and my generation. I see change through time concerning access to education, forced marriage, harassment but systemic discrimination, sex role stereotyping are still there. Such journey we came through affected us and shaped the way we see things. Yet, I hope things are different for my daughters.

Not all of her family members were supportive for females of her going to school, claiming that the investment for educating females is not worth making. Her close relatives as well as one of her parents are not compassionate about her going to school with the boys. In rural community like these woredas, girls are not intended for pushing education and thereafter for career development.

Moreover, females' childhood background including chances for getting appropriate education, the way she is oriented in a community, socialization concerning sex role stereotyping and others are very important in shaping the way female teachers see themselves and other women's appropriateness for leadership positions. Most of these factors are negative when it comes to females' participation in leadership. Moreover, the way school community as coworkers see females' capacity and their potential candidacy for the post is also very important. The following table summarizes respondents' opinion concerning level of encouragement by society for females participation in school leadership and as well as coworker teachers' perception about females capacity as a leader.

Table 4.2: Respondents (principals, vice principals, teachers and school supervisors) opinion about females' leadership capacity and society attitude

No.	Item	Alternatives	Respondents	
			No.	%
1	Do you the society encourage females to take leadership positions	Yes	32	27.1
		Not sure	23	19.6
		No	63	53.3
		Total	118	100
2	Do you think that female have the capacity to take leadership positions	Yes	68	57.6
		Not sure	21	17.8
		No	29	24.6
		Total	118	100

Source: Survey data

As shown in the table 4.2 item 1 above, majority 63 (53.3%) of the respondents do not think that the society in which they live support females to come forward to the front line as leaders. One can imagine that when a society is less supportive and discourage female leadership imposing some negative influence on their personal courage in seeking of leadership positions.

Moreover, respondents were also asked for their opinion concerning the capacity of females as leaders. In line with this majority of the respondents 68 (57.6%) believe that females do have the necessary quality and capacity to be a leader while the remaining 42.4% were doubtful about the issue. Yet, when we see the respondents are teachers and officers, it is not a good news to lack the support of 42.4% concerning confidence in women's capacity for leadership posts. Teachers are coworkers with school leaders, expected advocators of gender equality, and educators of the community. Overall this indicates that the journey to recognize females as leaders and supporting them for realization of such goals still needs attention.

Discriminatory practices against females: Despite a recent trends in attempt to promote gender equality there still a problem. Accordingly, the overall results of the issue investigated as well as respondents' personal background or profiles is clearly presented below. Discussion with

school directors and supervisor was made so as to get some reflection from their experience and observations. The discussion revealed that society in general either discourage or remain ignorant when it comes encouraging females for leadership position. Some of interviewees stated that even most staff members do not believe that women may fit for the school leadership responsibilities that involves decision making within their bestowed power. Even the level of support given for female leaders is less than that of their counter males. Accepting females' leadership and working under her guidance is not considered as acceptable even today in the mind of most school teachers. Respondents' opinion concerning the policy direction to empower women and the real practice in their respective schools is discussed in this study. As Policy direction need practical implementation understanding how things are practiced needs to be understood. Implementation usually consider various factor and cannot be useful unless people attitude change.

When enquired about what they consider influences the attitude of recruitments and selection, female principals and deputy responded that there are many related factors. Three of them mentioned that male teachers have more access to information regarding recruitment issue, this is called informal networks.

Interview discussion also identified that women are more formal in their approach to people as well as gathering information than men. Hence, unless the competition for leadership for a leadership position is open and competitive they are less likely to apply for it and participate. . Men on the other hand use their informal networks grasp all the information and take a benefit from recommendation through friends they usually socialize at games, bar and restaurants as they have more chance to form a network of friends with whom they stay out and enjoy while a women rush to her home for her kids.

Moreover, informal personal contacts one build inside and outside the organization is also enhances the problem as it favours male than female. The amount of communication depends on factors mostly related to gender. The interview results with women and the information from questionnaire, filled with female teachers manifested that at the start of their career they had little or no interest in management, mainly because of lack of information what it could mean to be in

a decision making process and what is really needed for it. This may have been caused by lack of mentors in the work environment contemporary scheme and its effect on the environment are thoroughly discussed in the following section. There are different factors that have narrowed females' partaking in educational leadership. These factors are generally categorized into two major parts namely individual and socio-structural.

4.2.2 Institutional Factors

Institutional factors are systemic elements contributing for discrimination of females as characterized by differential treatment by the work environment and entire bureaucracy in anticipatory socialization process including lack of mentors and overall support. This can be explained in terms of lack of role models that can potentially inspire females for leadership, systemic way of discouraging women from aspiring for school leadership positions can potentially hinder women participation. Thus, because of the aforementioned barriers female teachers are rarely attracted to leadership position.

For better understanding, the tendency the female teachers' lack of motivation should not be interpreted as for lack of internal motivation, or indifference to educational leadership. It should be noted that the existence of socio structural factors provide some explanation on how women perceive that constraints could prevent realization of their aspirations which in effect implies lack of access than lack of internal motive. Thus, in looking for the antecedents that caused for women's low aspiration level, the discrepancy between aspiration and expectation as instigated more by factors outside of women's self-concepts need to be understood.

Recruitment as a process of looking for and attracting active potential candidates for the purpose of influencing them to apply for positions in an organization. It is a process of searching for qualified prospective candidates, both beginning and experienced and stimulating, them to apply for vacancies in the organization, in the processes of recruitment, an effort is, thus, made to attract potential employees with necessary characteristics and in proper quantities for job available (Melaky, 2010). Once a pool, of potential recruit are created through recruiting the process of selection takes place.

Recruitment and selection of school leaders apparently attract the attention of many partners having their own influences. Respondents pointed that sometimes it is not the capacity of the person selected for the position rather his/her network matters in picking people for positions. The support for becoming a school leader sometimes comes from external bodies and could also be affected by overall political situation. But, many females show less interest to such complex games. According to interviews made with the woreda education bureau officials, recruitment usually involves brief background information about staff members listed as candidates for leadership positions and selection decision is made based on brief background and input from stakeholders. Then a more thorough assessment is completed concerning the recruit, by taking into consideration other conditions and traits of each person that is not clear for most staff members.

