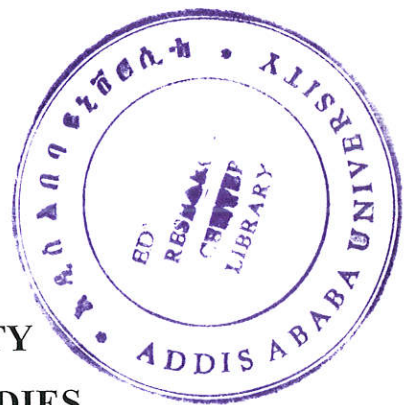


**FACTORS AFFECTING WOMEN'S PARTICIPATION ON
PRIMARY SCHOOL PRINCIPALSHIP: THE CASE OF
GEDEO ZONE**

**BY
FREZER ALEMU BALI**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



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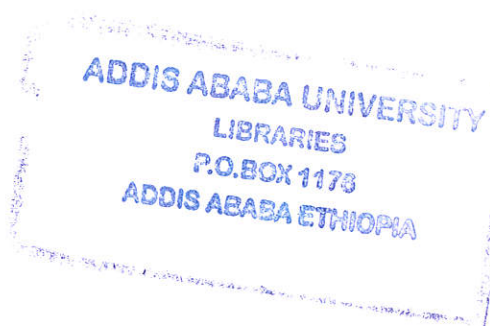
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**A THESIS SUBMITTED TO
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DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT**



**June 2009
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ACRONYMS AND ABBREVIATIONS

AAU - Addis Ababa University

ANOVA - Analysis of Variance

ESDP - Education Sector Development Program

FDRE - Federal Democratic Republic of Ethiopia

IER- Institute of Educational Research

MOE - Ministry of Education

PMOWAS - Prime Minister's Office Women's Affairs Section

SNNPR - Southern Nation Nationalities People Region

SPSS - Statistics Program for Social Science

UNESCO- United Nations, Educational, Scientific, and Cultural Organization

UN - United Nations

WAO - Women's Affairs Office

WEO - Woreda Education Office

ABSTRACT

The purpose of this study was to identify factors that affect women's participation in primary school principalship and suggest remedial solution so as to reduce the magnitude of the problem. To achieve these stated objectives, basic questions were asked. These questions are related to the extent of women's participation in principalship positions; society's perception towards women principals; the on going selection and placement criteria used; problems and constraints that hinder women's participation in principalship and possible solution to improve and enhance their participation. The research method employed was descriptive survey and the sampling techniques were purposive and simple random sampling. Questionnaire was distributed to 35 WEO experts, 12 principals as well as 129 teachers in primary schools of which a total of 173 usable questionnaires were returned. Interview and document analysis were also conducted. The data obtained were analyzed using suitable statistical tools such as percentage, mean, weighted mean, t-test, one-way ANOVA, and multiple regressions. Accordingly, the study has revealed that society's negative perception concerning women's ability and competence to hold the position of principalship was comparatively changed that women are perceived to be highly competent in most skills. However, despite their competence, they are still non- prevalent and underrepresented at administrative levels. It was further identified that the major causes that hinder women's participation in primary school principalship were: fear of harmonizing professional and family lives; society's perception regarding women's role and gender role socialization, lack of monitoring and evaluation of the policy during implementation. Thus, to improve the situation, it is recommended that some measures have to be taken. Among other things, women themselves have to change their outlook by doing the following: believing in their potentials, pursuing higher education and developing a strong women's net work and mentoring systems within the organization, understanding and fighting in horizontal violence and eliminating the notion of the "Queen Bee" syndrome. Organizations on the other hand, should provide women with professional development and broaden educational opportunities for career advancement, and have well-organized transparent selection criteria. Furthermore, government organizations and non-governmental organizations should create massive gender-synthesizing training to all school communities and society. Finally, for easy implementation of the women's policy, the government needs to address these obstacles through advocacy and training, ensure clarity and transparency of policy, instill effective monitoring and evaluation systems and communicate effectively with implementers at the grass root level .

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statements of the problem, objective of the study, significance of the problem, delimitation of the study, limitations of the study, operational definition of terms and organization of the study.

1.1. Background of the Study

Historically, assuming leadership positions has been conceived of as a sole province of masculine concept. Until very recently, women were not given opportunities to become leaders, such conceptualization of leadership as a masculine province has been concretized because of the nature of the workplaces and organizational atmospheres that reflect traditionally masculine values of competition, aggression, and achievement (Zellman, 1976). As a result men and women value traits and activities of leadership traditionally associated with masculinity (Welsh, 1979). In this regard, women's possibility of assuming leadership and managerial positions seemed to be confounded by sex role stereotypes.

Education is the basic indicator showing the status of a society. The rate of enrolment and success determine income level, status, influence rate of mobility and confidence. In addition to the personal gains, education is considered to be the deriving force behind economic, social, cultural development of a country (Emebet, 2003:20). It was emphasized both in Dakar and Beijing platforms for action as a key to women's empowerment. It expands women's opportunities, enhances their capacity and develops their full potential, contributes to more equal gender relations and ultimately enables women to benefit from development intervention (UNESCO, 2000, & UN in Gelila, 2007:7).

The education of women improves their living standard, reduces population growth and child mortality further more it enables them to use their voice more effectively in decision making at home in particular and public arena in general. The more educated a person is, it would be legible for acquiring leadership positions. As women are educated, they would be capable of

making decision influencing others, create ideas, and managing situations. While this lay, traditionally management has been dominated by men.

According to survey of female managers across the USA, approximately half of the higher level managers and one fourth of middle managers today are women but upper management is still almost exclusively male (Kinard, 1988:531-532). As it is also stated in Yalew (1997:6), development of a country will not be successfully achieved focusing only on half the population (males) and leaving aside the other half (females). Considering women as incapable, incompetent, and inferior to men and denying them of opportunities to take part in socio-economic endeavors especially in high status positions such as leadership will undoubtedly have a detrimental effect on a country striving for development.

In the case of Ethiopia right from the out set the system of modern education had never been encouraging for women. Policies of education were highly affected by the religious, cultural and other values which consider the education of girls low priority. The type of lesson given to males and females were different, limiting women's education to reading only not writing (Emebet, 2003:28).

The logic behind this is that, there was no need for women to acquire the skill of writing as the art of writing was means to be used in the management of administrative affairs of the state and ecclesiastical duties as area which was not viewed as the proper place for women to indulge. Therefore it either excluded women from public activities or relegated them to subordinate position. This practice shows the traditional system played an active role in the socialization processes of gender stratification in Ethiopia (Alemtsehay, in IER,1995). Many even believe that home management is the skill usually required by women, which is best acquired through apprenticeship and training at home. Currently progress has been made and Ethiopia has ratified a number of international conventions and also has national policies and legal instrument that have provisions to women education and also that will remove attitudes and practices that negatively affect women are supposed to participate in order to bring the development process to effect is education that constituted opportunities such as teaching and educational administration, though Ethiopia has a very good legal and policy provisions as well as various guidelines that promote the education of women compared to men, women are at disadvantageous position in

accessing and succeeding in their education which may have an effect for their low number in higher educational institutions and also to administrative positions (Emebet, 2003:40).

- Women's education attainment paves the way for acquiring administrative positions and also for their participation in decision making, which is a necessary condition for women's interests to be taken into account UN (cited in Gelila,2007:14).One of the major areas that women could contribute a lot but has not yet seen widely because of different barriers is school administration. The barriers today are not much different than the barriers that kept women from becoming educational leaders previously. But it is clearly observed that women have been consigned to teaching and men are clustered in administration. Researches have used different models and frameworks to identify the origin of these barriers. Some classified them as external and internal which are explained as those that can be overcome by individual change (Shakeshaft, 1989:23).

There is a deeply rooted belief that women are not competent to lead. That is because there is a believe in people minds between the qualities that we associate with muscularity, decisiveness, aggressiveness, and competence. There is much overlap between leadership qualities and those we associate with being feminine-an inclination toward consensus building, to be commands, expressive and nurturing (Hughes, Ginnett and Curphy,2007:11). Much of the language of leadership strongly linked with the current dominating image of masculinity tough competitive confidence, logical, rational, and decisive, with the emphasis on control rather than negotiation and collaboration.

The Ethiopian women are subject to gender discrimination in every aspect of their life like other women in any part of the world in economic, social, cultural and legal aspects. Gender discrimination affect not only women but also the over all growth of the country. They do have less access to education and employment, this significantly hampers any effort of women in pursuing their life (Turufat, in IER,1993). According to Berouk (2004:81),in many parts of the world, women are either excluded or marginalized from higher level political, social, economic and cultural arrangements. In deed, the proportion of men elected and appointed as leaders and decision makers compared to women in the same positions is highly skewed with men overwhelming dominating the political field across the board. Prior researches suggest that the situation in Ethiopia is not different, women were undoubtedly under represented with in

different organizations and institutions. In general, despite the continuing effort that is being done by the government of Ethiopia to increase the participation of women in different decision making positions, educational management is an area which did not have much attention .

1.2. Statement of the Problem

The sexual division of labor is one have the most ending and universal characteristics of work. This division has been found to hold true in the home, in paid employment, in education as well as other fields. In Ethiopia, girls and women make up larger illiterate population, this shows the inequitable distribution of education. In light of this, the FDRE has strongly emphasized the importance of education of women in its policy (MOE, 1994). The MOE (2002), quotes, the saying "Educating a mother is educating a whole family," therefore, the education of women and their involvement in all aspect of development is imperative.

The role of women in development particularly in developing countries is usually ignored, underestimated and over looked. They are often in a disadvantaged position in terms of participation, prestige, promotion, pay level etc. They are constrained by certain dominant attitudes that prevail in their societies, which regard them as inferior and being suited only to house keeping, child caring, cooking, sewing and serving their husbands.

If given any employment opportunity, women face a narrow choice of occupations compared to men. Women are usually engaged in low-skilled, low productive and low-status occupations. With respect to these, Newman (1995) stressed that despite the entrance of women in the paid force in un-precedent numbers, they tend to occupy low-status jobs that are typically considered "female". Men tend to hold occupational positions that confer more wealth and power than those typically held by women.

Women have been victims of tradition and culture for many centuries and sex biases have prevented them from fully participating in the field of leadership and decision making. It is believed that to ignore female participation in all aspects of social, political, and economic activities are to loose half of the potential of the world population. Chabaud (cited in Berouk,2004:85) state that to maintain women in a state of cultural inferiority is to keep dominant half the brain of humanity. A country will not successfully achieve its development

focusing only on half the population (males) and leaving aside the other half (females). Considering women incapable, incompetent, and inferior to men and denying them of opportunities to take part in socioeconomic endeavors, especially in high status positions such as leadership or school principalship, will undoubtedly have a detrimental effect on a country striving for development.

In 1995, a research was conducted on problems of the under representation of Ethiopian women in the educational administration by Abebayehu (cited in IER,1995),the study showed effects of stereotypes on women men's aspiration for leadership positions, which indicate that women had a low level of aspiration to these positions. Another study conducted by Yalew (1997) attempted to investigate sex role stereotype attitude of the society as a major contributing factors that could make the number of female leaders minimal. Findings indicate that the attitude of society toward female as a leaders are traditional. Society viewed females as "incapable to lead, intolerant, fearful, suspicious and ineffective leader" and irrespective of differences in age, educational level, sex and religion; the society had traditional stereotypic attitudes to women leading and their decision making abilities. The researchers felt further research was warranted in order to inform the current statues of the extent to which women are participating in school principal ship ,to investigate whether the policy of women set out by FDRE is indeed being practiced in the work place; to see if the attitude towards women principals by the society, such as WEO experts, principals, teachers and WEO heads with in the educational institutions have changed, finally to come up with different measures that have to take place in order to improve the involvement and participation of women in education leadership/school principalship.

According to the data obtained from zonal educational department and Educational Statistics Annual Abstract of SNNPR (2006/07) in Gedeo zone, there are 163 primary schools, among these only 12(7%) schools have female principals, this show that though females are half or more than half of the population of the country their participation is very limited as it is shown in the statistics. This can indicate that the government policy and the global proclamation signed by the country so as to empower women face a big challenge.

1.3. Objectives of the Study

The overall objectives of this study were to answer the extent of women's participation and identify factors that affect their participation in principalship in the primary schools of Gedeo zone, and come up with remedial solutions in order to improve their involvement and participation.

The study specifically attempted to:

1. Assess the attitudes of WEO experts, principals and teachers towards women's principal ship competence.
2. Explore the problems and constraints that prevent women from participating in school principalship.
3. Evaluate the current selection and placement criteria for school principal post.
4. Suggest the mechanisms for enhancing the participation of women in the primary school principalship in Gedeo zone.

To attain the objectives of the study, the following basic research questions were designed:

1. What are the attitudes of WEO experts, principals and teachers towards women's ability, skill and competence as a school principal in Gedeo zone?
2. What are the major factors that prevent women's participation in school principalship in Gedeo zone?
3. What are the selection criteria for the position of school principalship?
4. How will women's participation in primary school principalship be improved?

1.4. Significance of the Study

Problems that hindered women from participating in school principalship post were investigated and examined in the study, possible opportunities for the solution of the detected horizontal and/or vertical barriers. To this end the study will have the following significances:

- It could help Gedeo zone education department and Woreda educational offices to get valuable information on existing practice of school principalship and the major problems inhibiting the execution of the solutions. It also helps them to take corrective measures.
- Point out factors and help provide insights to promote women's participation in the role of principal ship.

- It may come up with practical alternative solutions for the problems identified.
- Women's participation in primary school leadership is not yet studied locally. So this study may serve as starting point for other researchers who want to undertake further and in depth study.
- It will provide the opportunity of widening knowledge about female teachers participation in primary school leadership, and the problem that hinder them from the post by supplementing existing literature on the issue.

1.5. Delimitation of the Study

This study is delimited to primary schools of the Gedeo Zone only. The first reason for limiting the study to this zone is that the researcher has much experience related to school operation in the zone, in addition, due to financial and time constraints the research will not be more manageable and concise if other zones from different areas of SNNPR are included in the study. Secondly, the primary schools were chosen as they are the schools for which large number of female teachers was available as compared to other levels such as secondary and tertiary. Finally, among several factors of educational sector the study was delimited only to school principalship.

1.6. Limitations of the Study

Admittedly, this study has a number of limitations, one of the problems during the study was the reluctance of some WEO experts, WEO heads, principals and teachers to fill out the questionnaires and to conduct interview. Very few refused to return the questionnaires while some filled the questionnaire improperly and carelessly. Another factor was difficulty in getting the necessary information in time from WEO heads (experts) because some were reassigned to other organizations while some were not volunteer enough to provide the information genuinely.

Another problem the researcher encountered was shortage of reference materials related to the study in Gedeo zone, as well as acquiring recently published books. Third factors were time and financial constraints, where by the draft questionnaire distributed was not as big as it ought to have been. This would have helped the study to get more opinions, suggestions and make the necessary corrections to rectify ambiguity.

Therefore, because of these limitations, the study by no means claims to be conclusive. It would rather serve as a spring board to study the problems of the under representations of women in school principalship in particular and educational leadership in general and provide valuable recommendations.

1.7. Operational Definition of Terms

Administration/Management/leadership/principalship: refers directing, controlling, planning, organizing and coordinating all matters pertaining to school affairs within the limits of delegated responsibilities and authorities. They are used interchangeably.

Egalitarian: holding a belief that one can perform an action or show a particular behavior regardless of sex difference.

Glass Ceiling: describe the invisible created by attitudinal and organizational prejudices that block women from senior leadership position (Shakeshaft, 1989:44).

Glass Escalator/Glass Elevator: rapid promotion of men over women, especially in female dominated fields.

Good ol'boy Network: a stereotype of a man who is part of peer group and conforms to the behavior characteristics of the group (Pigford and Tonnsen, 1993).

Horizontal Violence: it is a harmful behavior via attitudes, words and other behaviors that are directed by another colleague as well as indicates a lack of mutual respect. (Shakeshaft, 1989:51).

