



FACTORS AFFECTING FEMALE TEACHERS PARTICIPATION IN
SCHOOL LEADERSHIP IN GOVERNMENT SECONDARY SCHOOL IN
ARSI ZONE OF OROMIA REGIONAL STATE

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Factors Affecting Female Teachers Participation in School Leadership in
Government Secondary School in Arsi Zone of Oromia Regional State

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Declarations

I, undersigned declared that the thesis entitled as factors affecting female teachers participation in school leadership in government secondary school of Arsi zone of Oromia regional state is my own work and that the sources I have used are indicated and fully acknowledged in the references

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Abbreviations and Acronyms

ETP- Education and Training Policy

ESDP—Education Sector Development Policy

MoE-Ministry of Education

REB- Region Education Bureau

SPSS-Statistical Package for Social Science

UNDFW-United Nations Development Fund for Women

UNESCO -United Nations Educational Scientific and Cultural Organization

WCYA-Women Children and Youth Affair

WEO- Woreda Education Office

ZEO –Zone Education Office

ABSTRACT

The purpose of the study was to search out the factors that affect female Participation in secondary school leadership in Arsi Zone. To realize these purpose three basic questions related to major factors that effect on female teacher's participation in school leadership were raised. The study employed a descriptive survey design that involves the use of both qualitative and quantitative methods in data gathering and analysis. Data was gathered from both primary and secondary sources. Primary sources were 115 female teachers, 14 school Leaders (principals vice principals and Supervisors) five Woreda education heads. Purposive sampling technique was employed to select female teachers from nine government secondary schools and Simple random sampling technique was employed to select school leaders at school levels and Woreda education heads at woreda levels. The findings of the study indicated that the involvement of female teachers in educational leadership seems to show an insignificant increment each year in the last three years. There are different factors that have narrowed female teachers from participated in secondary school leadership. These factors are related to institutional Personal and Cultural. As institutional factor, implementers have minimal knowledge of policies that could empower women in affirmative action, most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent, there is no available special support for female teachers, educational institutions have no official effort to make females active participants and lack of women role models in educational institutions affects participation of other women aspiring for leader. As Personal factor, Women's responsibilities of family child bearing and taking care of home affect their participation in leadership, because of their low self-perception the confidentiality of female on their ability, qualification and experience is low and because of school far from their homes, female are reluctant to accept educational leadership. As Cultural factor, Cultural attitude of our school society was not encourages women to assume on key educational leadership positions and most people still having attitude and perception that decision making power rests with men. In line with the above findings it was recommended that the Woreda, Zonal education offices and regional education bureau should properly implement the strategies and affirmative action and should to establish mechanisms to enhance the capacity of female school leaders by providing constant training, making clear policies of the school in line with strategies of the ministry of education.

CHAPTER ONE

Introduction

This chapter of the study contains the background of the study, statement of the problems, objectives, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study.

Leadership involves inducing followers to act towards achieving goals that represent the values, motivations, wants, needs and the aspirations of both the leader and the followers. Women school leadership in Ethiopia and the world over faces many challenges that stand in the way to provide for successful school leadership.

United Nations Educational Scientific and Cultural Organization (UNESCO) report women were grossly underrepresented in education management. Women on the other hand have limited ambitions, they lack confidence in themselves and their work is affected by discontinuity in the workplace (Abu-Khader, 2012).

The principle of equality of men and women which was first recognized in 1945 in the United Nations Charter, and subsequently in the Universal Declaration of Human Rights (1948). This was later followed by 4th World Conference on Women (1995) called for governments worldwide to create a gender sensitive education system in order to ensure full and equal participation of women in educational administration and decision-making as well as to narrow the gap between men and women (Beijing Declaration and Platform for Action (BPA), 1995, Chap. IV, Article 82).

The Federal Democratic Republic of Ethiopia (FDRE) has recently given priority to enhance and promote strong school management system. To this fact, one of the key priorities of the education and training system in Ethiopia is to promote strong leadership and governance at all levels. Within the ESDP V, it's declared that to enhance instructional leadership, each male and female teachers aspiring to be leaders.