Hereunder, Table 4.3 generally presents and discuss the information about the institutional factors that have contributed to the under representation of female teachers in educational leadership. Each of these factors is discussed below.

Table 4.3: Institutional variables that are barriers for women to leadership

s. n	Item description	SD		D		NS		A		SA	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Females face gender based discrimination	-	-	1 4	11. 9	28 7	23. 7	4 6	39 6	3 0	25. 4
2	Female teachers lack mentors	-	-	2 1	17. 8	19 1	16. 1	7 8	66. 1	-	-
3	There is less training and development chances given for female	6	5	1 7	14. 4	33 9	27. 9	3 9	33 9	2 3	19. 5
4	Females lack institutional support (even face many difficulties) to take school leadership positions	9	7.6	2 0	16. 9	26 9	22 9	4 2	18. 6	2 1	17. 8
5	There is chance of harassment that female face from institutional representative	-	-	1 7	14. 4	58 5	47. 5	2 9	24. 5	1 6	13. 6

*SD Strongly Disagree *D Disagree *NS Not sure *A Agree *SA Strongly Agree

Source: Survey data

As shown in table 4.3 item 1, 54.4%, respondents agreed that female teachers face gender based discriminations in every support they receive and participation in decision making. This indicate

that the majority of the respondents agreed that there is gender based discrimination. The discrimination is institutional in nature where the supposedly supporting institutions are discriminating females based on sex.

Item 2 of the same table 78 (66.1%) respondents revealed that female lack mentors who help them in professional development as well as mentor them to leadership experience with. This shows majority of the respondents display that females have no mentor. It would have been good to get female mentors for female teachers for mentoring. Women mainly lack role models to follow their footsteps or at least start with some models. Role models are doers and showers. Role models are often seen as mentors who guide, encourage and inspire others in their desire to upgrade themselves to better levels in their careers.

4.2.3 Personal Factors

In addition to external factors such as institutional and social factors that are hindering females' participation in leadership, it is very important to analyze internal factors i.e. women's motivation and courage to participate in leadership. The blame for less females' engagement in educational leadership shouldn't always be externalized by pushing and attributing the problem to some external factors; rather it is better to consider individual factors that can be explained in terms of educational and psychological readiness of the females themselves. Though there are strong women who made great changes in world's history and gave a lesson to the entire humanity by breaking the impossibility, it is also common to see those with low self-esteem.

Hence, this study made an attempt to consider females' personal factors as well, than merely focusing on half part of the truth by simply discussing external situations alone. The issue of considering females as disadvantaged part of a community is sometimes wrongly understood as if gender agenda is there to make females equal to male. Such understanding is very negative and considers females as lower than male; though gender mainstreaming is intended to avoid such the wrong perception in community. The perception that females should be brought forward to be equal to males is still dangerous as it considers females as unfinished nature and subsequently deny their coming to leadership position. Under wrong understanding about gender equality,

women's participation in school leadership can be taken as extraordinary achievement though it is not.

Other than the positive aspect of the affirmative actions in decision makings, discussion going in community about affirmative sometimes has negative effect on females participation in leadership as it perpetuates false perception that females lack the necessary experience and personality for the position unless supported. But, in real world there are strong, successful females and also weak and less performing men on the other side. Affirmative action is not there to make female equal to male rather to avoid issues set against females and drag them down from their equality with men. Women's self- perception matters most in making a decision either to participate in leadership or not. Some believe that 'We all, male and female are born equally but treated differently because of various issues we face in our daily life' while others see themselves as less capable individuals.

Challenging situations demand unwavering decisions and actions taken by any person possessing qualities such as determination, fairness, confidence, honesty, assertiveness and aggressiveness. In putting the problems face by women into perspective, Wisker (1996:90) pertinently argues that "women are under-represented in higher and middle management positions in secondary schools, even in the current post-feminist climate when many people claim there is no need to assert that equality must continue to be striven for." As it was evident from the analysis, women teachers' aspiration for leadership is at its very low for it is influenced by various factors. These reasons include women feeling of discontent concerning the way institutions treat them, gender role stereotyping, domestic responsibilities, and lack of role models are among the common ones.

The findings of the questionnaire and the extracts from the interview made are detailed as follows.

Other than the institutional and social factors imposed on them, the following table presents how female teachers' individual personal factors affect their participation in school leadership.

Table 4.4: Personal factors as barriers for women’s participation in leadership

<i>s.n</i>	<i>Item description</i>	<i>SD</i>		<i>D</i>		<i>NS</i>		<i>A</i>		<i>SA</i>	
		<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
1	Women’s role as mother and wife conflicts with administrative roles	-	-	9	7.6	29	24.5	72	61	8	6.8
2	Females lack confidence to play leadership roles in schools	-	-	4	35.2	30	25.4	46	38.9	-	-
3	Females lack aspiration to be a leader	7	5.9	1	14.7	24	20.3	42	35.6	2	23.8
4	Female teachers try to avoid a leadership responsibilities as it increase pressure on them	9	7.6	1	13.6	27	22.9	45	38.1	2	17.8
5	Females teachers are not dedicated to give enough time on educational leadership	20	16.9	3	31.7	27	22.8	21	17.9	1	11.3

*SD strongly disagree *D Disagree *NS Not sure *A Agree *SA Strongly Agree

Source: survey data

Table 4.4 generally discuss the information about the individual factors that might have contributed to the under representation of female teachers in educational high posts. Each of these factors is discussed below.

Item 1 of table 4.4 shows majority of the respondents 72 (61%) responded that females face move for leadership position is impaired by their role at home. Females are having a lots of work load at home as wife, mother and related responsibilities taking much of her time there. This move to take leadership responsibilities at home seems impossible for her. Yet, it doesn’t mean females do not need the post or do not have the necessary personality and skill but the sex role stereotyping in the society is suppressing her professional interest.