Institutional factor - the way the institution organized and structured, how the tasks in the institution were scheduled and how the jobs were arranged might not favor all the employees of the institute uniformly in terms of gender issues.

Occupational segregation - is a gender based work place segregation, where women's work can be clearly distinguished from men's and when concentration of men and women appear at different levels in the work place hierarchies

Primary school - schools who teach from grade (1-4) or (1-8) in Ethiopia.

Queen Bee Syndrome: is a woman in a position of power and authority who works at keeping other women out of leadership in order to protect her queenly status .

School leaders- reference to principals of primary schools.

Sex Role: a set of behaviors characteristic of or expected of members of one sex or the other .

Sex Role Stereotypes: the generalized beliefs the society holds that particular behaviors are characteristics of one sex groups opposed to the other .

Stereotypic proverbs: saying that are told by the society regarding men's and women's sex roles .

Woreda: refers to lower government administrative structure that accountable to the zone and consist of many peasant associations and urban dwellers.

Zone: refers to the government administrative unit next to region, and consists of many woredas and facilitate various activities for woredas which under it.

1.8. Organization of the Study

This study is composed of the following five chapters. Chapter one deals with the background of the study, the statement of the problem, objectives of the study, scope and limitations of the study, definition of terms and the organization of the study. Chapter two is brief account of the review of related literature. Chapter three deals with the research design and methodology. Chapter four reports interpretation, analysis of data and discussion of the findings and the last chapter contains summary of major findings, conclusion and recommendation respectively.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents some important points, which are related to factors affecting women's participation in educational leadership. Books, journals, and other sources were used to review the topic. The topic discussed ; overview of leadership, women and education leadership, barriers that prevent women's participation in educational, the strategies and actions that promote their participation in principalship are also presented in this chapter.

2.1. The Concept of Leadership

People have been interested in leadership since the beginning of recorded history as a scientific discipline for over half a century . The study of leadership has moved from an analysis of the so called "Great man" to the exploration of traits, styles, behavior, situations, and variety of other related concerns (Mbua , 2003). Leadership is a complex concept and an ageless topic. There have been numerous writings on the topics, studies conducted and yet there is no a single universally accepted definition of leadership.

The survey of leadership theories and researches point out that, there are almost as many different definitions of leadership as there are persons who have attempted to define the concept. Leadership has been defined in terms of behavior, influence over other people, interaction patterns, role relationships, individual traits, perception of others regarding legitimacy of influence and occupation of an administration position (Yukl, 1981).

2.1.1. What is Leadership?

People who do research on leadership actually disagree more about what leadership really is most of this disagreement stems from the fact that leadership is a complex phenomena involving the leader, the followers and the situation. Some leadership researchers have focused on the personality, physical traits, or behaviors of the leaders; others have studied the relationships between leaders and followers; still others have how aspects of the situation affect the ways

leaders act. Some have extended the latter viewpoint so far as to suggest there is no such thing as a leadership; they argue that organizational success and failures often get falsely attributed to the leader, but the situation may have a much greater impact on how the organization functions than does any individual, including the leader (Hughes, Ginnett, and Curphy 2007:6).

Perhaps the best way to understand the complexities of leadership is to see some of the ways leadership has been defined. Leadership researchers have defined leadership in many different ways.

- The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959).
- Directing and coordinating the work of group members (Fiedler, 1967).
- An interpersonal relation in which others comply because they want to, not because they have with (Merton, 1969).
- Transforming followers, creating visions of the goals that may be attained and articulating for the followers the ways to attain those goals (Tichy, and Davanna, 1986).
- The process of influencing an organized group toward accomplishing its goals(Rosener, 1988).
- Actions that focus resources to create desirable opportunities(Campbell, 1991)
- The leader's job is to create conditions for the team to be effective (Ginnett, 1996).
- The end of leadership involves getting results through others, and the means of leadership involve the ability to build cohesive, goal-oriented teams. Good leaders are those who build teams to get results across a variety of situations (Hogan, Curphy, and Hogan, 1994).

These definitions differ in many ways, and these differences have resulted in various researchers exploring very different aspects of leadership. Although such a large number of leadership definitions may seem confusing, it is important to understand that there is no single correct definition. The various definitions can help us appreciate the multitude of factors that affect leadership, as well as different perspectives from which to view it.

2.1.2. Leadership and Management

In trying to answer, "what is leadership?" it is natural to look at the relationship between leadership and management. To many, the word management suggests words like efficiency, planning, paper work, procedures, regulations, control, and consistency. Leadership is often more associated with the words like risk taking, dynamic, change, creativity, and vision. Some say leadership is fundamentally a value choosing, and thus a value-laden, activity, where as management is not. Leaders are thought to do the right things, where as managers are thought to do things right. Here are some other distinctions between managers and leaders(Bennis, 1989):

- Managers administer; leaders innovate.
- Managers maintain; leaders develop.
- Managers control; leaders inspire.
- Managers have a short-term view; leaders, a long-term view.
- Managers ask how and when; leaders ask what and why.
- Managers imitate; leaders originate.
- Managers accept the status quo, leaders challenge it.

This is not at all to say one is better than the other, only that they are different. Their differences, in fact, can be quite useful, since organizations typically need both functions performed well in order to be successful. They complement each other, and both are vital to organizational success.

2.1.3. Styles of Leadership

All managers develop a style of leading or motivating subordinates. A leadership style can be defined as a pattern of behavior designed to integrate organizational and personnel interests in pursuit of some objective. As suggested in role analysis, the specific exclusion of that responsibility can take many forms. As a consequence, there have been developed various frameworks or schemes that depict the types of leadership styles from which a manager may select organizational needs. One of the commonly cited frameworks consists of a simple continuum from total autocracy to almost total democracy (Flippo,1980).

2.1.4. Women and Men Leadership Styles

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be also in part to men seeing leadership as leading and women seeing leadership as facilitating. Although male and female administrators perform many of the same tasks in carrying out their work, different aspects of the job are emphasized. Women embrace relationships, Sharing, and process, but men focus on completing tasks, achieving goals, hoarding of information, and winning. Women educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual differences, knowledge of curriculum teaching methods, and the objectives of teaching (Conner ,1992).

Men in leadership positions tend to lead from the front, attempting to have all the answers for their subordinates. Women lead toward facilitative leadership, enabling others to make their contributions through delegation, encouragement, and nudging from behind. Because women's main focus is a relationship, they interact more frequently than men with teachers, students, parents, non-parent community members, professional colleagues, and super ordinates (Conner, 1992). Men, on the other hand, stress task accomplishment and they tend to lead through a series of concrete exchanges that involved rewarding employees for a job well done and punishing them for an inadequate job performance. Many women support contributive, consensual decision-making and emphasize the process, but men tend to lean toward majority rule and tend to emphasize the product and the goal. Men utilize the traditional top-down administrative style, women are more interested in transforming people's self-interest into organizational goals by encouraging feelings of self-worth, active participation, and sharing of power and information .Women spend more time in unscheduled meetings, visible on school campus, and observing teachers considerably more than male principals. Women principals are more likely to interact with their staff and spend more time in the classroom or with teachers discussing the academic and curricular areas of instruction. Women principals are were likely to influence teachers to use more desirable teaching methods.

2.1.5. Females and Leadership

Good school administration is more attuned to feminine than those masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, initiative, compromising, caring, cooperative, and accumulative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing the qualities of a good leader still face higher attrition and slower career mobility (Porat, 1991). Data on equality of opportunity in educational leadership or administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education (Whitaker and Lane, 1990). Since gender is a hindrance to women leaders, some believe compelled to lead in the manner that is considered the norm; that is, the way that men lead. Utilizing men's method of leadership is the easiest way for a woman to be hired for administrative positions or any position of leadership, especially since this approach to leadership has repeatedly been established as acceptable to the public and successful in attracting promotion and recognition. Those women who had a desire to become administrators have found their institutions and districts do not select or recruit them for training programs in the administration field, making it harder to break into the system (Allen and others, 1995; Lindsay, 1990).

2.1.6. Gender Differences in Managing upward

As Hughett, Ginnett and Curphy (2007:13) reported that both male and female managers in fortune 100 companies were interviewed and completed surveys about how they influence upward-how they influence their own bosses. The results generally supported the idea that female manager's influence attempts showed greater concern for others, while male managers' influence attempts showed greater concern for self. Female managers were more likely to act with the organization's broad interests in mind, consider how others felt about the influence attempt, involve others in planning, and focus on both the tasks and interpersonal aspects of the situation. Male managers, on the other hand, were more likely to act out of self-interest, show less consideration for how others might feel about the influence attempt; work alone in developing their strategies, and focus primarily on task alone.

One of the most surprising findings of the study was that, contrary to prediction, female managers were less likely than male managers to compromise or negotiate during their influence attempts. At first this may seem inconsistent with the idea that the female managers' influence style involved greater concern for their relatedness to others. However, it does seem consistent with the higher value placed by the women managers on involvement. Perhaps female managers demonstrate more commitment to their issue, and greater self-confidence that they are doing the "right thing", precisely because they have interacted with others in the organization more already and know they have others support.

While male and female managers emphasized different influence techniques, it is important to note neither group overall was more effective than the other. Nonetheless, there may be significant implications of the various techniques for a manager's career advancement. At increasingly higher management levels in an organization, effectiveness may be defined primarily by its fit with the organization's own norms and values.

Managers whose style matches most closely that of their superior's may have an advantage in evaluations and promotion decisions. This may be a significant factor for women, given the highly skewed representation of males in the most senior executive ranks.

2.1.7. Educational Leadership as a Distributed Concept

Leadership was thought as in terms of the head teachers or principal. This is not so now a day, with the prevailing view that leadership is a permeable process that is widely distributed throughout in educational institutions. It is also distributive concept in that it helps others (followers) to empower and/or to exercise leadership (Brundent, Burton and Smith, 2003). They further noted that the rationale behind it is that, in order for any high performing organizations or institutions to attain their objectives and goals, all sections and departments within the organizations should be 'full on' and eradicate any under performance or slack with in the job it self.

2.1.8. Leadership in Education

Leadership has a particular importance in educational administration because of far reaching efforts on the accomplishment of school programs, objectives and the attainments of educational goals (Mbua, 2003). Morphet, Johns, and Reller (cited in Takele, 2007) emphasizes that the examining of the leadership phenomena of educational organization and administration is with concepts and theories of leadership that the applicable to those who hold decision making positions such as principal's, school inspectors, department heads in the various hierarchies of the educational organizations. Weber and Weber (1955) defined educational leadership as:

The process in a school which yields control of pupils, teachers, parents, administrators and other upon principles which should govern administering, operation and management of schools, which yield agreement among these same group concerning policies, which should be adopted by the school member and brings about plan of action for dealing with school problems.

Educational leadership helps to aspire change, to indicate and involve in activities, which lead to change and innovation. In addition to this, Thurston and Lotto (in Porat, 1991) pointed out that, "educational leadership is pivotal for the accomplishment of some highly important issues in the school setting." The prime motive of the educational leader is achieving a high level of student progress in knowledge and skill, which is the ultimate goal of a school and that of a community in general.

2.2. Problems Women Encountered in Leadership Position

Women in educational leadership position confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline older students, particularly male students; females are too emotional; too weak physically; and males resent working with females (Whitaker and Lane, 1990). After the myths are dispelled, the "glass ceiling barrier" that limits women from achieving high-ranking position must be overcome. Society's attitude toward appropriate male and female roles is another obstacle that identified women as not task-oriented enough, too independent on feedback and evaluations of others, and lacking independence. Women receive little or no encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women, despite the positive

perceptions of principals toward female capabilities. This lack of encouragement exists even though women who earn doctorates are more likely than men to desire an academic career, but are not being hired at equal rates. The cumulative disadvantages results in women leaving the profession in greater numbers than men.

The lack of formal and informal social networks, or not being a member of the "clubs" as men, results in the lack of recognition that often leads to advancement. Administration involves hard work, long hours, and lots of in-house politics which is stress provoking, when child care and home responsibilities are added, a women can work 70 or more hours per week that may conflict with family responsibilities. Since some administrative positions are located in another city or state, one barrier is the reluctance of women to relocate. The lack of support from the school board, the attitude of a few women administrators that, "We don't hire the competition". The isolation associated with minority status, sex-typed expectations, and gender bias, the enormous amount of stress that is part of the job, and the lonely at the top feelings are barriers women face. There also exists a lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Whitaker and Lane, 1990). The current under-representation of women in top leadership positions is reflected in several researches studied conducted on women in educational administration, which reveal many critical problems facing women when they try to enter or advance in administrative careers Shakeshaft, (1989). The problems which women face in educational leadership are many and they range from the area of getting into jobs to getting on in jobs. The sources of these problems are many and varied.

2.2.1. Attitude of the Society towards Women Leadership

Assuming that all other external obstacles have been removed and that all the difficulties in the past by the pioneers of the women liberation movement have been solved, there will still be women can not dare or do not want take advantages of the opportunities open to them due to social conditioning. Women are excluded from decision-making and leadership since their childhood in different ways (Corner, 1997). The newborn baby girl in the cot is the center of attention of her parents and family. Through the year as time progresses, through playing games with her friends, through the example of her parents and later since learning at school, the childhood have learned all the appropriate behavior expected of her, other girls as well as women

in the society in general and will begin to regard this behavior as perfectly natural (Lindsay, 1990).

2.2.2. Women's Self Image and Leadership

One of the barriers women face in attaining leadership position is influenced by the women themselves, their perception of socialization process, women acknowledge the world as masculine and perceive themselves as compliant, passive, submissive, less skillful than their male counterparts.

As Ouston cited in Sahra (2007) women prefer to evade competitions and appreciate collaboration in lieu of their perception that they are not suited to the educational leadership positions. Furthermore Horer (1989) pointed out that females fear that success in competitive achievement situation will lead to negative consequences such as loss of femininity and unpopularity. This 'failure or success dilemma' is the self-image women have regarding this lack of acceptance by male or/and female peers, superiors and subordinates. Every woman lives with a list of 'should', 'ought' and 'must' in her head, these internal voices represent what one thinks one must or should do.

Women themselves exhibit forms of behavior that prevents them from attaining leadership positions or getting appointed to management positions in the educational system. This statement was confirmed strongly by Ndongko (1999), who stressed several factors attributing to their disadvantage:

Women tend to turn down opportunities if they feel they are not absolutely certain of the outcome; they tend to exhibit poor risk taking skills; their careers are focused on small function specializations that are close ended; fear of success and failure on their performance of their job; lack of prior planning strategically to accommodate the problems of combining work and family commitments and obligations; involving in activities that do not promote or increase their visibility; lack of awareness and knowledge of the organizational culture.

The multiple roles women play may/might cause role conflict, which poses difficulties especially for female leaders. This conflict occurs when a woman who occupies a position of leadership is enacting both a sex role woman and an organizational role leader. Biddle and

Thomas cited in Sahra (2007:29) one type of role conflict is the attitudes hold by the leader herself. This is a women in a position of leadership has one set of expectations for herself as a women and as a leader.

Corner (1997) emphasizes that, in the work place, women are often judged by two quite different and conflicting standards, as women and as workers, placing them in a classic no-win situation. In most cultures, women as women are expected to be submissive, passive and demure. Thus, a women who displays the characteristics of a good manager as being decisive, articulate, assertive and clear about goals and objectives may find that superiors are not appreciate because they are consciously and unconsciously judging her as a women and not as an effective omen leaders.

Psychological stress is also created by the need to conform to socially induced images of feminist to be the perfect wife, mother and homemaker, this produces many burdens of guilt that inhibit career ambitions and performance (Cooper and Davidson, 1984). Women commonly feel a constant pressure to perform and prove themselves at the workplace and simultaneously a persistent feeling of guilt in coping up with the expectations of the family at home.