The govt. of the Federal Democratic Republic of Ethiopia has licensed some legal documents aimed toward reducing discrimination against females. One such document is that the gendered equality that was put in to effort in (United nation 2007). The govt. approved the National set up of Action on Education for All (NAEA) that aims at achieving gender equality in education by 2015. The national goal of the strategy is to enhance female's quality of fabric and non-secular life further as establishing the condition necessary to their basic rights and absolutely and equally involve in and like all aspects of politics, economic, cultural, and social areas. The particular objectives of the strategy are that the Ethiopian government commitment to extend the number of females in leadership positions in any respect levels and altogether education sectors.

Furthermore as declared in MoE (1994:34) the govt. provides resources to extend the involvement of females within the education system. Moreover, there was an endeavor to form the academic management should be democratic, skilled, coordinated, and support feminine participation in instructional leadership. This shows that the govt. exerting nice effort to enhance feminine involvement in political, economic, and social activities.

Even the policy of the country support the participation of females on leadership still the number of females on School leadership is very low. According to Arsi Zone Education Office (AZEEO, 2012 E.C.) report, there were 94 secondary schools with 94 principals, 145 vice principals and 26 secondary school supervisors, a total of 265 school leaders. From those school leaders only one principal and six vice principal (2.6%) were female. This indicates that the females' participation in secondary school leadership in the Zone is very low. Thus, it is very crucial to assess factors that affect female teachers in the participation of secondary school leadership within the ArsiZone of Oromia regional state.

1.2. Statement of the Problem

Among the concerns of the United Nations Development Fund for Women (UNDFW) and United Nations International Children Emergency Fund (UNICEF) (2002) are the elimination of all forms of prejudice and discrimination against women, especially in assuming leadership positions in preservation of the woman's rights and her role in the inclusive development. In response to the concerns of UNDFW and UNICEF, there has been a considerable expansion in the role of women in school leadership.

Equality between men and women could be a matter of human rights and conditions for social justice, necessary and basic pre-request for equality, democracy development, and change. The quantity of female teacher's participation in secondary school leadership is very low. Additionally there is gap between low and high level of school leadership position of female teachers participation in secondary school.

According to the ArsiZone education office (2012 E.C), the statistics show 2688 (82%) male and 579 (18%) female teachers in government secondary schools. But, the magnitude relation of feminine leadership in secondary school is incredibly low. Except for one female principal and six vice principals, out of the 94 secondary schools present within the ArsiZone, the rest secondary schools were occupied by males.

As my own experience, I actually have served as a teacher for regarding 6 years, as a school principal for regarding nine years and as Woreda education office knowledgeable for regarding seven years, altogether I served for regarding 22 years in education sectors in ArsiZone and that I have ascertained the very fact towards the challenges that hinder female to participation in instructional leadership. The culture and observe of the society within the ArsiZone are characterized by the over dominance of males in education sectors, particularly in instructional leadership. This can be the explanation that why I used to be interested to hold out this study.

However, few studies (Dereje 2013, Emebet, 2014; Lemessa, 2014, Laliftu, 2014, Hana, 2016, Shimelis, 2016, Tesfaye, 2018, and Kadir, 2019) are conducted in Oromia (Jima town, Ilu Ababara, East Shoa, East Wolega, North Shoa and Woliso Town) and Adis Ababa city administration. The main focus of these studies was on the factors that influence feminine teachers' participation in school leadership as a whole; but, these studies lacked investigation the main factors that have an effect on feminine teachers' participation specifically in principal-ship positions. Second, the results of the higher than empirical studies indicated the difficulty of faculty leadership in their specific study space. It failed to represent the particular things of ArsiZone secondary schools. Thus, these gaps and factors initiated the researcher to assess the main factors that contributed to the low participation of female teachers in secondary school leadership in Arsi Zone of Oromia regional State.

Accordingly, the study was guided by the subsequent basic questions:

1. How do women participate in leadership position in government secondary school of Arsi Zone?
2. What structural provision are hinder female participation in school leadership and implementation?
3. What is the legal and policy measurement in gender equity?

1.3. Objective of the Study

1.3.1. General Objective

The general aim of the study was to search out the factors that female participation in secondary school leadership in Arsi Zone.

1.3.2. Specific Objective

1. To realize that how do women participate in leadership position in government secondary school of Arsi Zone.
2. To investigate the structural provision those are hinder female participation in school leadership.
3. To investigate the legal and policy measurement in gender equity by concerned body and implementation.