Item 2 of the same table above shows respondents are divided concerning females confidence in participation of school leadership. So it is inconclusive about whether females lack confidence to

participate in school leadership but interview results show that the lack of confidence is mainly related to the pressure from the society that puts women down and then impact their self-perception.

As shown in the table 4.4 item 3 indicates majority of the respondents 70 (59.3%), revealed that there is lack of aspiration from the females' side to take school leadership. When one sees the specific responses for this item 42 (35.6%) agreed that women lack aspirations to be a leader while 28 (23.7%) strongly agreed on the same issue. In support of this, analysis of interview attribute the lack aspiration differently. The female complain about the institutional barriers and double responsibility they face at home as a wife and mother but school supervisors and woreda education officers relate it to females personal readiness, experience and self-confidence. Females do not consider themselves as leaders as they are grown observing females' role as caring for family not public or institutional leader. This lack of role model is one factor that drag females back as they grew up school leaders are only male and only a few females are teachers.

Aspiration for leadership: Concerning females aspiration for leadership opinions were forwarded through the interview presented to the principals, woreda education officers, female teachers and vice-directors there are a number of factors dragging females back. This may be multifaceted by the barriers stated so far. For instance gendered stereotype threat can depress career and performance goals. Organizations regularly encourage employee to strive for excellence, yet stereotype threats may lead negatively - stereotyped groups, like women, to set inappropriately low goals for themselves, there by producing suboptimal performance. According to these respondents, there are different factors that impede female teachers' participation in educational leadership.

Among these, lack of their personal preparation for the posts has been mentioned as one of the major challenges that have slowed down female teachers' right of entry to school leadership positions. This is mainly related to lack of interest due to work burden, and institutional barriers.

In addition to that, eight female teachers were also interviewed to find out to what extent they aspire to participate in educational leadership positions. As a result, few female teachers said that they would like to be participants and leaders in different clubs, work as unit leaders and so on.

But most of them said that they would never like to participate in educational leadership positions.

From this finding one can conclude that the extent to which female teachers are motivated to be educational leader is very low as based on the response of female teachers' interviewees. This similarity of the responses through both the interview for female teachers and the questionnaire in general confirms that female teachers extent of aspiration to involve in leadership posts is very low.

As a reason for their less aspiration they said that they think they would not be successful if they come to positions. The assessment made regarding the level of women's aspiration to positions based on the response obtained from female teachers' needs great caution. As the above results indicate, generally whereas women show low interest to leave teaching and join educational leadership, this self-limiting response of female teachers may be the outcome of both personal and social structural factors. At individual level, it has been evidenced that the traditional role definition and the job requirement associated with managerial positions exclude women from such roles and, thus, affect their aspiration level.

As Emebet (2006) stated on a conference entitled 'women in science indicated the lack of aspiration to join leadership position in science and other fields can be concluded with two factors, lack of personal and social resources. She explained that the former encompasses factors like having not the courage, vision and perseverance to go through the 'bumpy road up' the organizational hierarchy. This she contended might be because of the way they were raised, the organizational culture, their educational background as well as their experience on the job. The later the social resource includes the lack of support from family members, coworkers, subordinates and society in general.

The situation is not different in educational institution. Explaining the existing attitude for women in leadership, in higher education, Meskerem (2009) reported very few women are in decision making positions this may adversely affect the progress of improving the legal and regulatory environment for promoting gender tolerance in educational institutions. Other researchers claimed that women perpetuate their own discrimination. The reaps as the

researchers agree is that women are the victims of patriarchy in two ways, on the other hand they are made to men. On the other hand they are confined in to domestic sphere and restricted their participation in education.

Female's progress in academics and leadership is sometimes seen as mixed blessings where their success is coupled with challenges from society and spouse considering the women as an odd in the community's norm. I don't know why the spouses of female leaders feel that they are emotionally abandoned, thinking that once a female holds a position they couldn't be a good wife and mother.

Female teachers include in this study perceive the work of school headship to be burdensome and time taking. Most of the female teachers are working the whole day i.e. half day at school and the remaining at home caring for family members as mother and wife. They feel their family members will lose the usual care if she takes more time at schools to participate in leadership. This could be one good reason for why they are less participants in administrative roles due to their caring behavior but not due to lack of confidence.

Another factor that makes women to hold back is their perception for the work load of the positions themselves. Generally speaking, female teacher's aspiration to inter leadership positions is influenced by factors such as gender stereotype within the institution, personal barriers like early gender socialization in their childhood and domestic factors such as un-supporting spouses and family.

The influence of socio-economic factor on female teachers' participation in leadership can be influence by various issues. Among these sex role stereotyping is one important issue. A stereotype is the way of associating of a person based on sex, or social group to a set of consist traits and labelling their status. This is usually a misleading approach which is seemingly taken for granted but has a damaging consequences. There is still a problem from institutions side concerning attitude towards women i.e. considering women as incapable individual, who should not deserve a leadership position in schools. Though women do have many positive sides, institutions do not seem to support and encourage females to be leaders, rather it is common to knock them down by exaggerating some negative sides about women. The positive sides of

women that is usually expressed in terms of their caring and nurturing behaviour and skills, experiences are based on household related works. Women are also said to have greater manual skills, greater honesty and good physical appearance. Negative stereotypes are described with the following character, hesitation to supervise others, less physical strength, less ability to do science and math's, less willingness to travel and vulnerable to physical danger and use less physical force. Men are characterized as rational, bold, competent and effective. Women were emotionally warm and concerned with social customs. Such characterization is made based on sex not personal character or competence. This has hindering impact on females' courage to participate in school leadership since they are labelled as unfit for leadership. Women still do not feel that they are accepted equally to their counter men.

Moreover, the majority of the female interviewees express their idea that they do not have any idea how principals are selected and recruited. And this idea supports the institutional factors do not have transparent selection and promotion policy to enhance women.