However women are successful in maintaining the balance between home and work. Not only have managed to assume leadership positions that are still considered a man's domain (Parikh,2009). Similarly, statistics show that it is easier for men to have both family and a career. Indeed, many women forgo marriage and children to devote themselves to a career. Studies indicate also that although it is possible for women to assume managerial roles, it is difficult for them to 'shed' family role (Heller cited in Takele ,2007).

In summary, for women with family responsibilities, upward mobility may be further hampered as they struggle to satisfy the women are confronted, like the exhausting demands of particularly supporting a home, a partner, the caring of children and resisting the worry for not giving the best of them all, will women begin to develop their full potential in the work place.

Collins (1983) point out that women can be destructive to each other in the same organization even in the same division and end up sabotaging their own chance of success. Not every one likes women at the top and there can be strong feelings of jealousy and resentment. Women are

concerned with their own survival; often their excuse of not helping or mentoring women due to insecurity is that they do not want their servers to think that they give preference to females. Hoy & Miskel (1996) also found that female administrators, new to their jobs, expected varying types of resistance to their leadership from male, but appeared blind sided by the antagonistic behavior of the other women towards them.

Many females in educational leadership positions experience a spectrum type of negative treatment from female teachers to female superintendents that can be defined as horizontal violence. The concept of the term ' horizontal violence ' was created by Freire(1972), who explored the effects of oppression/violence on minorities and/or women. The casual factor for this behavior is the power lessons and importance of the oppressed that would be severely punished if they attacked the powerful individuals who actually control their lives.

Therefore the horizontal violence used here will be applied to instances of female school leaders who lash out at other females rather than vent their internal anger towards the men who in effect have been their oppressors. Supporting the relationship of the queen bee to the concept of horizontal Violence, Ginn (1989) concluded that the queen bee phenomenon was about power and noted that there was not enough of this precious commodity to go around. She indicates that the concept of shared power seemed difficult to grasp for those not usually included in the power loop, resulting in this counter productive attitudes among many under represented female administrators. Her conclusion is parallel to those posed by Freire (1972) concerning the lack of power as an underlying cause for horizontal violence.

Similarly, Shakashaft (cited in Takele,2007) when she travels around the country and speaks with female administrative groups, a common theme that has emerged from her audiences are the belief that 'women are their own worst enemies' she further noted that there is considerable and strong evidence shows other women who keep women from advancing.

2.2.3. Lack of Role Models and Mentors

If women want to succeed, they need to be mentored into these positions traditionally held by men and with a suitable mentor; they would have a much greater chance of understanding the game called 'working'. Collins (1983) strengthens this idea by stating that mentors are very

important to women since they give lots of encouragement; share their aspirations; have absolute faith in women's ability; boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, import valuable information; introduce themselves to the organizational structure and give feed back on one's progress. Lacking a mentor meant that women leaders experienced limited career advancement. To help a women's career, it's frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers. As Finn (1980) says:

Progress in a career requires access to inner circle of association that is different to attain. Elite positions in organizations have traditionally been reserved for men. If women want to function effectively and efficiently as organizational members, they need access to inner circle support. Women who are serious about a career are beginning to discover that it is possible to enhance credibility through mentoring.

2.2.4. Lack of Professional Networks

As like mentor lack of professional networks was perceived as more of a barrier to their career advancement. Due to that perception, more female administrators also felt that they were excluded from the informal socialization process in to the profession known as the 'good old boy' network (Allen et al., 1995). Net working is a means of making long term contract which serves as an insurance for one's profession.

Cooper and Davidson (1982) stressed the importance of support system as the encouragement of women to form their own networks at different levels of the hierarchy out side the organization is likely to be useful way of building confidence and experts. Discussion with other women can help decrease feelings of powerlessness, obtain insights into organizational politics and enable team to identify common problems faced by woman leaders, which are not necessarily their own 'faults'; or 'weakness', but an aspect of the situation to be dealt with. Women's networks can powerfully impact the culture and policy of organizations and professions. They provide women avenues to develop talents build relationships and support job equity. Women leaders need support, encouragement, and a sense of connection with others who understand the world in which they live.

2.3. Institutional Barriers to Women's Principalship

While it appears easy for women to gain employment at the lower levels of the organization it is proving very difficult for them to reach management positions. Competent, committed, talented and qualified women look up through the glass ceiling and can see what they are capable of achieving, but invisible barriers prevent them from breaking through. This is institutional resistance to women that it presents in all areas of the work world, which is a reflection of social and economic gender inequality.

2.3.1. Stereotypes of Women in the Workforce

The workforce is experiencing a slow evolution, not a revolution towards gender blindness that will take a long time to overcome because previously males designed the workplace to fit their own needs, which has worked for a long time. Over and over again women's talent, commitment and ambitions have run into barriers that are apparently invisible to many male. Whitaker, and Lane (1990) argued persuasively that organizations rely on male standards and experience from earlier decades, these masculine norms inhibit experiences and contributions of women.

Like men, women managers' work in an environment that emphasizes achievement and goal accomplishment, however, organizations send different messages to men and women, giving men much more latitude. Men can use variety of command and control, persuasive and risk taking techniques whereas gender stereotypes hold women to more limited range. Many behaviors admired in men evoked criticism too aggressive, too strong and too much in women. But if women act too feminine, they are seen as too "soft" for the job. In breaking the glass ceiling, Morrison et al. (1992) describe this phenomenon's a narrow band of acceptable behavior that hamper women ability to lead effectively.

2.3.2. Occupational Segregation and Discrimination

Occupational segregation by gender constitutes a major social problem for working women. It sets the stage for in-built gender bias in prospecting recruiting and hiring patterns even if discrimination is formally prohibited. While men and women may have similar qualifications and the possibilities to apply for all jobs, the selection process often favors men or women for

certain jobs. Interestingly, Goldin (1990) stressed that even participation in the work place by women has steadily increased along with a history of political and legislative action designed to eliminate (or at least ease) inequalities and discrimination, paradoxically gender differences in occupations remain constant. Today, half of the labor force is made up of women, yet only one tenth of all women workers are in management. Many of them are in middle-level positions from which there is little chance of promotion.

Similarly, Wirth (2001) agrees that although the percentage of women participating in the labor force has increased dramatically. Women have remained concentrated in a narrow range of occupations. Even in occupations dominated by women, men usually occupy the 'more skilled', responsible, and better paid positions. Likewise, it is easily apparent that the education job market seen as a whole shows that the rate of participation of women diminishes the higher up the occupational hierarchy.

One outcome of occupational segregation is significant pay difference between men and women worker. Even though the principle of equal remuneration for work of equal value has been incorporated into the labor legislation in many countries, salary differences continue to be one of the most persistent forms of gender inequalities Wirth (2001).

In this regard, Smith (1979) confirmed that women are rarely paid in positions of authority. The assignment of male supervisors to be predominantly female workforce limits women's upward mobility, even in female dominated occupations. For example in primary schools, large number of female teachers found there, but among those female teachers very few are present in the principal position.

2.3.3. Lack of Equal Opportunity of Education

Equal access for young women to education, vocational training and on the job training is an essential pre-requisite for women to obtain more highly skilled and better paying jobs. Until a sufficient number of women have the qualifications and skills required for moving into "men's" jobs, they can not constitute the critical mass organizations needed to insure that all women, not just the exceptional few, have the chance to advance (Wirth, 2001).

Mungai (2002) suggested female teachers find themselves taking longer to become a heads of departments than their men's counterparts due to gender oppressions in the promotion system, as

well as experience disrespect from boy students in communities low social status compared to men's . The reason for lack of promotion argued by Well and Catalyst (2001) was the fact that managers don't like reporting to women where male has a difficult time being supervised by women. Like wise in most organizations, managers deciding who gets an assignment naturally choose some one they know and trust. If they hang out at lunch or after work with the guys, who work for them, it is these faces they will think of when opportunities arise. The informal methods many organizations use for giving out assignments or promotion leave a lot of room for ingrained bias.

Even when women succeed in gaining education and enter the decision making main stream, they are often marginalized by an institutional setting that reflect men's needs and situations and ignores women's different needs and experiences. Accordingly, some organizations are restricting into smaller units tending to become more narrow, autocratic and formulized as they concentrate in the cost cutting necessary for survival. This meant shorten management hierarchies, which reduces opportunities for promotion for women who have narrow specialist expertise (Coopers and Davidson, 1984).

2.3.4. Appointment without Consideration

The appointment of women to such management positions is often not guided by any objective criteria. This implies that in such appointments, due consideration is often given to personal relationships and recommendations made by well-placed personalities. Due to these selection procedures, it is however, important to point out that appointments in some countries in general are usually politicized. It was obvious that these women appointed were neither competent, experienced nor did their background meet requirements for the positions. Thus many of the qualified, competent, professionally better trained and equipped with necessary skills and with more experiences, women may never have the opportunity of being appointed to decision making positions. They are consequently, discouraged and can't contribute effectively to the development of the country.

Another point to consider is that, women who were appointed without any consideration of their qualifications and professional expertise, may realize that among their staff, women who are better qualified may develop resistance may lead to a feeling of insecurity. The insecurity will

certainly lead them to make many mistakes and perhaps develop dictatorial tendencies which will most likely prevent them from functioning effectively (Ndongko, 1999).

2.4. Strategies that Promote Women's Participation in Principalship

The current under representation of women in top leadership position is reflected in several research studies conducted in educational administration, which reveal many critical problems facing women when they try to enter in administrative careers. In spite of these difficulties regarding entry into leadership in education, the continuing discrimination in hiring, promotion, and other external or/and internal barriers, these women persistently pursue roles in leadership (Shakeshaft, 1989). In order to increase women's participation, organizations have to take good usage of appropriate selection and promotion criteria. O'Toole (1995), further stressed that, these decisions are influenced by the visibility of various candidates, where the visibility leads to greater opportunity which in turn leads to her rewards.

Will and Catalyst (2001), also suggested that visibility is very important for advancement and leads to advancement. Women need to show case their talent and accomplishment that people with power to make decisions, know about them and think of them for opportunities however, women can be valuable and be subjected to jealousy causing a serious loss of support from colleagues. Therefore, women need to set strategies for advancement that require technique and savvy.

2.4.1. Survival in the Working World of Men

In a male dominated society, men head most institutions and the workforces are designed by them in order to fit their needs. Women leaders, to survive in the face of the realities of the working world of men, have to learn the organizations culture that is, how it is set up and how it functions. This does not mean that women must assume the behaviors defined that culture, but they must be aware of the organizational environment in order to work in or around it and maximize their effectiveness (Smith, 1979).

Effective communication is a must for all leaders at all organizational levels. Communication is at the core of each interpersonal experience at the same time, it is often the major stumbling

block to meaningful interactions. Working effectively with others needs fundamental skills women leaders should possess. The fact that the individual is a focal point of human relations each individual is unique in his/her beliefs, values and attitudes women leaders should therefore learn as much as possible about their followers positive feelings about the work and members of the work group to accomplish the organizational task (Hart, 1980).

Similarly Lindsay (1999) suggested, to be effective and to survive, women need to develop and apply their relationship skills appropriate to their positions in the organizations. They need to cope with the problems that arise as they reach higher levels in the organizations, where they will be increasingly prevalent in the numerical minority, this requires hard work, careful planning as well as time to themselves.

✓ **2.4.2. Develop Support Systems**

Some women leaders, they work in a men dominated field are reluctant to join networks of women and consequently have few means to develop a strong identity of leadership. Women need to build multiple support net works, that will help women's progress towards their goals. Net works can manage their personal and family responsibilities and provides emotional support to enable them to balance their daily lives (Hadary, 2003). In summary, for advancement, women need to connect with and help each other on a one to one basis. By networking it creates power that leads to achieve full personality and professional life. A power in this sense is the sprit of giving and sharing.

✓ **2.4.3. Awareness and Attitudinal Change**

Attitudes are formed at any early age and are reinforced by prevailing traditions and societal process. Influencing attitudes are the most important activity that can be undertaken. Many research finding tell number of policy statements, directions to management and monitoring of statistics will afford any benefit for women if the attitudes of both men and women are changed.

Lougheed (2000), pointed out in her study, women and men need to be ware of the attitudes held towards women leaders and the extent to which gender bias, that set attitudes which creates a set of expectations of another's ability by sex and occupations influence attitudes problems of gender bias exist in the classroom in the curriculum and throughout various levels of the education

system. In addition Coopers and Davidson (1982), stated that changing of attitudes applies to senior management and the organization climate as a whole-openness and receptivity to change is what organizational development and career development is really about. In order, to accomplish this, it needs the power, resources and commitment of those at the top to make it happen. They conclude by saying " if there is a will, the ways are not difficult to find ."

2.4.4. Strategy for Female Schooling and Professional Development of Women

Recent research shows that education yields far-reaching benefits for girls and women themselves, their families and the society in which they live. Once the benefits are recognized, investment in the education of girls might be the highest return investment available in the developing world (King and Hall, 1993). In order to attain that, some strategies were proposed which include, increasing access of education to girls, raise educational levels of mothers, increase female teachers for raising achievement and/or attainment, improve the quality of education, provide culturally appropriate facilities, reduce direct cost by offering scholar ships, provision for counseling and guidance to allow students to make the best career and increase the awareness of teachers by eliminating the negative attitudes of teachers towards the ability of girls.

There is a general consensus that since women are under represented at administrative level. Professional development can be one of the strategies used to help promote women in leadership roles by giving them added skills for understanding the complexities and difficulties they may face as leaders. Similarly Cooper and Davidson (1984) argued that the use of training and giving courses whether internal or external is still seen as a major techniques for change both the individual and organization. Women's access to such training is critical for their own advancement and for the organization to maximize women's contributions. For women moving up the ladder in managerial jobs, access to formal management training programs offered by employer is critical.

2.4.5. Policy Interventions

Policy makers and development specialists are faced with the challenge as to identify, which barriers are the prime ones in specific setting and which policy measures are appropriate. Usually policy and programs choice are not always rational or based on cost-benefit calculations by government. Choices are often made in the ground of social and community pressures. In order for policy interventions to be successful, there has to be a clear and transparent policy along with a strong central leadership needed. King and Hall (1993) suggested broader guide for the policy to be a sustainable program must be administratively feasible, cost effective and be consistent with other development objectives in the educational sectors. . Sound research and information to underpin policy prescriptions are solely needed and raising women's education should be the concern of national educational policy, not just of special projects and must be influenced or supported by other policies as well.

In summary, to strive and to advance women's education often means proceeding with best guesses, guided by what has worked well under similar circumstances or what theoretically important and essential; however, as king and Hall (1993) concluded no simple or uniform prescriptions are possible.

2.4.6. Women and School Leadership in Ethiopia

Ethiopian women have demonstrated considerable leadership in community and informal organizations, as well as in public offices; however, socialization and negative stereotyping women have reinforced the tendency for leadership and decision making to remain the domain of men. Seyoum (1986) noted that, in Ethiopia there are many sayings / stereotypical proverbs that reflect the inability of women to play leadership roles below some of them are mentioned

- «ሴት ብታውቅ በወንድ ያልቅ» translated as

How ever knowledgeable a woman may be the final decision rests on a man

- «ሴት ልጅ ለማጀት ወንድ ልጅ ለችሎት» translated as

Woman place is in the kitchen while that of a man is the court of law.

These and other culture-based stereotypes might have compelled women to evade high status career, particularly that of leadership and their number is very small compared to their male counter part (Yalew ,1997).

2.4.7. Endorsement of the New Constitution

Many governments have realized that without the active participation of women and the incorporation of them at all levels of decision-making, the goals of equality, development and peace cannot be achieved. It is with this light, to address the issue of achieving the goals of equal participation of women and men, the FDRE (1995) in Article 25 of the new constitution guarantees all persons equality before the law and prohibits any discrimination on the grounds of gender. Promulgation of the new constitution in 1995, the FDRE declared its unequivocal commitment to the equitable socio-economic development of women. Women's social policy aims to institutionalize the political, economic and social rights of women by creating appropriate structure in government offices and institutions so that public policies and interventions are gender sensitive and can ensure equitable development for all Ethiopians. Article 35 on the other hand address the issues of the "Right of Women", the sub article 3 read as:

The historical legacy of inequality and discrimination suffered by women in Ethiopia is taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as public and private institutions.