As an aim to analyze participant's perception on the gender role stereotyping in the school environment some items on the questionnaire focused on related issues. Participants of the study stated that both feminine and masculine characters come to their mind when asked about a leader and usually people automatically consider that a leader a man not a woman. Even to be a leader, a man should have masculine character i.e. assertive in his approach; otherwise he is not considered as a strong leader. A strong leader in a sense is a kind of person dominant behavior in every decisions. If the leader couldn't show a masculine behavior he receives less support and respect from others. Such traditional perception about a leader, even try to classify men as strong and weak, not by their achievement and leadership skills but by using some unwritten rules of the society. Such tradition has less rooms to accommodate females in leadership team. School leader is seen as one with characters like, assertiveness, aggression, high self-esteem and self-confidence irrespective of how he/she leads.

There is a wide spread belief that women are preferable for the teaching profession because of their caring and nurturing behaviour. Students may feel comfortable as if they are at home when they have a female teacher and staffs may also be in good mood working with female leaders.

4.2.4 Economic factors

It is known that women are engaged in many works than men. They perform dual roles of production and reproduction. Their work goes unrecognized because they do a variety of jobs daily which does not fit in to any specific occupation. Most of them are involved in difficult works but do not have ownership title on resources for which they labor most. Although women work for longer hours and contribute substantially to family income, they are not perceived as workers by whether the women themselves or various institutions and their family as well (WHO, 2009).

Provided that a normal woman is highly engaged in different jobs but remain unrecognized, it is expected that the burden is too high on a working i.e. government employed women as they are engaged in both paid and unpaid works. Employment means continuously working for double shift, one at school and the other at home because she is still a wife and a mother providing care for her family. The important question here is can she take another responsibility like participation in school leadership?

On an average, women work much longer hours than men under normal condition. According to international lab our organization (ILO), 2/3rd of the working hours around the world are worked by women because of the combination of various roles in the work place, in the family and in the society. Most often, the women's work remains invisible but it contributes a major portion of the world economy.

Females' preparedness for leadership is also affected by their educational background, that is, the journey they came through during their school life as well as their experiences as a teacher. In developing counties like Ethiopia there is significant disparity between male and female at all levels in the education system. This is getting worse as one moves up the ladder levels i.e. boys out number girls at higher educational institutions.

The number of female dropout increases as one moves from lower level to higher educational institutions. The decline in number is true for female students and teachers when we move from primary schools to higher educational institutions. In relation to economy, many women face

economic burden as she faces many responsibilities as her age grows and comes with other responsibilities like childbearing, caring for family members especially for those who got married.

Women’s education is one of the important aspects of their self-development, and is closely related to their participation in productive activities, control over their own life and body, the education of their children and their negotiation ability vis-a vis institutions and men promoting equal access and success in education training for women is given due attention in government policies and action plans.

Table 4.5: Economic factors as barriers for women participation in school leadership

s · n	Item description	SD		D		NS		A		SA	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Women are less privileged compared to men when it is mandatory to select one for further education/ career development	-	-	14	11.9	25	21.2	43	36.4	36	30.5
2	Women are expected to work more hours at home to deal with the economic challenges	-	-	11	9.3	22	18.6	53	44.9	32	27.1
3	Female’s economic status hinders their participation in leadership as they face	9	7.6	16	13.6	27	22.9	45	38.1	21	17.8

*SD Strongly Disagree *D Disagree *NS Not sure *A Agree *SA Strongly Agree

Source: Survey data

As shown in table 4.5 item 1, most 79 (66.9%) of the respondents came under agree and strongly agree category indicating that women are less privileged when it comes to getting a chance for career development. This is supported with an interview discussion that revealed how female teachers are disadvantaged compared to their men counterparts. Being in a family with a condition that forces for selecting the husband or the wife to go for next academic level or

training chances due to economic problem male are favoured than females. In such situations the man takes the first advantage leaving the women to wait for the unlikely upcoming chance.

Item 2 of table 4.5 indicates that women with economic problem are expected to work long hours at home to deal with the economic challenges while the husband has relatively more freedom to stay out with a better chance to participate in leadership. One among the female respondents said “the husband has a wife to cover a lot of burdens at home but the wife has no a wife”. This reveals how economic factors deeply rooted in socio-cultural factors affect women’s career development. This is also supported by item 3 table 4.5 that shows majority of the respondents 66 (55.9%) i.e. cumulative frequency of agree and strongly agree depicted that economic factor is an hindering factor for women participation in school leadership. The man is has more free time to stay out, socialize despite economic status while the women has to rush home after classes to cover some works there unless she afford to hire someone to share the work burdens. This imply that women with relatively better economic status do have more time than others and it is unlikely for the poor one.

In addition to data obtained through the questionnaire interviews made during data collection helped the researcher to identify some points on how economic factors affect women participation in school leadership and discussed as follows.

Economic factors influence females’ access to and level of education as female are less likely to get chances for schools and career development which affects their participation in school leadership. Yet, some studies (Lodesso and Kebede, 2017) state that economic factors have less influence on determining women teachers participation in leadership. Economic factors affects women participation in school leadership in such a way that it is deeply rooted in social factors that give some responsibilities like caring for kids and husband as a role reserved for females. Hence, those females who cannot afford economically to delegate some of her sex stereotyped roles like caring for kids, cleaning dishes, washing clothes extra to someone else who can be hired for such purpose; couldn’t get enough time to participate in school leadership. This is not due to lack of confidence or aspiration, rather economic factor that need more of her labour at home and blocking her chances for advancement to a leadership positions. Whenever, there is

shortage at household level to invest on further education and training, the husband usually get priority over the wife when their financial capital is not enough for both to go for further education; say for instance summer education programs for self-sponsored programs.