The above constitutional rights of women are a reflection of international and national efforts to narrow the gap of gender discrimination in different sectors of development. These impressive central levels of pronouncements however generated high expectations, but implementation of the women's policy are proving to be more challenging and a formidable task. The power, duties and responsibilities to entities were not adequately prepared for the tasks which meant that the policy of women were implemented slowly and the variation of the regional contexts increased the complexity of designing and implementing gender sensitive development interventions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with methodology, source of data, sample and sampling techniques, data gathering instruments, pilot testing, procedure of questionnaire administration as well as methods of data analysis. To carry out the study the following methodology and procedures were used.

3.1. Method

A descriptive survey study with mixed method procedure in other words, both qualitative and quantitative approaches were employed in this study. This method was chosen for its appropriateness to the nature of the topic, which needed wider description, investigation of facts and opinions related to the current status of the problem as well as to collect and analyze data so as to find possible solutions to forward recommendations. The appropriateness of this method to such kind of study has been stated by Seyoum and Ayalew (1989), Yale (2006) and John (2007).

3.2. Sources of Data

This study used both primary and secondary data sources to gather information on the participation of women in primary school principalship in Gedeo zone. The major sources of primary data were WEO heads, WEO experts, school principals, and teachers. The secondary data was gathered from publications, journals, books, documents, and reports written on women's participation in primary school principalship, related literature and previous research findings were also reviewed to meet the objective of the study.

3.3. Sample Population and Sampling Techniques

The determination of the population and sampling schools bases the 2006/2007 educational Statistics Annual Abstract of SNNPR Educational Bureau. Table 1 shows data of all government

primary schools. There are six woredas and two town administrations and 163 primary schools in Gedeo zone.

Table 1. Number of Primary Schools in each Woreda in 2006/07

Woredas	Total No of primary schools	Name of primary schools selected	School Level	
			First cycle (1-4)	Second cycle (1-8)
Bule	29	Sukko	X	-
Dilla	12	Dama	-	X
		Dawit	-	X
Dilla Zuria	19	Chittu	X	-
		Golla	-	X
		Hidde	X	-
Gedeb	19	Gedeb	-	X
Kochorre	24	Sigiga	X	-
Wonago	21	Jamjamo	-	X
Yirga Cheefe	5	-	-	-
Yirga cheefe Zuria	33	Adame	-	X
		Archa	X	-
		Chelba	X	-
Total	163	-	-	-

Source- Educational statistics annual abstract of SNNPR 2006/07

Table 2 - below shows the target population of the study were 8 WEO heads(all are male), 56 WEO experts(6 female & 50 male), 2071 teachers(570 female & 1501 male) teachers, 163 schools and their principals. Total population size were 2298 in number of which 588(25.6%) were female and the remaining 1710(74.4%) were male.

Table 2. Population and Sample Size on the Basis of Respondents

Types of respondents	Population			Sample			%	Sampling technique used
	M	F	Total	M	F	Total	--	-
WEO Heads	8	-	8	7	-	7	87	Purposive
WEO experts	50	6	56	29	6	35	70	Random
Principals	151	12	163	-	12	12	7.9	Snowball and purposive
Teachers	167	130	297	52	77	129	43	Random
Total	376	148	524	88	94	182	—	—

The size of the respondent for each group was to have reliable data for analysis. Many research literatures describe that sample size of 30% generally ensures representative ness of the data. There are 8 woredas in the zone, out of these female principals were found in seven woredas. Twelve schools run by female principals and their respective principals were selected using purposive sampling due to the reason for obtaining first hand information about the problem they face or encounter in their day to day activities when they were at principalship post, also among 8 WEO heads seven were chosen purposefully. The sampling technique used to select 129 teachers and 35 WEO experts was simple random sampling. This was because of the fact that the they were live in some what similar geographical location, cultural and socio-economical condition. In addition both groups of respondents were sufficiently available.

3.4. Data Gathering Instruments

There are different data gathering instruments that were employed for this study. It was felt essential to adopt both a quantitative and qualitative data collection approach which is survey instruments that help reveal the nature and strength of women school principals as well as pinpoint problems that hamper women's participation in principalship. The quantitative data

were obtained from questionnaires whilst the qualitative data took in the form of in-depth interviews, and document analysis used to acquire relevant data. According to John (2007) employing multiple methods of data collection helps the researcher to combine the strength and amend some of the inadequacies when only one method used independently.

Questionnaire

The first instrument employed was the questionnaire, which is convenient to receive reliable and adequate information from a large number of respondents within a short period of time. Questionnaire was prepared originally in English, which was latter translated into Amharic to prevent misunderstanding and misinterpretations on the parts of the respondents. The questionnaire contained nine parts.

Part one was designed to collect data on the background characteristics of the target groups that pertain to the demographic features. The second part was prepared in the form of a Likert scale and the level of agreement was indicated on five-point scale ranging from very good to very poor. This helped to get information concerning the attitudes towards women school principals ability, skill and principalship competence. Further more this section examined the competence of women's in the school principalship post. Various points on women's leadership style were listed and a five-point scale ranging from very high to very low was prepared and used so that it could help measure the level of conformity of the respondents. Part three and four were designed to collect information about women's competences on conflict resolution and decision making respectively. Part five was designed to obtain data about the selection criteria and placement of school principals. Lists of different selection criteria were presented and respondents were asked to respond from the five alternatives given that is, from fully considered to not considered.

Part six, seven, and eight were listed of some factors socio-cultural, institutional and policy issues that are believed to hinder women's participation in school principalship. These parts were also prepared and designed in the form of a Likert-scale and the level of arrangement was indicated on a five-point scale ranging from very high to very low. This helped to get information on the level of all the male and female WEO experts, principals and teachers agreement and disagreement on major factors that prevent women's participation in school

principalship. Last part of the questionnaire was containing suggested items, its purpose was to get supplementary information regarding female and school leadership.

Interviews

In addition to the questionnaire, the study employed both structured and unstructured interview questions as instrument for data collection to complement and obtain relevant data that were not handled by the questionnaire. It is also essential to counter-check the information already obtained by using different techniques structured questions were designed and administered for WEO heads. The interview was aimed at eliciting information on the critical factors that affect women's participation in school principalship. Moreover, unstructured interview were made with WEO heads. These groups addressed unique problems that they encountered as educational leader. In order to handle the discussions, a tape recorder (Walk man) was utilized for voluntary respondents and field notes were used for others.

3.5. Pilot Testing

In order to undertake some necessary corrections and modifications on the questionnaires, pilot testing was conducted prior to the final data collection. Out of the zone , one woreda (Dilla town) was selected and non sampled schools (Harroresa, Koffe and Sisota) were taken, then draft questionnaires were dispatched to the school principals and 20 teachers. After the questionnaires had been filled and returned, the reliability and validity of the items were measured by using Cronbach /Coefficient alpha method. The obtained test result were 0.87and 0.93 for two group of respondent respectively. The observed correlation coefficient was, a good indicator of the internal consistency of the items, and each of the items in the questionnaires was thoroughly examined. Ambiguous and unclear statements were corrected (for instance in the suggested items a question stated as "Whom do you prefer for school principal? " changed to " If you are given a chance to choose principal for your respective school, whom do you prefer? "), and few additional items were included and very few items were excluded so as to obtain reliable and valid information about the issues raised in the study.

3.6. Procedure of Questionnaire Administration

The questionnaires were administered to the subjects in a school compound. The first step in the administration process was to get willingness of the subjects to fill the questionnaires. Once the subjects were willing to fill the questionnaire and were able to return the papers within a short range of time (usually 1:30-2:00 hrs or so), the research assistant stayed there to collect the papers. When the subjects requested more time to fill the questionnaires, they were given two or three days.

Through repeated experiences, the most convenient days were from Monday to Friday for most of teachers, principals, WEO heads and WEO experts would be at school or office on these days. Generally, very few of the subjects were unwilling to participate in the study for the fact that they were so suspicious that the study dealt with politics and thought nothing to get from the study. Finally 176 questionnaires were distributed to each of the entire sample population, of which 170(96.6%) were correctly filled, 3(1.7%) were excluded because of filled wrongly, the remaining 3(1.7%) were not returned back at all.

3.7. Methods of Data Analysis

Quantitative Data

After collection of questionnaires, the raw data was tallied, structured, and tabulated under their respective categories so as to make it manageable, readable and understandable. The items were classified into different tables according to similarities of issues raised in the questionnaires. After being classified, each of the issue was analyzed and interpreted. Depending on the basic questions and the data gathered analyzed by using different statistical tools with the aid of computer assisted(SPSS-15) program.

The appropriate statistical procedures were identified in line with the purpose of the study. Accordingly, the following statistical tools have been put into use to analyze and interpret the data collected. Percentage and frequency- counts were employed to analyze characteristics of population. This statistical tools help to determine the relative characteristics such as: sex, age, educational level (qualification), work experience, and marital statues. Measures of central tendency like mean and weighted mean were computed to find out average values against each

item score by including all the number of observations in the categorized items, the mean scores were further used for t-test analysis to identify whether or not there were significant mean differences between the two categories of the respondents non certain factors. Finally, a one-way ANOVA test was employed for the data analysis used to quantify, explore, and describe the difference and similarities between three groups of respondents.

Qualitative Data

The data drawn from the open-ended questionnaire, interviews and document analysis were first transcribed into separate topics. Then each expression and view obtained was categorized and combined to describe the items both as expressed by the respondents and as understood by the researcher. The data was analyzed in the form of narration. Based on qualitative and quantitative data analysis, interpretations were made to reach on certain findings. Finally a conclusion and possible solutions were recommended.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data that are categorized in to two major parts. Part one presents the characteristics of respondents. The second part deals with the analysis and interpretation of factors that affect women's participation in primary school principalship in Gedeo Zone.

4.1. Demographic Characteristics of the Study Population

The data were collected from WEO heads, WEO experts, principals and teachers. The total of questionnaire distributed for the study constituted 176 of which 35 was distributed to the WEO experts, 129 to the primary school teachers, and 12 were given to the primary school principals. A total of 170(96.5%) of questionnaires were returned of which 12 (100%) were returned from principals, 123 (95.3%) from teachers, and 35 (100%) from WEO experts. Data obtained from interview was also incorporated in the analysis, it was administered to 7 WEO heads.

As presented in Table 3, regarding sex, a large portion of WEO experts were male 29 (97.1%), this statistical data indicates the low number of females work in the educational institution in Gedeo zone. Gender imbalance or inequality clearly shown here were women's participation in educational leadership is less compared to their male counter parts. In the same table out of the total 126 teachers respondents, 74 (60.1%) were females and 49 (39.9%) were males, whilst in case of principals all of them were females due to the reason for mentioned earlier.

As indicated in Table 3, the age distribution of the respondents reveals that WEO expertise 23 (65.7%) including both male and female lie between the ages 36 and 45 years, only (11.4%) of WEO experts were found below 36 years, whilst the remaining 8 (19%) live between the ages 45 and 55 years. Out of the total 123 teacher respondents, 90 (73.1%) were lie less than 36 years age, 24 (20%) were between 36-55 years and 9 (6.9%) were over 55 years of age. Among seven WEO heads only 1(14.2%) less old than 36 years the rest 6(85.8 %) older than 36 years.

With regards to the service years, the majority of the WEO experts and 25 (86.2%) men and 3 (50%) women have served for over 10 years and the remaining 4 (13.6%) and 3 (50%) respectively have served below or exactly 10 years. When we compare the service years of the teachers, it shows that 55 (74.2%) of female teachers and 28 (57.1%) of male teachers have service years less than 11 years and 19 (25.8%) and 21 (41.9%) of female and male teachers respectively have served for more than 11 years.

From these findings, it is possible to suggest that most respondents are well experienced. Therefore, taking into consideration their maturity age and their long time work experience in the education sector, it can be assumed that they have a better understanding about various issues and problems related to the topic under study and any response obtained from this group of respondents will assist in getting a more reliable information that would help the study to come up with reliable and concrete conclusion. Respondents regards to their marital statuses, 22 (62.8%) WEO experts, 11 (91.6%) of principals and 74 (60.1%) of teachers and all WEO heads were married, from this any one can infer majority of educational personnel were married and have an experience of dual role responsibilities .

Table 3. Demographic Characteristics of the Study

No.	Indicators	WEO experts				Principals		Teachers			
		Female		Male		Female		Female		Male	
		N	%	N	%	N	%	N	%	N	%
1	Sex	6	17.2	29	82.8	12	100	74	60.2	49	89.8
2	Age (in years)										
	Below 26	1	16.6	3	10.2	4	33.3	41	55.4	20	40.8
	26-35	3	49.8	5	17.6	5	41.6	12	16.2	17	34.6
	36-45	2	33.2	18	61.8	3	25	8	10.8	6	12.2
	46-55	-	-	3	10.3	-	-	4	5.4	6	12.2
	Above 55	-	-	-	-	-	-	-	-	-	-
3	Qualification										
	12 complete	-	-	-	-	-	-	5	6.7	2	4.1
	12+TTI	-	-	-	-	2	16.7	38	51.3	8	16.3
	Diploma	5	83.3	9	31.0	10	83.3	27	35.2	30	60.6
	Above diploma	1	16.6	20	68.9	-	-	3	3.9	9	19.1
4	Service year										
	Below 6	1	16.6	1	3.4	2	16.6	27	36.4	18	36.7
	6-10	2	33.2	3	10.2	7	58.3	28	37.8	10	38.7
	11-15	3	50	15	51.7	5	41.6	13	17.5	14	28.5
	16-20	-	-	4	13.7	-	-	6	8.1	5	10.2
	Above 20	-	-	6	20.6	-	-	-	-	2	4.0
5	Marital statues										
	Married	3	50	19	65.5	11	91.6	44	59.4	30	61.2
	Single	2	33.3	8	27.5	1	8.3	21	28.3	11	22.4
	Other	1	16.5	2	6.9	-	-	9	12.1	8	16.3

4.2. Principalship Ability, Skill and Competence of Women in Primary Schools

Competence plays a great role in achieving the desired goal of any organization that includes both professional and personal skills. People's attitudes are commonly viewed as summary evaluation of opinions and beliefs that range from positive to negative or vice versa based on personal experiences. In this section the intention of the researcher is to assess the perception of teachers, principals, and WEO experts towards the Principalship ability, skill and competence of women at primary school levels.

The analysis of perceptual data was split between sex, different factors that could describe the ability, skill and competence of women primary school leaders were identified and presented to the respondents to be rated on five Likert scales; Very good (5), Good (4), Undecided (3), Poor (2) and Very poor (1). For the purpose of analysis, those five scales were minimized to three. The mean values were interpreted as 3.50-5.00 = highly competent, 2.50-3.50 = moderately competent, and 0.00-2.50 = poorly competent. Four factors that describe the principalship abilities, skills, and competence distilled from literature were grouped in the overall administrative skills, leadership styles conflict management and communication skills, and decision making skills.

4.2.1. Women's Principals Skill, Ability and Competence

To assess the respondents view on the overall women's principalship competence 11 indicators were included in the study. Accordingly, the responses by teachers, principals and WEO experts were rated and summary of the finding is presented below.

Table 4. Respondents view on Women's Principal Skill ,Ability and Competence

No.	Indicators	Respondents Response						
		Mean values				Weighted mean	t-value	Sig.
		Men N=78	SD _M	Female n=92	SD _F			
1	Success in managing and leading their subordinate	4.30	0.847	4.51	0.783	4.41	2.417	.186
2	Capability to plan and coordinate desired activities	4.06	0.940	4.18	0.479	4.13	0.862	.404
3	Implement rules and regulation	3.99	0.591	4.72	0.730	4.44	1.003	.316
4	Promote optimum uses of resources	4.62	0.700	7.74	0.560	4.66	11.502*	.000*
5	Ability to take risk in daily routine	2.44	0.44	2.24	0.741	2.34	16.044*	.017*
6	Ability to delegate duties and responsibilities	2.08	0.302	2.17	0.820	2.13	7.009*	.002*
7	Create better working atmosphere	4.19	0.864	47.51	0.420	4.34	0.500	.140
8	Develop positive attitude towards change	4.21	0.647	4.17	0.831	4.19	1.351	.071
9	Ability to minimize hear says and gossips	3.40	1.120	3.73	1.050	2.05	1.017	.007
10	Providing professional counseling whenever demanded necessary	2.63	0.817	3.00	0.743	2.82	2.22	.137
11	Ability to treat all staff or students on equal ground	2.68	1.461	3.34	0.900	3.01	0.963	.000

N.B. Level of Agreement: "0.00-2.50" = Poorly competent, "2.50-3.50" = Moderately competent and "3.50-5.00" = Highly competent

*Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01

-SD_m and SD_F are standard deviation of the male and female respondents respectively

Items 1 and 4 on the above table, regarding women's principals ability to success in managing and leading as well as the ability to promote optimum use of resources had weighted mean

values of 4.41 and 4.66 rating their competences as "High". Both group of respondents rated the indicators with individual mean scores of 4.30 (4.62) for males and 4.51 (4.74) for females respectively. Therefore these finding told both groups of respondents show strong agreement on the issues.

With regards to indicators 2 and 3 on the same table, respondents view on women's to plan and coordinate the desired abilities, and in implementing rules and regulation in the work place were ranked 6th and 2nd with weighted mean values of 4.13 and 4.44. Both respondents rated the indicators as "Highly competent" with individual mean values of 3.99 (4.06) for males and 4.18 (4.72) for female respectively. From the result obtained it is clearly understand that both genders have a uniform level of agreement.

As can be seen on Table 4, items 5 and 6 ranked 9 and 10 with the weighted mean values of 2.34 and 2.13, rating women's competences in the issues as "poorly competent". Women ability to take risk in their daily routine and ability to delegate duties and responsibilities according to the individual mean values of 2.44 (2.08) for male and 2.24 (2.17) for females. Both sexes unanimously agree that women's ability to take risk and delegate duties and responsibilities were well below average. According to the interview secured from interviewer was also found that women were very much competent with regards to adhering strictly to the rules and regulations, and maintaining definite standards of performance in order to accomplished the organizational goals, instead of breaking/go beyond the statues quo. These might be because women are solely concerned with getting the job done, paying less attention to the informal networks as well as strongly resisting/fighting corruption. One can infer from the above findings that the overall leadership/Principalship skill of women was found to be highly competent.

From the same table, items 7 and 8 assess women's ability to create better working atmosphere and to develop positive attitude towards change with in the schools. The weighted mean values were 4.34 and 4.19 respectively, rating the competence level of women by both respondents as "Highly competent". Both male and female respondents had individual mean values also above four, rating the presented two indicators as "Highly competent". When leaders have good relations with co-workers and community at large, they will have the power, which in turn will enable the tasks to be simple and clear as well as help the teaching learning process to be carried out successfully.

As presented in Table 4, the items which states the ability to treat all staff or students on equal grounds and to provide professional counseling whenever deemed necessary had weighted mean values of 3.01 and 2.82 ranking the cases as 7 and 8 respectively. It indicates that both respondents were found to have a "moderately competent" level of agreement that women exhibited in the two indicators. However, females individual mean values 3.34 (3.00) show a slightly higher mean values than their male counterparts who scored 2.68 (2.63) for the two indicators.

Item 9 that ranked last, respondents viewed it with a weighted mean value of 2.05. The individual mean value of males and females were 2.29 and 2.40 respectively showing a value below average, rating the issue as "poorly competent". Both genders were found to have a uniform level of agreement in women's ability to avoid/minimize gossips and hearsays which has negative impact on their career advancement. This may be due to fear of success and lack of experience in the leadership position. To check if there was any statistically significance difference between the two respondent groups, t -test was carried out.

A significant difference in perception was seen between the two genders with respect to items 4,5 and 6 at t - critical value = 4.01 where as the calculated values for the three items were as follows 11.50, 16.04 and 7.00 respectively. This difference in perception was probably due to male stereotypical attitude, that management is still acknowledged as a masculine trait. As far as delegation is concerned, men argue that women delegate with reservations because they are still immature in the field of leadership, they are not quite self-confident of themselves and are always at a position of proving their leadership effectiveness.

4.2.2. Women's Principals Leadership Styles

Research finding indicate that good leaders use all types of leadership style depending on the situation and the people involved so as to be able to influence others in order to achieve the organizational goals and objectives. The most widely practiced leadership style is the participatory approach in the school compound, but this does not mean the perfect style.

Table 5 . Respondents View on Leadership Style of Women School Principals

No.	Indicators	Respondents response						
		Mean values				Weighted mean	t-value	Sig.
		Men n=78	SD _M	Female N=92	SD _F			
1	Ability to execute honestly	4.63	1.014	4.53	0.857	4.58	26.44*	.105*
2	Make imposition on their subordinate	4.36	0.943	4.71	1.316	4.54	2.00	.048
3	Ability to control their emotion in the work place	2.24	0.724	2.39	1.461	2.35	16.03*	.013*
4	Understand their subordinate feeling	4.40	1.012	4.52	4.52	4.46	21.45	.001*
5	Make people work being involved in it	3.64	1.003	4.17	1.409	3.92	1.927	.190
6	Show greater per severance and patience to follow up things	2.99	0.817	3.26	1.651	3.13	2.04	.022
7	Women's principals to solve problems systematically	4.35	1.004	4.51	0.693	4.43	1.25	.067

N.B. Level of Agreement "0.00-2.50" = Poorly competent, "2.50-3.50" = Moderately competent, and "3.50-5.00" = Highly competent

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01

-SD_M and SD_F are standard deviation of the male and female respondents respectively

As indicated in the items 1 and 2, on Table 5, the respondents were asked to rate their views on women's ability to execute their responsibility honestly, as well as to make imposition on their subordinate. Accordingly, both respondents ranked the issues first and second with weighted mean values of 4.58 and 4.54 rating the cases as "Highly Competent". Both genders share the same perception and rating with individual mean values of 4.53 (4.67) and 4.71 (4.36). The last

ranked item (3) on the above table, regarding the perception of women's ability to control their emotion has, a weighted mean value of 2.35, showed a rating of slightly "poorly competent". Individual mean score of 2.39 and 2.25 respectively had similar rating with the weighted mean. From this one confirmed that, both respondents agreed women do exhibit poor in controlling their emotion.

As can be seen on Table 5, the respondent perception on women's school principals behavior, if it were indeed well understand their subordinate feelings on item 4, and their ability to make people work being involved in it on item 5, were third ranked fifth and with weighted mean values of 4.46 and 4.02 respectively. The individual mean values also 4.52 (4.17) for female and 4.40 (3.64) for male, shows the two indicators under discussion rated as "Highly competent". As a result both respondents strongly agree on the issues raised.

Item 6 on Table 5, depicts the respondents view regarding women's ability to show perseverance and patience to follow things. This indicator ranked sixth , with weighted mean value 3.13. Despite the fact that both genders rated the indicator as "Moderately competent".

As depicted on Table 5, item 7, the ability of women principals to solve problems systematically was rated as "Highly competent" with a weighted mean value of 4.43 and the individual mean values shows 4.51 and 4.35 respectively. As Pigford and Tonnsen (1993) stated this may be due to their women's vast experience when they were at home in managing family with child bearing, giving care for elders and the like. According to the interview conducted with WEO heads expressed the fact the women have been socialized to attend to the need for others that involve caring, understanding, supportive and the like, and have always involved people in decision making, seeking support and approval from others.

The above statistical data reveals that the over all leadership/ Principalship competence of women's was rated slightly below average (3.33) from respondents while women viewed their competence slightly above average (3.68), t-test was employed to see whether there was significant difference in perception between the two respondent groups. The test revealed that there was indeed a significant difference across both genders. The obtained values 26.44, 16.03 and 21, 45 for items 1, 3 and 4 respectively, were much higher than the critical t- value (4.01).

The result is consistent with the existing literature , there is no one definite female or male leadership style (Scein,1993; Ndongko,1999; Wellington and Catalyst,2001; & Wirth, 2001).

4.2.3. Conflict Management and Communication Skills of Women Principals

Research finding suggest that the conflict resolution and communication are management pillars of any organization. For any organization, achievement, success and better performance towards the desired objectives are the aggregate result of many activities. However the desired information need to be communicated through the organized channel. Conflict is unavoidable and not necessarily bad. We do not need to feel guilt just because we are involved in conflict. Trouble is an avoidable. Conflict will come. It come to the of schools or/and organizations, to the best of leaders, to the best of school boards, and to the best of friendships, so managing thus conflict is what will be expected from the managerial personnel. In this regard, six indicators were presented to the respondents to be rated by the five point Likert scales below is the summary of the findings.

Table 6. Respondents View on Conflict Management and Communication Skills of Women Principals

No.	Indicators	Respondents response						
		Mean values				Weighted mean	t-value	Sig.
		Men n=78	SD _M	Female n=92	SD _F			
1	Ability to communicate vision	3.99	1.083	4.14	0.913	4.17	1.007	.000
2	Read the informal network of the organization	1.98	1.006	2.42	1.109	2.02	8.44*	.019*
3	Ability to read conflict in advance	2.18	0.893	2.35	0.740	2.26	5.78*	.127*
4	Ability to solve conflict	2.48	1.021	2.86	0.863	2.67	2.019	.609
5	Clarify/instruct staff on how to apply rules and regulations	2.87	1.343	3.33	0.924	3.10	1.823	.296
6	Ability to minimize conflicts that occur with in the work environment	3.88	1.007	4.94	0.998	4.41	0.914	.153

N.B. Level of Agreement "0-00-2.50" = Poorly competent, "2.50-3.50" = Moderately competent, and "3.50-5.00" = Highly competent

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01.

-SD_M and SD_F are standard deviation of the male and female respondents respectively

As depicted on Table 6, items 1 and 6, the ability of women to communicate vision and ability to minimize conflict were rated as "Highly competent" by both the respondents, with weighted mean values of 4.17 and 4.40 respectively. The two respondent groups had an equivalent level of agreement rating it similar to the weighted mean. The individual mean values show 4.17 (4.94) for female and 3.99 (3.88) for male for the items respectively.

Items 2 and 3, on the same table, the respondents asked to rate women's ability to read the informal network of the organization, and their ability to read conflict in advance. The weighted mean values for both groups of respondents were 2.20, and 2.26 respectively, indicating a slightly below average with rating "poorly competent" level of agreement in women's competence in solving problems and reading informal network in the organization. However the individual mean values of men 1.98 (2.17) much lower than the mean values of the women 2.42 (2.35) for items 3, and 5, respectively. In addition, the interview conducted with WEO heads confirms that women are hesitant and void confrontation as much as possible and learn towards collaboration. They possess the ability to calm things down patiently handling situations through analyzing and examining .

As indicated in items 2 and 4, on Table 5, respondents were asked to point out their view regarding women ability to solve conflict and clarify/instruct staff on how to apply rules and regulation. The weighted mean scores show 2.67 3.10 for items 2 and 4 respectively indicating a rating of " Moderate " level of agreement. By strictly adhering to rule and regulations, communicating effectively to staff and using participatory approach, women tend to minimize and manage/solve conflict as possible. However, men leaders were skeptical of women's ability to solve conflicts amicably and timely. They believe that women are more opt to collaboration and hesitant to decide and they are capable of solving problems momentarily," putting a temporary bondage on the infection" as oppose to seeking a permanent solution for the treatment. They are more on preventive than seeking a solution. From the above findings, it is

possible to understand women's competence in solving conflict and clarify/instruct staff on how to apply rules and regulations were seen as "Moderately Competent" with respondents weighted mean values of 2.67 and 3.10 respectively.

The t-test was conducted to see if there were any significant differences in opinion between the two sexes and items 2 and 4 the ability to read conflict in advance and ability to read informal net works/system of the organization revealed a significance difference, where by calculated values 5.78 and 8.44 respectively were greater than the critical t value(4.01).

4.2.4. Decision Making Competence of Women Principals

Indicators that could be relevant in the decision making skills, were presented to the respondents. Accordingly Table 7, depicts the summary of the results obtained in the findings.

Table 7. Respondents View on Women's Principals Decision Making Competence

No.	Indicators	Respondents response						
		Mean values				Weighted mean	t-value	Sig.
		Men n=78	SD _M	Female N=92	SD _F			
1	Articulate and consistent in decision making	3.01	0.981	3.57	1.064	3.29	16.14*	.016*
2	Make decision that consider the situation	3.03	1.005	3.86	1.201	3.44	2.004	.052
3	View things from different perspective in advance of decision	2.81	0.601	3.45	1.230	3.13	8.13*	.940
4	Take measures under the influence of social norms	2.01	1.304	2.71	0.716	2.36	11.15*	.010*
5	Allow subordinate in decision making	3.01	1.000	4.21	0.861	3.62	1.57	.008
6	Making decisions that are effected by nepotism	4.70	0.941	4.61	1.041	4.65	0.971	.015
7	Lack confidence in decision making	1.89	0.563	2.39	1.713	2.25	1.682	.041

N.B. Level of Agreement "0.001-2.50" Poorly competent, "2.50-3.50" = Moderately competent and "3.50-5.00" = Highly competent

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01.

-SD_M and SD_F are standard deviation of the male and female respondents respectively

Item 1, shows the respondents view regarding women's ability to be able to articulate and consistent in decision making. This indicator ranked 4, with a weighted mean value 3.29 rating the skill as "Moderately competent" Despite the fact that both genders rated the indicator as moderate, the female individual mean value 3.57 showed a rating of "Highly competent" as compared to the male mean value 3.01. As can be seen on Table 7, the respondents perception on women's leaders making decisions that consider situations on item 2, and their ability to view things from different perspective in advance of decision on item 3, were ranked 3rd , and 4th , with weighted mean values of 3.44 and 3.13 respectively. The individual mean values 3.03 (2.81) for males and 3.86 (3.45) for females. These show the two indicators rated as "Moderately competent." Accordingly, both respondent groups moderately agree on their competence with respect to the two indicators under discussion. With regards to item 4, on Table 7, take measures because of social norms ranked sixth, with a weighted mean value 2.36, and rating it as "poorly competent". The individual mean values for female 2.71 but for male 2.01. From this one can be concluded females are influenced by the social norm as compared to their male counter part.

As indicated in items 5, and 6, on the same table, the respondents were asked to rate their views on women's ability to allow subordinates to participate in decision making and making decisions that are not in effected by nepotism. Accordingly, both respondents ranked second and first the issues with weighted mean values of 3.62 and 4.65 rating their competence as high. Both sexes share the same view/ perception on the issues under discussion. Also they were rating the issues with individual mean values of 4.21 (3.03) for item 5 and 4.51 (4.70) for item 6, respectively. As confirmed by empirical studies, Mbua(2003) remarked that democratic leadership style and decision making were the most popular and successful type in the school setting.

The last ranked item, on the same table, regarding the perception of women's ability in making decisions for they lack self confidence had a weighted mean value of 2.25 should a rating of slightly "poor competence" on the issue raised. Individual mean value of 2.39 and 1.89

respectively for female and male respondents. In general both group of respondents agreed that women do exhibit poor self confidence. In this regard literatures confirmed that women tend to turn down opportunities, uses they are absolutely sure of the outcome Ndongko (1999). According to the interview conducted with WEO heads expressed women have been socialized to attend need for other that involve caring, understanding, supportive and the like and have always involved people in decision making, seeking support, and approval from others.

The above statistical data reveals that the over all decision making competence of women leaders viewed their competence slightly above average, t- test was employed to see whether there was a statistical significance difference in perception between the two respondent groups, the test revealed that there was indeed as significant difference across both genders. The obtained values 16.1, 8.03, and 11.15 for items 1,3 and 4 respectively were much higher than the critical t value (4.01).