During interview discussion a female teacher speaks how economic factor affects females' education and that is also reflected on their current status as a leader. She says "in rural community priority to go to schools is usually given for boys than girls. The girl stays with family as a servant both in house and out there on farm as cattle keeper to support her family who are sending her brother to school but not the girl. I for example lost my mother early at my childhood and my father married another woman. The women need my service in family not my education and my father has no enough money to give me another option. So, I went to my uncle's home at about age of 14 and started education from grade 1 but when I reach 8th grade, I couldn't resist an offer for marriage due to my condition. After marriage, I got a baby and couldn't continue my study. After some time, I returned to school and now I am a teacher here. When I see my journey sometimes I feel. Thanks to God for I am happily married but I could have been somewhere better than here, had I continued my education with my the then capacity that would have been nice for me? Now, I don't think I am the appropriate person for administration...yes, my current capacity plus role as a mother never permit me to do that, and I don't see myself as participant in leadership.

The journey to become a school leader: Attempt was made to capture female teachers' experience in their move to participate in school leadership. This helps in understanding their personal motivation, socio-cultural and economic factors affecting females' participation in leadership as it gives the overall picture of the ways through which they pass in all the journey to become a leader including educational and professional work.

Culturally, it seems that Ethiopian society is patriarchal that believes in male dominance. Such culture tries to dictate that women are inferior to men; and even work division is related to gender stereotype giving more burden for women. Women who resist such stereotype are considered as deviants and face several challenge from the society. For instance, women seeking leadership positions in offices seem odd and out of the label given by a society. Sex role

stereotyping is not history it is still working in the society. This finding is supported by work of Hana Chernet (2016) that pointed out that hiring and promotion is biased against females.

During the interview important elements were identified indicating that women's role as a mother and wife is difficult to combine with career advancement. Though, there are some women who struggle to combine their roles of successfully managing their roles in family, schools and professional development that is very tough work. The participants revealed that there is still socio-cultural pressure on females compared to their male counterparts. For instance, one of the interviewees stated that

“When a female makes a mistake as part of decision making while in position, our community is fast in criticizing and attributing such issues to her gender. But, this same community is tolerant enough for a male leader when he commits a mistake. This is a systemic approach to discourage females' participation in leadership”.

This clearly expresses the kind of gender stereotyping and downgrading females' performance by picking tiny mistakes that even a male can also commit. From this expression it is possible to understand the hardship females have to pass through if she has to be a leader.

In some cases the environmental condition i.e. socio-cultural situation suppresses female teachers' personal motivation to come to a leadership position. For instance, a female teacher said “There is nothing special that males do that females can't do, I think I can do it appropriately if assigned to the post of school director/ supervisor but people, including teachers here, consider it as a job of male teachers. When I see this I refrain from moving for the position. You know why? Think of the challenge you face, the critics that follow when you become a leader in such conditions”.

One among the women teachers said I have served as a delegated vice director for some time. That experience enabled me to get understanding about the overall impression of the society and co-workers concerning female leaders. As far as the work is concerned, I don't see any special thing that men do and women can't. The work is all about personal competence not gender. Yet, the difficult thing is how coworkers and other stakeholders see female leaders. I have observed that the mental set up of people usually associates leadership positions with male than female.

This perception sometimes push women teachers back from seeking leadership position. I myself even thought it was men's job until I was delegated to the post. But my experience as vice-director has shown me that it is possible for women too to lead schools but I don't think I will run for such leadership position because I am very busy with family issues and also not happy the way stakeholders like administrators, local people see women leader. I feel it is better to stay away from the post because this job need more time than what I can give and also helps me to stay away from some negative people you face while working as a school leadership. Say if problem happens, people attribute to ones gender without understanding your other roles there in a family and the lack of support you suffers a woman. From the above analysis one can understand the journey to a school leadership is not smooth for female teachers. The major problem comes from social factors like perception about female leaders in community as well as their coworkers.

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This thesis attempt to analyze factors affecting females' participation in school leadership in secondary schools discussing what hold back women from becoming school leaders. The inception of idea for the thesis was based on the observation and literatures that women are still underrepresented in leadership positions even though Ethiopia as a country strives for gender equality. Hence, this chapter is dedicated to present the summary of the major findings, draw conclusions and forward recommendations based on the findings from data analysis. The main objective of this paper is to investigate factors affecting female participation in school leadership based on data collected from teachers, principals, vice-directors and supervisors selected from secondary schools in east wollega zone.

In an attempt to better understand factors influencing female teachers' representation in school leadership, the researcher has documented the demographic characteristic of the respondents and discussed these characteristics in relation to the study objectives. Furthermore, the subsequent parts of the study focus on analyzing factors related to female teachers' participation in school leadership. Here some important factors; namely; personal factors, socio-cultural factors, economic factors and institutional factors were taken into consideration to examine how these factors affect females' participation in school leadership.

As far as highlighting the four factors is concerned; personal factors can be discussed in terms of female teachers' self-confidence to participate in leadership positions, women self-perception concerning their own capacity, and taking personal initiative to becoming school leadership member. Social factor can be seen from the point view of society concerning attitude and practice towards female education, capacity as leaders, gender role-stereotyping and so on. The other important point of interest is institutional factor –built up on social factors, as social environment can also influence the way institutions like educational institutions, and other stakeholders think off and support female leadership whereas the economic factor i.e. the

availability of resources and ownership over it affects women's access to education and their participation in school leadership.

5.1 Summary of the major Findings

This study focus on discussing four factors behind females' low participation in school leadership, namely; individual factors, social, economic and organizational factors are the issues covered in this study. By identifying these, more specific factors were identified and it was revealed that females' participation in leadership not affected only by one factor, but all these factors play a part in hindering women leadership. Hence, the study focus on analyzing how social, economic, personal and institutional factors affect female teachers' participation in secondary school's leadership. To understand these factors in relation to their effect on women's participation in school leadership, data were obtained from respondents through questionnaire and interview. The results established that all the respondents indicated that females face severe challenges from society, institutions, and economy to participate in leadership and these in turn impact females' self-perception; and have hindering effect on the leadership of women in the public secondary schools. Among the factors that were perceived to affect women leadership in secondary schools gender based discrimination is the common one. The major findings related to each of the four factors can be summarized as follows.

Social factors influencing: This view has far reaching impact as it is also reflected in institutions as people bestowed with institutional roles, that is, education officer at different levels like woreda education office also influenced by such culture. Sex roles stereotyping of leadership position results in the perception that female are less qualified, and incapable compared to men for such positions. This negatively affects females' participation in school leadership as it is a counter negative to an attempt to bring females to the front lines. Hence, female teachers' participation in school leadership is impaired by social factors that discourage females in various ways mainly using sex stereotyping as tool for the discourse.

Moreover, girls are expected to struggle a lot to stay in school especially in rural areas as they face various social and work related burdens at home; and another challenges on their way to school for being female alone. One of the respondents stated that "If a girl is lucky enough to get

the chance of going to school, she has to travel for hours to reach to her school. Yet, on her way back home she may face harassment and possibly taken for forced marriage through abduction. During my early school age many families are not interested in sending girls to school". Even one respondent said "my father used to worry a lot though he wanted me to stay in school. Now a lots of things are changed but it impact is still with us, me and my generation. I see change through time concerning access to education, forced marriage, harassment but there are some still problems like systemic discrimination and sex role stereotyping.

Hence, it is obvious that the social factor has far reaching effect, and reflected in the way institutions, schools, education office and other stakeholders' perceptions about female teacher's participation in leadership at schools is impacted by social factor. Problems like early gender socialization in their childhood and domestic factors such as un-supporting spouses and family are also among the major problems.

Institutional factors: This is usually due to what people have accustomed to like a belief that gives leadership position men and consider females as subordinates. By the same replica it seems that the entire work of leadership including participation in decision making teams is highly dominated by men in secondary schools. The study clearly established that how various challenges facing women in their quest for leadership positions play in hindering their participation in school leadership. For instance, institutional factors that is built on patriarchal system promoting gender discrimination adds more burden for females to be a leader if they have to go for it. Such institutional factors are seemingly built on social factors like gender stereotyping, and other factors such as the conflict between females' role in family and work drags women back from reaching leadership position.

Recruitment and selection lacks clarity and fairness as it is not competition based rather it requires political affiliation and social network with some officials. Discrimination against females was perceived not to have any effect on women leadership, most of the respondents perceived family and work conflict and stereotyping as key factors affecting women leadership. Similar findings were noted in a study by Sanchez de Madariaga, (2010) which stressed cultural and structural factors as the main underlying reasons explaining the situation of women in

leadership. In similar argument many researchers contend that the outcome of popular gender stereotypes prescribed different behaviors and qualities for men and women (Eccles et al, 1995, Timmers et al, 2010) putting some boundaries between what people deserve based on their gender.

Despite the effort by government and other institutions' to tackle the problem of gender inequality that is reflected in many ways, there still lots of problem in bringing female teachers to a leadership position. The problem of inequality is deep inside, imprinted in the mind of society and extended beyond as it influences the way institutions behave and act. Institutions are also shaped by socio-cultural trends and reflect the society's belief and practices. Hence, nongovernmental and governmental institutions are also acting in almost similar way to the society as far as supporting females to reach a leadership position is concerned. The social factors influence the way women see of themselves as well as how institutions treat them. Every child grew up seeing the way females are treated at home in a family, in a society; also think it as the normal way of treating women both at work as well as at home. This makes difficult the attempt of braking the vicious circle of backward thinking, as it can be uploaded on generations and then to institutions.

Personal factors: Discussion made with respondents pointed out that sex role stereotyping starts shaping the way females think about themselves as it starts at home and grew up to impact their roles, behavior, self-concept and participation in various ways. For instance, girls grow up being possessed with the belief that her brother is naturally strong than herself and that he also has some privilege over her since he is a boy. Even after they grew up and becoming a teacher, females consider this biased tradition as a norm of the society in which they are a member and they apparently need the approval of the society to act in some ways.

Moreover, most women's lack time to dedicate for participation in school leadership due to the fact that they are too busy with their normal day to day works and caring for family at home. This is one among the factors that affect female engagement in leadership activities. Therefore, informal personal contacts one has inside and outside the organization is also enhances the problem as it favors male than female.

Female teachers lack confidence due to deep rooted inequalities in social structure that undermine women capacity in one way or the other. Interviews forwarded indicate that women are responsible for societal relationship which needs time to be invested. Women teachers are expected to give time for their family and for their professional roles, which make them busy and then force for prioritization of some domestic responsibilities over career development. Some are expected to make decision whether they can delegate at least some of their activities at home or forced to stay at home and manage the works while those who do not have such worries may have better chance to participate in leadership activities.

Since the school community and stakeholders consider females as incompetent to fit for educational leadership positions, then women tend to underestimate their own values resulting in low self-concept. Such low self-concept may demotivate them from aspiring for leadership positions in general certainly school leadership in particular. Such blemish arises not from nature but from tales in the society i.e. historical background that females came through. As the society does not prepare girls for leadership but for routine activities since childhood, its effect is reflected at latter ages on women teachers too.

Though some government structures like education offices, school leadership team are meant to encourage women participation, the attitude of members of these institutions themselves that favour maleness over female has a damaging effect on empowering females to bring them to leadership position. Interview results from discussion with female teacher clearly identified that their lack aspiration for leadership position is deep rooted in social factors that imprinted negatives about females in many ways. Leadership is related to masculine than feminine personality.

This has hindering effect on females not to become leaders. When women come to positions, there is a felt increment in responsibility and work burden. This may pose fear of failure among female teachers who think of coming to power. Similarly, since women tend to underestimate their own values, this low self-concept may result in demotivating them from aspiring to top positions in general. It can be said that socio- structural factors are the antecedents for individual factors that caused females' underrepresentation in general.