4.3. Selection and Placement Criteria for Primary Schools Principalship Post

School principals this day play a very important role in the day to day administration activity of the school, since the highest echelon with in the school system is Principalship, where his/her role is regarded as a professional educational leader, the researcher thought of its utmost importance in finding on the current practice of the selection criteria.

Questionnaire was designed and presented to the three respondent groups to find out the selection criteria used for placement of school principals. Seven possible variables are considered in the study and respondents were asked to rate their consideration level by five point Likert scales.

Table 8. Respondents View on the Criteria used for Placing/ Selecting Principal

No.	School principals selected by...	Respondents response								
		Mean values						Weighted Mean	F-ratio	Sign
		WEO Experts n=35	SD _w	Principals n=12	SD _p	Teachers n=123	SD _t			
1	Professional qualification	4.42	1.02	3.77	0.643	3.02	1.047	3.35	17.20*	.010*
2	Work Experience	3.41	1.147	3.39	0.970	2.41	1.602	3.41	2.144	.083
3	Performance appraisal results	3.81	0.910	3.77	1.200	3.54	1.23	3.69	0.942	.094
4	Relevant professional training	2.41	0.861	2.24	0.710	2.13	0.961	2.28	0.655	.025
5	Gender preference	2.06	1.002	1.51	1.000	2.26	6.875	1.84	1.571	.384
6	Oral and/or written test	3.22	1.072	3.02	0.964	2.56	1.004	2.94	1.002	.035
7	Political background principals	2.29	1.341	2.39	0.863	3.11	1.432	2.72	23.41*	.001*

N.B. Level of Agreement "0.00-2.50 = Low consideration, "2.50-3.50" = Moderate consideration and "3.50-5.00" = High consideration.

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and F- critical = 3.00.

-SD_w, SD_p and SD_T are standard deviation of the WEO experts, principals, and teachers respectively.

As can be seen in item 1, on Table 8, the perception of the respondents with regard to professional qualification level. The weighted mean score was 3.35 rating possession of professional qualification as "Moderate consideration". However, the individual mean scores of 4.42 and 3.77 for WEO experts and schools principals respectively rated as "High consideration", whilst teachers individual mean score 3.02 had rating the issue as "Moderate Consideration".

A one-way ANOVA test was employed, it revealed that there was a significant difference between the groups, showing an obtained F value of 17.20, it was far greater than the F critical = 3.00.

Regarding item 2, on Table 8, work experience as one of the criteria used in the selection, revealed a weighted mean score of 3.41, rating as Moderate consideration. The finding indicates that the individual mean scores for the three respondent groups were 3.41, 3.39 and 2.42 respectively. WEO experts and principals rated the issue as moderate consideration where as teacher's belief it had low consideration. Teachers low perception as compared to the other two groups of respondent could be the fact that they felt it did not favor candidates that have leadership experience and served as department heads, unit leaders and head teachers. On the contrary, however, the information secured that work experience in the educational sector was highly considered as placement criteria. Wirth (2001) further argues that on the job training, qualification and skill as an essential prerequisite for women to obtain more highly skilled and better paying jobs.

- On Table 8, item 3, respondents were requested to rate the level of consideration of performance appraisal as a placement or/and selection criteria for school leaders rated it as "High consideration" across all the respondents groups, their weighted mean score of 3.69. The individual mean scores were 3.81, 3.77, and 3.54 respectively. A one-way ANOVA was employed to test, if there was a significant difference, the test showed no statistical significant difference amongst the three groups of respondent. According to the interview conducted with WEO heads, candidates past record and performance appraisals were additional inputs with the required criteria under use as a selection tool.

Items 4 and 5, on the same table also depicted the respondents view regarding relevant professional training and gender preference as a criteria to be considered for the selection or placement to the post. The result showed weighted mean values of 2.28 and 1.84 respectively for the two items, rating the views of the respondents as "Low consideration". Again, a one-way ANOVA was conducted, and the result obtained showed no statistically significant difference among the opinions of all three groups of respondent.

As shown in Table 8, item 6, portray respondents view regarding oral or/and written test, used as a selection criteria for placement of school principals had weighted mean value of 2.94, rate as "Moderate consideration". The finding indicates that the individual mean scores for all three echelon were 3.22, 3.02 and 2.56 for WEO experts, principals and teachers respectively.

The last item on the same table, all respondent groups were asked to point out their view regarding political affiliation as being one of the selection criteria used for the placement of school principals. The weighted Score 2.72 indicating a rate of "Moderate Consideration". The response of WEO experts and principals for this item expressed with individual mean scores of 2.29 and 2.40 respectively indicating a low level of consideration. While the teachers score slightly higher than the average 3.10, rating it as Moderate level of consideration. A one way ANOVA was computed to see if whether there was a significance difference of opinion between the three respondent groups existed. The test revealed a statistical significance difference between the three groups of respondent showing an calculated F value of 23.41 far greater than the critical F value (3.00). This difference of perception lies between WEO experts and teachers, as well as between principals and teachers even though their difference was insignificant.

The above findings indicate that teachers strongly feel that one of the most widely used selection criteria for placing school principals were through political affiliation with out the teachers being involved and consulted. It is also interesting to note that a number of female respondents comment on the current method official appointee rather than teachers involvement n choosing candidates for school Principalship. To the contrary WEO experts and school principals disagree of that notion and claim that even though political officials were once appointed in the earlier years, currently a document states the minimum requirement for candidates.

The point mentioned by WEO experts and school principals was further strengthened by interview held with head of WEO, according to their response prior to 2007, most positions held were political appointees but hence forth, the document stating that all school principals were abide by the new set of selection criteria.

The document obtained from WEO regarding the selection criteria for school principals revealed that, even though professional qualification and work experience, performance appraisal were mandatory, little was noted to encourage women applicants. This indicate that, candidates who possess the stated criteria were selected regardless of their sex, quota system or reasonable affirmative action for women. From the above findings, one can infer that the most frequently used selection criteria for the placement of school principals was work experience which ranked first whilst gender preference was least considered criteria. Even though the selection criteria all fall into "Moderate consideration" per the interview conducted with WEO heads, emphasized that there is consistency with what was required in order to be selected and decisions were left to the selectors discretion, without any political intervention.

Furthermore, the interview confirmed that the current trend of selection is WEO informs the vacancy and invites interested candidate to apply for the post regardless of the intervention of any body on the basis of the document used for selecting and placing school principles. This document was designed by SNNPR educational bureau. In confirming this idea Frasher (2005) stated that, the responsibility for selection is determined in most countries by educational board and/or ministry of education ,which in turn is conditioned by the nature of school organization.

4.4. Societal Factors Affecting the Participation of Women in

Principalship

4.4.1. Attitude of the Society towards Women

The prevailing assumption in society and in school communities about women and their skills associated with other accessory stereotypical impacts have been evidenced as detrimental to women's absence in school principalship roles. Thus to this end, in this section of the paper, an attempt will be made to investigate whether societal barriers such as assumptions, myths and

prejudice exist and affect their level of participation in school principal roles. Table 9, presents the major societal factors believed to have affected women's participation in educational leadership (school principalship) and summary of the findings were discussed here under.

Table 9. Respondents View on Issues related to Women's School Principalship and the Society

No	Indicators	Respondents response						
		Mean values				Weighted Mean	t- value	Sig.
		Male n= 78	SD _M	Female n=92	SD _F			
1	Girls and Boys are socialized differently in the society to assume different roles and expectation	2.58	1.014	2.79	1.441	2.68	1.001	.012
2	Women were encouraged/supported by their family	3.39	1.0000	2.60	1.121	3.50	1.77	.313
3	Misconception of society that women's role in the society	3.43	0.845	3.87	1.327	3.57	9.55*	.001*
4	People think women do not have ability, skill, and competence	3.41	1.042	3.86	0.987	3.63	21.33*	.345*
5	The influence of patriarchal ideology	3.79	1.461	4.26	0.913	4.02	15.71	.376

N.B. Level of Agreement "0.00-2.50" = Minor cause, "2.50-3.50" = Moderate cause, and "3.50 - 5.00" = Major cause

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01.

-SD_M and SD_F are standard deviation of the male and female respondents respectively

Regarding the first item on Table 9, which asked respondents to rate their view as to whether girls and boys are socialized differently in the society and to assume different roles and expectation had weighted mean score was 2.68, with a rating of "Moderate cause". Both sexes with individual mean score of 2.58 and 2.73 respectively agree that women's in the society to assume different roles and expectation based on their sexes.

The ways male and female children are treated and brought up in the family constellation, and the labels they receive from the society, only because they are males and females color their conceptions and perceptions of themselves. If we taken the case of our culture, they are many

sayings (or proverbs) that reflect the inability of females to play leadership roles or to exercise decision making situations.

Item 2, on the same table held the 3rd rank with a weighted mean score of 3.50. Both respondents agreed that the fact women were encouraged or supported by their family to pursue their education was seen as being a "Major cause". Males individual mean score 3.40 was seen lower than the female 3.60. Despite the differences of the mean score, no statistical difference of opinion between the two genders, based on a comparison of the means in t- test.

Item 3, on Table 9, the misconception of society that, women's role in society was regarded as the 5th "Major cause" with a weighted mean score of 3.57. When observed separately, individual mean scores for males and females on this issue were 3.43 and 3.87 respectively, which revealed a statistical significance difference of opinion when conducting the t- test shows t calculated (9.55) greater than t critical (4.01). Females were found to have a relatively stronger agreement than males, stating it as a "Major cause". This ideological thinking reflects the old tradition/stereotypical attitude of society, keeping women in the private domain.

According to the information secured from interview, WEO leaders emphasized that in a male dominated society, there is still the notion that male belong in the public sphere whilst women should stay in the private sphere. In reality, even though women's participation in the workforce has steadily increased, men still occupy in far greater proportions work categories historically classified as male's work.

Another misconception as stated in item 4 of the same table was the facts that people think women do not have the ability, skill, and competence to be a leader. This issue was rated as the fourth "Major cause", thus hindering women's participation in school principalship. Weighted mean score of 3.63 understood the fact that it was indeed a major factor, t test revealed that there was a statistical significance difference of opinion between the two genders. The calculated t value (21.33) was much greater than the t critical (4.01). Female individual mean score of 3.86 as compared to the male score of 3.41 strongly suggests that females feel this issue to be a major barrier to women's advancement.

As indicated on Table 9, in item 5, respondents were asked to make their view as to whether the influence of patriarchal ideology affects women's participation in primary school principalship. This factors ranked first with a weighted mean score of 4.02 rating it as a "Major cause". Both respondents individual mean scores were 3.79 and 4.26 respectively reflecting the same rating as the weighted mean. Although this is true and accepted by mean values, t test also confirmed females strongly feel that the influence of patriarchal ideology indirectly affects them from seeking senior positions because male are always behind scene t calculated (15.71) greater than t critical (4.01). Shakashaft (1989) stated a male world view that elevates masculine pursuits to an ideal, enforcing male supremacy and undermining female's experience, skill, knowledge and value as inferior.

4.4.2. Women's Self Image and their Participation in Principalship

Women self image is believed to prevent them from getting appointed to leadership position in education system and others sectors. In addition, the women themselves exhibit forms of behavior that further strengthens their disadvantages some major ones were included in this study and the summary of the data on a table 10 will be presented here.

Table 10. Respondents View on Women's Self Image and School Principalship

No.	Indicators	Respondents response						
		Mean values				Weighted mean	t-value	Sig.
		Male n=78	SD _M	Female n=92	SD _F			
1	Women's still recognize/ acknowledge the world as masculine	3.34	1.146	2.56	1.003	2.95	11.03*	.101*
2	Women's perceive themselves as less skillful	3.50	1.401	3.89	1.003	3.63	6.93*	.011*
3	Women having less aspiration to become school principals	3.05	1.347	2.91	1.631	3.01	2.317	.131
4	Women forgo investing in education inferior of not getting their desired career choice	3.12	0.931	3.45	1.020	3.23	5.04*	.212*
5	Women exhibiting risk taking...	3.64	3.16	3.93	1.111	3.84	4.56*	.067*
6	Women's fear of awareness of the organizational	4.01	1.123	3.77	1.40	3.66	0.98	.143
7	Women's fear of success in achievement	3.16	0.45	3.40	1.214	3.28	6.17	.001
8	Women's fear of balancing professional work and family responsibility	4.32	1.417	4.51	1.076	4.38	2.16	.413
9	Women's attitude toward encountering jealousy, completion and lack of support...	3.41	1.341	3.89	1.706	3.56	12.22*	.101*
10	Lack of mentors and role models...	3.52	0.914	3.78	1.016	3.60	2.08	.002

N.B. Level of agreement "0.00-2.50" Minor cause, "2.50-3.50" = Moderate cause and "3.50-5.00" = Major cause
 * Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t- critical = 4.01.
 -SD_M and SD_F are standard deviation of the male and female respondents respectively.

Item 1, on Table 10 still acknowledge the world as masculine ranked 10th with a weighted mean score of 2.95, rating it as a "Moderate cause" for limiting women's participation in school principalship positions. This reflects that both groups of respondent had a moderate level of acceptance on the issue. In other words both genders agreed that women's acknowledgment that management as an occupation which requires masculine traits could have a moderate effect on their minimal numbers in leadership roles. Females individual mean score (2.56) showed slightly

feel that viewing this world as a masculine is more outdated and traditional trend of attitude could be due to the fact that women are seen more in the workforce playing a more dominate role in the public sphere due to legislative laws and actions as composed to decades ago. However, the gap between the degrees of acceptance between the two groups of respondent seen as statistically significance difference in perception t calculated (11.03) greater than t critical (4.01).

Item 2 in the same table, Women perceive themselves as less skillful in principalship" ranked third with a weighted mean score of 3.63. Respondents rated the issue as a "Major cause" that inhibited women's participation in senior posts. The female individual mean score (3.89) was much higher than that of the male score (3.50). This finding point out that women's low self esteem and lack of confidence has always put them in the position to underestimate their strengths which could be due to early socialization. The calculated t value (6.93) was grater than the critical t value (4.01), which strongly indicates three was a statistically significant difference between the two respondent groups in perception.

Women having less aspiration to become school principals (item 3), were rated as a "Moderate cause" with a weighted mean score of 3.01. The individual mean scores (3.05) for male and (2.91) for female agree that women have no ambition to be come leaders. Men argue that, women actually do shy away from added responsibility either due to over burden of family obligations, lack of self confidence or simply lack of interest in acquiring leadership positions. The t test did point out the statistically significance differences between the two groups of respondents. Male respondents state that this could be one of the factors that explain women's under representation in leadership.

As indicated in item 4, Table 10, respondents view on whether "Women forgo to invest in education in fear of not getting their desired career choice" was rated as "Moderate cause" with a weighted mean score of 3.23. This factor ranked eight with individual means score of 3.12 and 3.45 respectively, reflecting a "Moderate cause" as well. However their level of agreement was not one and the same, t test confirmed that this was a significant difference in perception between the two groups of respondents t calculated (5.04) greater than t critical (4.01).

The second highest weighted mean score was 3.84 where respondents rated the inability of women exhibiting risk taking as a "Major cause" for the under representative ness in school

principalship The respondents individual mean scores 3.93 for females and 3.64 for males reflected the same rating as a "Major cause". However, male were found to have a stronger agreement that fear of talking risks was detrimental to get into the principalship positions since it is one of the essential qualities leader should possess. The *t* test further attest that there was indeed a statistical significant difference between the respondents whether the calculated *t* value (4.56) was higher than the critical *t* value (4.01). Ndongko (1999) did confirm this notion that women do indeed tend to exhibit poor risk taking skills.