Economic factors: In most cases women are engaged in many works than men as they are involved in lots of unpaid works at home other than their professional works. It is very known that they perform dual roles of production and reproduction. Their work goes unrecognized because they do a variety of jobs daily which does not fit in to any specific occupation. Most of them are involved in difficult works but do not have ownership title on resources for which they labor most, and have less power to decide on investing on their own education. Although women work for longer hours and contribute substantially to family income, they are not perceived as workers. Females have less resources to invest on self-development, though they have to work hard to solve family's economic problem. The fact that family prefer to use girls' labor for household consumption while encouraging her brother to go to schools impedes females participation in leadership giving them less education chance. Moreover, economic factor also affects her past and current investment in professional development and latter on their confidence as educated decision maker.

Generally, female teachers' participation is influenced by their aspiration to enter leadership positions is influenced by gender stereotype within the institutions and social settings. This socio-economic and institutional factors impact female teachers' self-image as well as her roles as women. Women's childhood gender socialization can be still imprinted in mind and impacts her individual decisions by dictating her roles.

Moreover, female teachers do not have opportunities to gain bottom experiences in educational leadership that would help them for further advancement because the school leadership is men dominated in tradition. It can be inferred that socio- structural factors are the sources of individual factors that caused females' underrepresentation in general. The gender gap in the secondary school teaching staff also contributed for low participation of women teachers in educational leadership positions.

Generally speaking, the study identified that family - home responsibilities, institutional discrimination and women's self-concept hinder their participation in school leadership; and this finding is consistent with Hana Chernet, (2016) that identified family/home responsibility as a factor that hinder women participation in leadership.

One of the women teachers said “I have an interest to participate in a school leadership but I have so many things to perform at home after I get back from teaching. If I am not in a leadership position I can have sufficient time to do lots of things like taking care of my family, my kids and so on. However, if I participate in school leadership, I will have less time to perform the household responsibilities. I am afraid that I would be obliged to sacrifice much of my time mainly for school works.” Concerning the support from institutions for women empowerment results indicate that the motto that states ‘female applicants are encouraged’ for leadership posts is simply there on paper and not effective as there is lack of commitment in practice.

The result of the findings indicated that social factors that affect the other factors like institutional, economic and personal perception about sex role stereotyping influence people’s attitude towards women participation in leadership. It is considered that an ideal school leader should possess masculine characteristics and discourages women’s participation. Hence, women teachers’ aspiration for participation in school leadership is more or less affected the extent of women’s experience in the society they grew up and/or live.

5.2 Conclusion

This study concludes that, despite the government policies and campaigns for gender equality and fair representation through awareness creation, fighting injustice committed against females, there are still many problems concerning females’ participation in leadership. These problems are well reflected through underrepresentation of female teachers in school leadership. The low participation of females mainly attributed social, institutional, economic and personal factors.

Females personal factors, where by women’s aspiration for leadership is generally low, as it is mainly influenced by social factors most importantly sex role stereotyping that appreciate women as good house wives who care for her spouse, children and family members in general; but less participants in leadership positions. Such issue practically discouraged female teachers participation in secondary schools leadership.

Moreover, women also lack of motivation for leadership positions is influenced by institutional barriers that favour men than women. Such discriminatory factors hinder female teachers’

participation in school leadership. Furthermore, assignment for a position is more of dependent on political affiliation and social networks with officers in power and not participatory in its nature in most cases. Such environment is less attractive for women.

Harassment against women and girls, at least verbally, emerged as a powerful barrier against women education and career advancement. Though trends seem changing now a day education is not equally accessible to women in rural Ethiopian due to the fact that girls are expected to drop out of schools or to bear the cost of harassment while travelling long distance on their feet to attend schools. These factors reduce females' education and later on only a few females join the workforce and less participants in school leadership. Low number of female participation in the secondary school leadership is a reflection of low number of females in these schools.

When there are very low number of female teachers in secondary schools it is expected to see the same picture in leadership positions too even under fair representation leave alone when there is sex role stereotyping.

Lack of role model is another problem. Females may have got better initiatives to be a leader had they grew up observing some body i.e. a female as a leader. Most females grew up men as leaders and females as care givers at home -their role model. Their aspiration for leadership is influenced by their observation in a society they grew up.

A long journey remains to ensure fair participation of female teachers in school leadership as it is impacted by socio-cultural and institutional factors. Though some institutions like zonal and woreda education offices are supposed to work to create conducive environment for fair representation of females in school leaders, the mentality of the individuals in such institutions is still influenced by socio-cultural conditions in which they brought up and live.

Hence, rather than solving the prevailing problem of inequality some of these institutions themselves are known for putting obstacles against women's participation in leadership. Some institutional members i.e. teachers, education office member seem as if they appreciate the old day approach when it comes to way of treating women in a society, institutions and family level.

5.3 Recommendations

The study came up with the following recommendations as possible way out of the problems. The government should work with the church and together ensure that members of the society are enlightened and encouraged through sensitization programme to tackle traditional beliefs that considers women as inferior to men; and associate women with domestic work and taking care of children women roles should. Woreda Education office should introduce incentives like recognition certificates for women who participate in education leadership. Women should be encouraged to accept positions of leadership whenever appointed.

1. Local and religious leaders should promote gender equality, to overcome patriarchal attitude that believe in male dominance; and encourage gender equality. These leaders need to work to solve problem related to sex role stereotyping that has negative impact on women. A lot is expected from the government and other stakeholders like religious institutions, local elders to change the old day belief that gives lower position for females simply based on their gender.
2. The woreda education office and the schools should focus on approaches to promote success history of female leaders to sensitize the participation of female teachers in leadership. This can potentially influence others to participate in leadership by taking the one with a success history as a role model.
3. Nongovernmental organizations should work and scale up their campaign on gender especially gender equity and policy formulation on female leadership
4. Attempt need to be made to change institutional system that discriminate females in one way or the other. For instance, zonal education office has be evaluated not only based on number of female teachers in the school but also on how number of women teachers participating in school leadership and their effort to in ensuring students gender equality. When a girl and a boy are treated equally at schools that can potentially change the society as these students will grow up believing in gender equality and even influence their own parents to start advocating equality and then sex role stereotyping changes through time.

5. The woreda Education office has to work with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women: It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts,
6. There is a need to work on females' attitudes towards participation in school leadership, especially to enable females to breakthrough by saying 'no' to any social factor that hinder their participation in leadership.
7. It is better to revisit the way some institutions are doing in relation to gender equality. Though there are institutions working to bring gender equality, there are still institutions continued reflecting the oppressive approach against females.
8. In addition, schools have to design women empowering strategies like short and long term trainings, giving recognition and encouragement to better performing female teachers and female students at school level.
9. The very low female participation in the secondary school leadership is a reflection of low number of females in these schools. When there are very low the number of female teachers in secondary schools it is expected to see the same picture in leadership positions too. Hence, the zone has to work to increase the number of female teachers in secondary schools and potentially more candidates for leadership positions. The gender balance in the secondary school teaching staff should be increased so that as the number of female teachers in schools increase there could be better chance to get more females to participate in school leadership.
10. Moreover, let the female believe in herself by giving her education and training opportunities so that she builds confidence as a competent individual who can challenge the existing trend by bringing changes through participation in leadership.

Generally, building the capacity of female teachers through different strategies, bringing attitudinal change in the community concerning the gender stereotype and proper implementation of organizational policies and practices such as affirmative action is necessary to enhance females' participation in educational leadership. Create awareness for society through media and workshops concerning gender equality to minimize burdens related sex role

stereotyping, prejudice about females and avoid discriminatory attitudes against women to create fertile ground for their participation in leadership.

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Appendix I

Addis Ababa University

College of Education and Behavioral Sciences

Master of Arts in School Leadership

(Survey Questionnaires to Be Filled By Teachers)

Dear respondents,

The purpose of this questionnaires is to collect data on factors affecting participation of females teachers in school leadership positions. You are kindly requested to voluntarily participate in this study and provide genuine responses. It is used for a research that is purely academic in its content and all information including yours and your schools identity will be protected. Section One include Demographic and School Background Questionnaire (DSBQ) the subsequent section is all about data related to objectives of the study.

Thank you for your cooperation

Instruction: Please tick (√) in the box that best reflects your answer for each question.

Part 1 Demographic Information

1. Gender: 1. Male 2. Female
2. Educational Status:
 1. Diploma 2. BSc/BA Degree 3. Masters & above
3. Age (in years) 18-30 31-40 41-50 51 and above
4. Marital status Single Married Divorced Widowed
5. Service years Less than 3 year 3-10 11-18 19-26
 27 & above
6. Your Job position/ responsibility _____

Part 2: School leadership related factors

7. Do you think the society encourage females participation in school leadership

Yes I don't know No

8. If “No” for the above question, how? Please explain

9. Do you think that women do have the necessary skill and capacity to assume a leadership position?

Yes, they have I don't have idea on this

No, they lack skills

The following table presents factors that affect women participation in school leadership. You are requested to encircle a value / number that represents your choice given on a five point likert scale. The values are given with corresponding meaning as follows

1=Strongly disagree	2=Disagree	3=Not sure	4=Agree	5=Strongly Agree
Personal factors				
Lack of aspiration to be a leader	1	2	3	4 5
Lack of confidence	1	2	3	4 5
Female teachers dedicate less time on educational leadership	1	2	3	4 5
Females interest in family life than focusing on education	1	2	3	4 5
Females educational level and experience	1	2	3	4 5
Even females thinking/ mentality that leadership is kept for males alone	1	2	3	4 5
Females afraid that I cannot shoulder such responsibilities i.e. self-perception	1	2	3	4 5
Institutional factors				

Gender blind/ patriarchal culture of academia	1	2	3	4	5
Discrimination during recruitment for leadership posts	1	2	3	4	5
Less training and development chances for females	1	2	3	4	5
Lack of mentors from early employment	1	2	3	4	5
Lack of institutional support to enable females	1	2	3	4	5
Inadequate maternity leave impairing female teachers' career plan	1	2	3	4	5
Non flexible school time table to fit with women's other roles	1	2	3	4	5
Culturally it is not allowed to participate in such positions	1	2	3	4	5
Bribery and harassment in institutions	1	2	3	4	5
Social factors					
poor parental support for girl's education	1	2	3	4	5
Poor social attitude towards females educating girls	1	2	3	4	5
Challenge from spouse "you choose between position and marriage life , I don't let you go for it	1	2	3	4	5
Stereotyping (it is not women's job)	1	2	3	4	5
It is conflicting with females role as a mother and wife (she has to care for husband and children)	1	2	3	4	5
kSpouse and relative are not happy with my participation in leadership position	1	2	3	4	5
Economic factors					
Economic problem challenging females education level influence participation in leadership	1	2	3	4	5
Economic challenge affect females public appearance and push them back not to assume leadership position	1	2	3	4	5
Females economic status hindered their participation in leadership as they face economic problem that they have to prioritize at home	1	2	3	4	5
Females are more disadvantaged in getting good education/leadership skills to the best of their level due to economy compared to male	1	2	3	4	5

Thank you!

Appendix II

Addis Ababa University

College of Education and Behavioral Sciences

Master of Arts in School Leadership

Interview Guide Questions

1. How do you see the school environment and other stakeholders in supporting females to assume a leadership position?
2. How do you describe the administrators and the institutional structures in enabling female educators to leadership position?
3. How do you see the society in encouraging or discouraging female teachers' leadership?
4. How the society perceive female leadership and associate with successful operation?
5. How family and spouse influence females' participation in school leadership
6. How cultural environment affect females' school leadership?
7. How you think of the existing social and economic factors influence on females' participation in leadership?
8. How female teachers think of themselves capability to take part in school leadership.
9. Do you think of any personal factors related to women teachers themselves blocking their engagement in leadership roles? What are these?
10. What are the key factors you think of that impedes female teachers from taking leadership position in schools?

Thank you!