Item 6, on the same table ranked 7th, with a weighted mean score of 3.28. This reflects that respondents rated it as a "Moderate cause". In other words both groups of respondent in the study confirmed that women's lack of awareness and knowledge of the organizational culture and policies can affect their chance in climbing the managerial ladder. The male individual mean score (3.40) strongly suggests that claim as compared to the female mean score (3.16). The *t* test revealed a statistical significant difference between the two respondent [*t* calculated (6.17) greater than *t* critical (4.01)]. Furthermore, the interview secured from WEO heads was confirmed that in order to climb the organizational ladder, one must become aware and be knowledgeable about the entire organization and how it works as well as explore the informal network of communication so as to get crucial information, which were dare to women leaders.

Item 7 that ranked 3rd was the fact that women fear success in achievement would lead to negative attitude from colleagues had a weighted mean value (3.66). Even though both groups of respondent rated it as a "Major cause" as one of the factors that could prevent women from reaching the top. On this item, there was no statistical significance difference between the response of the males and females respondents [*t* calculated (0.98) less than *t* critical (4.01)].

The two groups of respondents uniformly disclosed that women that fear of generating negative attitude from peers for attaining success in the women place was not seen as a major problem.

As shown on Table 10, item 8; portray respondent view regarding women's avoidance in leadership positions due to fear of balancing professional work and family life. This item had the weighted mean score of 4.38. Therefore, this indicates that both groups of respondents rated the case as a "Major cause" in affecting women's participation in school principalship. The individual mean scores were observed (4.32) and (4.50) respectively. The *t* test results revealed

there was no statistically significant difference between the two groups of respondent in their perception, where the calculated t value (2.16) was lower than t critical (4.01).

This finding explains that both respondents agreed unanimously that one of the major factors that possibly prevented women participating in senior posts was the fear of balancing the professional and the family role. Studies indicate that it is easier for men to have/to carryout/ the dual role, whilst women constantly feel a pressure to perform well at work and a persistent feeling of guilt in coping with the expectations of the family(Parkih ,2009).

As can be seen from Table 10, item 9 with respect to women's attitude towards encountering jealousy, competition and lack of support from their subordinates was ranked 6th with a weighted mean score of 3.56, was rated as a "Major cause" however, the agreement levels of the two groups of respondent was not uniform. In looking at the male individual mean score (3.41), the rating indicated "Moderate cause" where as the female individual mean score (3.89) showed a rating of a "Major cause" in preventing women from reaching the top ladder of the organizational hierarchy.

Females feel the horizontal violence that they encounter in the work place from their fellow colleagues can be detrimental for advancement. To see if there was a difference of perception between the two groups of respondent t test employed, the calculated t value (12.22) was much greater than the critical t value (4.01), showing a statistical significance difference was seen on their perception. The phenomena described by Funk (cited in Takele ,2007) confirmed the findings that women who achieve success, and rise quickly through the ranks often not supported and even sabotaged by other women who work with them.

Item 10, on Table 10, represents respondents view regarding lack of mentors or role models can affect women's involvement in leadership. This issue had the fifth highest weighted mean score of 3.60 portraying it to be one of the "Major cause" that prevent women's entry into management positions, when the individual mean scores were obtained 3.78 and 3.52 respectively for female and male, show respondents rated the issue at hand as a "Major cause" too. Generally speaking, the two groups of respondent confirmed that lack of role models or mentors is one of the biggest barriers to women's advancement. Willington and Catalyst (2001) emphasized the importance of a mentor to women's success and not having one was seen as a major barriers to women's career

advancement. The t test was employed to check if there was statistically significant difference between the two groups of respondent. The result revealed there was no statistical significant difference between the respondents, where the calculated value (2.08) was lower than the critical value (4.01).

4.5. Institutional Factors Affecting Women's Participation on School Principalship

This part of the analysis will attempt to investigate the possible institutional factors that are believed to act as barriers to women's advancement. The major factors were listed, presented and rated by the respondents. The summary of the findings depicted below on Table 11.

Table 11. Respondents View on Institutions and Women's School Principalship.

No.	Indicators	Respondents response						
		Mean Score				Weighted mean	t-value	Sig.
		Male n=78	SD _M	Female n=92	SD _F			
1	Encourage women to form their own net work...	2.57	1.124	2.62	1.064	2.59	0.727	.001
2	Institutional effort to make women active participant...	2.87	1.246	3.26	1.019	3.07	1.31	.009
3	Have transparent promoting policies and practices	3.22	0.941	2.99	0.737	3.11	0.831	.384
4	Occupational sex segregation in the school	3.19	1.050	3.87	1.097	3.53	5.22*	.025*
5	Provision of flexible working time	2.77	1.251	3.24	0.967	3.01	2.013	.035
6	Commitment of women's for their occupation	2.92	0.963	2.33	0.861	2.73	9.20*	.010*
7	Possession of masculine characteristic needed by schools	2.29	1.068	2.01	1.007	2.15	7.14*	.672*
8	Readiness to take risks	3.63	1.141	3.45	0.981	3.54	1.83	.092
9	Family responsibility and obligation...	3.79	1.247	3.44	1.47	3.62	0.76	.091

N.B. Level of agreement "0.00-2.50" = Minor cause, "2.50-3.50" = Moderate cause and "3.50-5.00" =Major cause

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and t critical = 4.01.

-SD_M and SD_F are standard deviation of the male and female respondents respectively

Item 1, on Table 11, presents respondents view regarding organization's support for women to form their own network with in the work place. It was ranked seventh with a weighted mean score of 2.59, rating it as a "Moderate cause" in limiting women's upward mobility. Both groups

of respondents had similar ratings with individual mean scores of 2.57 and 2.62 respectively. The t test further confirmed there was no statistically significance difference in the perception of the two groups of respondent on the issue under consideration.

Items 2 and 3 ranked 5th and 4th with weighted mean scores of 3.07 and 3.21 respectively. The former item: the institution's effort to make females active participant in school principalship and schools have transparent policies and practices rated as "Moderate cause". Similarly the individual mean scores 2.87/3.22 for males and 3.26/3.11 for females rating the issues as a "Moderate cause". The t test revealed that there was no statistically significance difference in opinions between the two respondents groups.

As can be seen on Table 11, item 4, respondents rated the occupational segregation in the workplace as "Major cause" possibly preventing women from entering the men dominated field. The weighted mean value of 3.53, the individual mean scores of 3.87 and 3.19 respectively for female and males, rated the issue under discussion as a "Major consideration". The comparison of the two means, in t test the calculated value (5.22) greater than t critical (4.01) showed that there was a significant difference in the level of agreement between the two groups. Females strongly argue that the gender differences in occupations are very much apparent in the educational job market, where men occupy the more prestigious responsible and better paying jobs as compared to their female counter parts.

As pointed out on Table 11, item 5, the respondents agreed that the stated problems were "Minor cause" with a weighted mean of 3.01. The issue of providing flexible hours for a child care facilities to women held the individual mean scores of 3.24 and 2.77 respectively for male and female revealed similar rating of "Moderate cause". The t test employed showed that there was no statistically significant difference between the two groups.

As indicated on Table 11, item 6, the majority of the respondents agreed that the stated organizational myths was a "moderate cause" with a weighted mean score of 2.73 affecting women's participation in school principalship. The individual mean score showed a difference on opinion, females mean score 2.33 rating it, as a "Minor cause" was much lower as compared to the males of 2.92 rated as "Moderate cause". Males strongly agree that women's entry to management was affected because schools felt that they were less committed to their work as

compared to men. To support this level of agreement of the respondents t test was computed and significant difference was found to exist. The calculated t value (9.20) was shown to be higher than the critical t value (4.01). Likewise, acceptance level of males in the stated factor was higher than the females. Regarding item 7, on Table 11, where organizations believed women as not possessing the masculine characteristics required by organizations/schools rated as a "Minor cause" with a weighted mean value of 2.15. The agreement levels of the two respondents were found to be uniform female and male had individual mean scores 2.01 and 2.29 respectively, indicated a rating as "Minor causes". The t test results revealed that these was indeed statistical significant difference in perception between the two groups of respondents t calculated (7.14) greater than t critical (4.01). Females admitted that the organizational myths did indeed prevent women's participation in school principalship.

The second highest weighted mean score was 3.54, it was for item 8, where organization's/school's believed that women are afraid to take risks when placed in school principalship position. Even though it was rated as a "Major cause", the males had slightly higher individual mean score (3.69), indicating it as a "Major cause" whilst the female score showed a mean (3.45) rating it as a "Moderate cause". Although the agreement level of groups of respondent was different, but t test revealed that there was no statistical significant difference between the two groups of respondent, t calculated (1.83) greater than t critical (4.01). In other word, the organizational myths that women do not take risks can greatly affect their participation rate.

One of the organizational/school myths that can affect women from entering or climbing the managerial ladder is the belief that women leaders' job performance is greatly affected by their family responsibilities and obligation which is reflected on item 9, on Table 11. It had the highest weighted mean score of 3.62, indicating the issue to be a "Major cause" that could possibly prevent women's entry into higher positions in the organization. The individual mean scores were 3.44 for female and 3.79 for male; also reflect that concept or the same phenomenon. The t test further confirmed that there was no significance difference of perception between the two groups respondent t calculated (0.76) less than t critical (4.01). Both male and female respondents admitted that the above myth greatly affected women's entry into the world of principalship or leadership arena.

4.6. Policy Issues Affecting Women's Participation in Primary School Principalship

In this section, an attempt was made to assess the perception of respondents on the effect that the policy intervention has brought on women participation in school principalship.

Table 12. Respondents View on Policy Issues related to Women's Principalship

No.	Indicators	Respondents response								
		Mean values						Weighted Mean	F-ratio	Sig.
		WEO Experts n=35	SD _W	Principal n=12	SD _P	Teachers n=123	SD _T			
1	Policies and programs designed encourage women	4.22	1.014	4.17	1.100	3.95	1.214	4.11	1.104	.057
2	Support, and willingness of stakeholders	4.18	0.993	3.97	1.035	3.24	1.003	4.06	0.971	.002
3	Monitoring and evaluation of the	2.06	1.431	1.99	1.199	1.87	0.97	1.92	1.68	.107
4	Clarity and transparency of the policy for easy implementation	3.29	1.020	3.20	1.237	2.99	1.041	3.16	1.22	.092
5	Policies of government benefits women's	2.18	0.847	2.46	1.313	2.35	1.152	4.36	2.14	.212
6	Communication and coordination of the stakeholders during the implementation	4.79	1.005	4.38	1.34	3.55	0.97	2.33	4.13*	.001

N.B. Level of agreement: "0.00-2.50" = poorly agree "2.50-3.50" = moderately agree and "3.50-5.00" = highly agree

* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at $\alpha = 0.05$ and F critical = 3.00.

-SD_M, SD_P and SD_T are standard deviation of the WEO Experts, principals and teachers respectively

The government policies and programs set out encourage women's to get involved in a leadership or school principalship roles, as seen on Table 12, ranked 1st highest with a weighted mean value of 4.15 rating it as a "Highly agree". The individual mean value of all groups of respondents were 4.22, 4.17 and 4.06 respectively reflected the same rating, therefore, the findings portrayed that the current policy did in fact encourage women to participate in school principalship in Gedeo zone. As presented, item 2, on Table 12, the support, commitment and willingness of the stakeholders showed a rating of "Highly agree" with a weighted mean score of 4.06. The individual mean values of all groups of respondents were 4.18, 3.97 and 3.84, respectively. The three respondent groups agreed unanimous that stakeholders were given support and encouragement for women's being a school principal. The one-way ANOVA test further confirmed the uniform agreement of the respondent groups where by shows no statistically significant difference in their opinion.

Item 3, on Table 12, ranked 4th with weighted mean value of 1.92. The individual mean values of the respondent groups 2.06, 1.98 and 1.87 respectively for WEO experts, principals and teachers, clearly point out "Poorly agree". Where by monitoring and evaluation stakeholder during phase of implementation should be observed in one way ANOVA test showed no significant difference in opinion between the three respondent groups. From the result obtained, it is clearly understood that monitoring and evaluation of the policy greatly influenced by lack of proper implementation which in turn affected women's participation in primary school leadership Gedeo zone.

As can be seen on Table 12, item4, ranked fourth with a weighted mean value of 3.16, which level a subject at hand as a "Moderately agree". Respondents were asked to rate their views as to whether the policy that was designed for women was clear and transparent for implementation. All group respondents with individual mean values of 3.29, 3.20 and 2.99 respectively had the same rating as "Moderately agree". Level of agreement across the groups was uniform where they strongly agreed that due to lack of clarity and transparency of the policy as expected or accordingly brings weakness during implementation phase. Further confirm their unanimous agreement in one-way ANOVA, was employed. The test indeed revealed across all groups respondent F calculated (1.22) less than F critical (3.00). To conclude this issue if not corrected or maintained could be seen as one major factor that might hinder women from reaching the principal position at primary school level.

As can be seen on Table 12, item 5, respondents were asked to indicate their views on whether the contributions of the current policy of women benefited the Ethiopian women. Accordingly, a weighted mean value of 4.36 ranked the issue first which indicated a "Highly agree" level of contribution. However the mean values of the three groups of respondent were indicated the contribution of policy to be "Highly agree". Where as statistical significant difference was observed between the responses of the WEO experts, principals and teachers F calculated(4.36) greater than F critical (3.00). This clearly indicated that WEO gave responses in favor to the contribution of the policy, whilst the teachers claim when forwarding their comments, that the policy has to a relative degree, benefited women comparatively for the policy was designed and implemented. However, they stated that only a few women have benefited from the policy.

The last item, ranked fifth with a weighted mean value of 2.33. The judgment of the three groups of respondent was uniform where by they indicated that the policy was not communicated or coordinated well enough to implement as planned/expected. Their uniform agreement was further confirmed by a one-way ANOVA test, which showed no statistical significant difference between the respondent groups [F calculated (2.14) less than F critical (3.00)], these findings indicated that lack of communication and/or coordination of the stakeholders during the implementation of the policy hinders women's participation in primary school principalship.

Respondents were asked to rate the expected reasons for the problem of under representation of women's in primary school principal ship. Based on the response given by WEO experts, principals and teachers the reason for exclusion of women for school principal ship post was ranked as follows; self image of women's for them selves, attitude of the society towards women leaders, low level educational background of women, system in WEO during selection of principals, unfavorable school structure and sanguinity of government policy for promoting women are causes ranked in descending order. The response to this item was similar to the main findings of this research paper , which had been already stated.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is concerned with the summary of the major findings, the conclusions drawn from the findings, and recommendations that the researcher proposes and assumed operational which will go a long way to help improve and increase women's participation in primary school principalship in Gedeo zone.

5.1. Summary

The main purpose of this study was to identify factors that affect women's participation in principalship position in the primary schools of Gedeo zone. To this end, an attempt was made to evaluate the attitudes of WEO heads, WEO experts, principals, and teachers towards women as school principals, to examine the extent of women's participation in primary school principalship, to find out the current selection criteria for the post, to examine/explore the problems and constraints as well as investigate any related issues of concern. Finally, the study made an effort to come up with suggestion and forward recommendations. In order to attain the objectives of the study, five basic questions were stated and answered.

A descriptive survey study with qualitative and quantitative research approach (mixed method) was employed in this study and the related literature was reviewed. To ensure fair representation of all administration part of Gedeo zone, 7 out of 8 woredas were selected through purposive sampling techniques. The first subjects purposefully selected for the study were WEO heads and WEO experts. The primary schools and their respective principals were included using purposive sampling technique. Individual teachers (129) in the 7 sample woreda were selected on the basis of simple random sampling techniques.

Different data collecting tools were employed to carryout the study. These include questionnaire, interview, and document analysis. Out of 176 questionnaires 173 (96.5%) were filled and returned. Interview was conducted with WEO heads and finally, a careful inspection of document was made. Lastly data was collected, filled and presented for analysis.

The study has employed different data analysis tools that the student researcher thought of as result to the study under consideration. These statistical tools used include percentile, mean, standard deviation, weighted mean, multiple regression, t-test and one-way ANOVA. The analysis made therefore, identified the following major findings:

1. With respect to the over all administrative skills, the findings indicated that women leaders were found to be highly competent. These skills were optimizing use of all resources, implementing rules, regulations and planning activities towards goal achievement.
2. The study also revealed that women were not able to read, know and make use of informal organization as they should in order to gain insight of what is going on with in the work place.
3. Different results were obtained between respondents with regards to consistency in decision making. Women leaders participatory approach having a feminine leadership style and the ability to motivate and mobilize people was regarded as high competence.
4. No significant difference was observed between the two sexes concerning handling conflicts with in the work place. In general, the major findings indicate that women leaders were rated as having high competence for their ability to minimize and manage conflicts among staff/student and community in general.
5. Most of the respondents agreed that performance appraisal was the major selection and placement criteria used in selecting and placing primary school principals, with respect to considering the prospective candidate with political affiliation, professional qualification and work experience some of the possible selection criteria used, the finding indicated that moderate consideration was used for all of them, whilst oral/written exam and gender preference regarded as minor criteria.
6. As per the interview secured from WEO heads, for internal promotion, a performance appraisal and letter of recommendation were used as a selection criteria. When seeking prospective candidates from the outside, professional qualifications as well as work experience were required in order to be selected and placed.
7. To encourage women applicants, priority was given to them if they had the same qualification and work experience as their male counterpart. However, that through

document obtained from the WEO, the selection criteria for primary school principals, did show professional qualification and work experience, but nothing was written regarding women applicants. Through memorandum of understanding women who scored the same as male were given priority. This again shows lack of clarity and transparency to all concerned.

8. The study depicted that the majority of the respondents who perceived the influence of patriarchal ideology view that male are always decision makers, early socialization of gender's lack of confidence in women's ability to lead, and lastly the fact that the society as a whole considers women's role in the private domain were regard as a major cause that hinder women from reaching senior posts. Moreover, the findings indicate that there were significant differences of opinion between the two sexes on most of the points listed as societal barriers. This clearly indicates that societies attitudes indeed play a big role in limiting women's participation in school principalship.
9. Relating to the assessment of the major problems encountered by the attitudes of women themselves and their behavior, it was discovered that five factors were regarded as major causes that prevent women from climbing the managerial ladder. These major causes include fear of balancing professional and family life, fear of taking risks , perceiving themselves as less skillful, lack of role models and mentors in the workplace and the last one was lack of support from other female subordinate .
10. The institutional belief that women don't take risks and that their job performance is greatly affected by family responsibility and obligation were regarded as a major cause for preventing women's entry into management. Even though, women not possessing the masculine characteristics required by an institution were seen as a moderate cause, there appeared to be significant difference in perception between the two genders.
11. According to the findings, the judgment of the majority of the respondent groups (WEO experts, principals, and teachers) on the effect of policy intervention of women's participation had different ranges that fall above the satisfactory point indicating it has high contribution to women's entry into management, however, the current policy that encourage women to participate in school principalship as well as the proper design of policies and programs for women, were perceived as playing a major contribution.

5.2. Conclusions

Based on the findings of the study the following conclusions were made:

1. Research results reveal that the overall perception of society has changed towards women leaders' ability, skill and leadership competence recognizing and accepting their competence in most skills.
2. Despite their abilities and competence women in principalship are still in minority. In education, a profession that had traditionally employed a large number of women, the principals are seldom female, where it is readily apparent that the rate of participation of women diminished the higher up the occupational hierarchy goes. This shows that there were no adequate measures taken to improve their participation rate, be given the opportunity to exercise their talent and be visible in the work place.
3. As noted in the findings, the current selection criteria for principalship are not clear and transparent to aspiring women. This led to misconceptions as to what the actual selection criteria is in order to apply and get selected to the principalship position .
4. As indicated in the study, several factors have affected women participation in principalship, the problems arise from variety of sources, namely traditional beliefs and practices; societies behavior and expectations; and women's self image toward themselves and/or other women. Thus, this shows in general that women are greatly affected by sex role stereotypical attitude of society by both male and women as well as attitudes created against and with in themselves, which is detrimental to their advancement. This study confirms Shakeshaft (1989) claim that "women are their own worst enemies", it could be due to the up bring and socialization process. In addition, an institutional setting that reflects men's needs, and situations, but not considered women's different needs and experiences ,were major problems observed in the study.
5. Despite positive moves on policy , the study indicates that there has been insufficient political and sustained commitment to meet the need and interest of women by higher officials, lack of careful monitoring and evaluation and, lack of good communication and coordination between stakeholders.

5.3. Recommendations

To tackle problems that affect women's participation in primary school principalship, the following recommendations are proposed in view of the above findings.

1. To bring about the desired attitudinal change in the society, collaborative efforts of governmental and non-governmental organizations are the sine qua non of the process. In every activity that may help disseminate information to the public, the organizations should integrate egalitarian sex-role stereotypes that emphasize equal participation of males and females in those tasks traditionally considered appropriate for either sex.
2. The influence of religious leaders is so profound on the social cognitions of their followers. Hence it seems to be wise to use them as a means to change the attitude of the public. They may be made aware of the extent to which sex role stereotypes thwarted women's actualization of their potentials in leadership positions. It seems important to sensitize these authorities in the sense that women, if they have equal opportunities like their male counterparts, can lead effectively and efficiently. Since however, they are considered unbefitting to leadership roles, they remained crippled in decision-making conditions.
3. More than any other influences, the role of schools in attitudinal change is crucial. The curriculum of the country at large and the regions in particular, should be designed in such away that is gender-fair. Hence, teachers are the most powerful authorities, if not sometimes more than parents, on the behaviors and attitudes of their students. Thus if desirable attitudinal changes are to be brought in the students, teachers should be trained in such a way that they would treat and interact with boys and girls equally and encourage them to participate in similar activities.
4. Women need to figure out the politics of the organizations' systems and learn how to play the game to get them noticed or visible, towing the support of the key stakeholder and take some risks to get the attention needed to move along to the "next level" or to a particular job.
5. Parents must provide their daughters with opportunities to develop their decision making skills and principalship capabilities and must train their sons to respect their sisters.

6. Zonal educational department, WEO, and Woreda Women's Affaires should develop and design gender sensitive workshops, seminars and training about gender role socialization, family shard responsibilities, gender role perception, and other gander sensitive issues that are conducted with men so as to make them more receptive to female peers, subordinates and supervisor. This approach will help to reduce many of the stereotypes company ascribed by males to women leaders.
7. Policies at zone, woreda and school level should be practical in reality and not be theoretical, where they should be implemented properly with careful monitoring and evaluations should take place for its effectiveness.
8. Affirmative action to be effective, proper quota system that ensures the appearance of women leaders should be arranged and implemented to guarantee high re-sensitization of women leaders in every educational institution. Authorities in WEO, Woreda's Women Affaires and/or Zone Educational Department should involved attentively monitor the way appointments are undertaken.
9. Finally, to get broader attitudinal profile of the society towards females as principals, further studies on this issue need to be done

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Appendix-A

**Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management**

Questioner to be filled by WEO experts, Principals and Teachers

The questioner is designed to collect data for a research thesis which is entitled factors affecting women participation on primary school principalship : The case of primary school of Gedeo Zone in SNNPR.

The purpose of this study is to gather information on the current status and practice on women participation in principalship at primary schools of Gedeo Zone in SNNPR and identify factors affecting their participation . The information obtained may help to recommend plausible intervention measures that may contribute enhance the participation of women.

The results and success of the study depends on the quality of your responses and so the researcher requests you to give accurate and honest responses to the items presented. Confidentiality is granted and the data you give will be used only for the academic purpose.

Direction

- No need of writing your name
- Put “x” mark in the box or cell you agree
- Give short answer in the space provided

Thank you in advance for your cooperation !

PART I. Background Information

1. Sex
 - a. Male ☐
 - b. Female ☐
2. Age (in year)
 - a. below 25 ☐
 - b. 26-35 ☐
 - c. 36-45 ☐
 - d. 46-55 ☐
 - e. above 55 ☐
3. Educational background
 - a. 12(10) complete ☐
 - b. 12(10)+ TTI ☐
 - c. Diploma ☐
 - d. above Diploma ☐
4. Work experience (in year)
 - a. 1-5 ☐
 - b. 6-10 ☐
 - c. 11-15 ☐
 - d. 16-20 ☐
 - e. above 20 ☐
5. Marital status
 - a. single ☐
 - b. married ☐
 - c. other ☐

PART II. Principalship Ability Skill and Competence of Women in Primary School

Please kindly rate the variables by putting an "X" under the scale you agree use the following scales:

Very Good (5), Good (4), Medium (3), poor (2),and very poor (1)

No.	Indicators	Scales				
		1	2	3	4	5
2.1.	Women's principals skills ability and competence					
1.	Success in managing and leading their subordinate					
2.	Capacity plan and coordinate desired activities					
3.	Implement rules and regulations					
4.	Promote optimum uses of resources					
5.	Delegate duties and responsibilities					
6.	Take first in daily routing					
7.	Create better working atmosphere					
8.	Develop positive attitude to words change					
9.	Minimize hear says and gossips					
10	Provide professional counseling when ever deemed necessary					
11	Treat all staff or students on equal aground					
2.2.	Style Women's principals leadership					
1	Ability to execute honestly					
2	Make emotion in the work place					
3	Control their emotion in the work place					
4	Understand their subordinate feeling					
5	Make people work being involved in it					
6	Show greater perseverance and patience to follow up things					
7	Solve problems systematically					

PART III. Conflict Management and Commutation Skills of Women Principals

Listed below are some of the dictators (points) on conflict management and communication skills of women who are at the position of primary school principal

Please kindly rate the indicators by putting "X" under the scale you agree: use the following scales:

Very Good(5), Good (4), Medium (3), poor (2), and very poor(1)

No.	Indicators	Scales				
		1	2	3	4	5
1.	Communicate vision ability to					
2.	Read the informal network of the organization					
3.	Ability to read conflict in advice					
4.	Ability to solve conflict					
5.	Clarity/instruct staff on how to apply rules and regulations					
6.	Ability to minimize conflict					

PART IV. Decision Making Skills of Women Principals

The following are points on decision making of women who are at the position of primary school principal ship.

Please kindly rate the indicators by putting "X" under the scale you agree.

Very Good (5), Good (4), Medium (3), poor (2),and very poor (1)

No.	Indicators	Scales				
		1	2	3	4	5
1.	Articulate and consistent in decision making					
2.	Make decision that consider the situation					
3.	View things from different perspective in advance of decision					
4.	Take measures under the influence of social norms					
5.	Allow subordinate in decision making					
6.	Making decisions that are not affected by nepotism					
7.	Back confidence in decision making					

PART V. Selection and Placement Criteria for Primary Schools Principalship Post

The following are the likely selection criteria, while assigning principals. Please kindly rate criteria by putting an “X” under the scale you agree. Use the following scales.

Fully considered (5), mostly consider (4), undecided (3), less considered (2) and not considered (1)

No.	School principals selected by...	Scales				
		1	2	3	4	5
1.	Professional of qualification					
2.	Work experience					
3.	Performance appraisal results					
4.	Relevant professional training					
5.	Gender preference					
6.	Oral or/and written test /exam					
7.	Political background					

PART VI. Societal Factors Affecting Women's Participation in Primary School
Principalship

Put an "X" in one of the boxes provided for each possible factor, use the following scales.
Strongly agree (5), Agree (4), undecided (3) Disagree (2), and strongly disagree (1).

No.	Indicators	Scales				
		1	2	3	4	5
6.1	Attitude of the society towards women					
1.	Girls and boys are socialized differently in the society to assume different roles and expectation					
2.	Women were encouraged/supported by their family to pursue their education					
3.	Misconception of the society about women's role in the society					
4.	Think women do not have ability, skill and competence					
5.	The influence of patriarchal ideology in the society					
6.2	Women's self image					
1	Women's still recognize/acknowledge the world as "masculine"					
2	Women's perceive themselves as less skillful in leadership					
3	Women having less aspiration to become school principals					
4	Women forgo investing in education in fear of not getting their desired career choice					
5	Women exhibit poor risk taking					
6	Women's lack of awareness and knowledge of the organizational culture and politics					
7	Women's fear of success in achievement will lead to negative attitudes from colleagues					
8	Women's fear of balancing professional work and family ...					
9	Women's attitude towards encountering jealousy, computation and lack of support from other female subordinate					
10	Lack of mentors and role models					

**PART VII. Institutional Factors Affecting Women's Participation in Primary
School Principalship**

Put an "X" in one of the boxes provided for each possible factor. Use the following scales **strongly agree (5), Agree (4), undecided (3) Disagree (2), and strongly disagree (1).**

No.	Indicators	Scales				
		1	2	3	4	5
1.	Encourage women to form their own network					
2.	No institutional effort to wake women active participants in school principal ship					
3.	Institutional effort to wake women active participants in school principal ship					
4.	Institutions have occupation sex segregation in the work place (school)					
5.	Institution provide flexible working hours					
6	Women's are less committed than man					
7	Women's don't possess the masculine characteristics required by organizations					
8	Women's are ready to take risk on their daily routing					
9	Leader job performance is affected by their family responsibility and obligation					

**PART VIII. Policy Issues Affecting Women's Participation in Primary School
Principalship.**

Put an "X" in one of the boxes provided for each possible factor. Use the following scales
Strongly agree (5), Agree (4), undecided (3) Disagree (2),and strongly disagree (1).

No.	Indicators	Scales				
		1	2	3	4	5
1.	Policies and programs designed Not encouraged women					
2.	Lack of support, commitment and willingness of stake holders					
3.	Lack of mentoring and evaluation of the policy during implementation phase					
4.	Ethiopian women have benefited a lot from the policy					
5.	Ethiopian women have benefited a lot form the policy					
6	Commutation and coordination of the stake holders during the implantation					

PART IX. Suggested Items

1. In your opinion , what is/are factor (s) that might contribute to under representative of women in school principalship?

2. Do you think ,any way to enhance the participation of women in school principalship in particular and educational leadership in general?

3. In your opinion, whose concern to minimize the under representation of women in leadership?

4. If you are given a chance to choose principal for your respective school, whom do you prefer?

Male ☐

Female ☐

I have no preference ☐

What is/are your reason (s) ?

5. In your opinion what is /are the reason (s) for the problems female principals encounter in school principalship?

6. From your observation what major difference do you notice in a way female and male school principals?

7. Please rank the following reasons for women's exclusion from school principalship post according to their seriousness put the rank on the space provided by using 1 for very serious problem to 7 for least serious one.

- A. Self image of women's for them selves
- B. Lack of adequate government policy for promoting women
- C. Attitude the society towards women leader
- D. Unfavorable school structure
- E. Low level educational background of women
- F. The system in WEO during selection of principals
- G. Lack of mentors and role models

1st -----2nd -----3rd -----4th -----5th -----6th -----7th -----

Thank you!

Appendix – B

Addis Ababa University
School of Graduate Studies
Department of Educational Planning and Management

Interview Guideline for WEO Head

Part I - Background Information

1. Sex ____ 2. Age group ____ 3. Educational background _____
4. Marital status _____ 5. Work experience (in year) _____
6. What position did you hold immediately before first becoming an educational leader?
7. Do you receive on the job training before or after attaining the leadership position?

Part II - Suggested Items

1. What is the extent of women participation in Educational leadership (school principalship) at your respective woreda?
2. Do you think female principalship performances affected because of there sex?
3. Have you ever observed gender related problems that female principals encountered that needed your office intervention?
4. From your observation what major different do you notice in a way female and male principals handle their schools?
5. Do you think the organizational structure of schools hinder women participation from principalship?
6. Do the government policy in general and your institution in particular encourage women to senior post?
7. What are the major factors that might contribute to the under representation of women in education leadership?
8. If you are given a chance to choose principal whom do you prefer?
a) Male b) Female c) Have no preference
What is your reason(s)?
9. Which concern to solve the problem of under representation of women in principalship in particular and in leadership post in general?
10. What do you recommend/suggest as a remedial action to improve or enhance women's participation in principalship ?

Thank you!