1.4. Significance of the Study

By distinctive the main factors that have an effect on female teacher's participation in secondary schools the study were supposed to induce the subsequent significances.

1. It should improve the participation of females in instructional leadership.
2. The study can offer the mechanisms of reducing the factors that affect female participation, in school leadership.
3. It helps as feedback for the ArsiZone education office, Woreda education office, and School to empower and rising females' in instructional leadership.
4. The study might facilitate alternative analyzers as proof for those that need to research leadership areas.

1.5. The Scope of the Study

Female participation in instructional leadership is a very wide concept and related to many factors. Hence, it is difficult to include all the factors that hinder its achievement. Therefore, the intention of this study is only on the factors affecting female teacher's participation in leadership in secondary schools of Arsi Zone. I select the Zone due to current experience about educational activities in the Zone. And also to make the study manageable and to obtain relevant and sufficient information, the study was delimited to only nine secondary schools of the Arsi Zone.

To make the study more manageable and feasible, the study covered only a limited number of school leaders and female teachers. It would have been better if the study was conducted throughout Arsi-Zone Woreda education offices, but due to geographic, economic and time constraints, this study was limited only five Woreda and nine selected secondary schools. As a result, the study may not incorporate the feelings and perceptions of all secondary schools in the Zone.

1.6. Limitation of the Study

It is obvious that research work cannot be totally free from constraint. For this study I encountered certain problems which are considered as a limitation of the study. Most respondents were busy and had no enough time to respond questionnaires and interview. Some of them who have enough time were also unwillingness because of the threat of COVID-19 and were not cooperative to provide the necessary information to obtain the required data for the study. It was challenges to get all the questionnaires back from the respondents. Nevertheless, I managed all the above constraints through continuous contact and friendly approach with all the informants like school leaders, teachers and Woreda education heads.

1.7. Definitions of Key Terms

Educational Leadership: is concerned with the educational objective of guiding and directing learning and teaching to increase educational outcomes for all learners (Lloyd, 2009)

Leadership: any person who charged with the responsibility of planning, leading, guiding, and directing people or an organization (Kotter, 2001;1)

Participation: The provision of an equal chance to women in leadership of the educational organization (Panday 2008)

School leadership: is the process of guiding and directing school members towards achieving common educational goals. (en.wikipedia.org)

Secondary school: Educational institutions that range from grade 9 to 12 (MoE, 1994, p.14);

1.8. Organization of the Study

The research report contains five chapters. The first chapter deals with the problems and their approach. The related literature is presented in chapter two. The third chapter presented the research design and methodology, followed by presentation and analysis of data in chapter four, and the last chapter five presented the Summary, conclusion, and recommendation of the study.

CHAPTER TWO

2. Review of the Related Literature

This chapter of the study gives emphasis on relevant literature related to the factors that affect female teachers' participation. This review comprises, an overview of concept of educational leadership, female in leadership position, behavior of women leadership, perceptions towards women leadership. It presents the relevant literature pertaining to factors that affect female teacher's participation into secondary school leadership positions. Moreover there have been some possible strategies to promote female teachers participation in educational leadership.

2.1. Concept of Educational Leadership

According to (Hoy and Miskel, 2008) "educational leadership is a particular form of leadership that emphasizes the improvement of teaching and learning in schools technical core" "an instructional leader has a sense of purpose and a broad knowledge of the educational process and learning theories she's a risk taker, and has people skills and unlimited energy" (McEwan, 2003). It provides a spring board for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders.

According to Tarnue (2000) educational leadership is the continuous work of mobilizing people to believe and behave in regard to shared vision that results to high achievement for every child. It is the ability to support people in doing inquiry about the result of their work honestly without any fear of blame and judgment. In other words educational leadership is primarily concerned with educational outcomes for all students. Lloyd (2009), Besides educational leadership influences and manages pedagogical goals and vision underpinning instructional program promote teachers learning and development for students improvement (Lindsay B, 1999).

Trance in Esayas (2012) further argues educational leadership that enhances students' outcomes through the creation of an environment where learning permits the organizational culture besides the state as;

“I believe that the core work of teacher in seeking to promote qualities learning for all children that all management tasks serve the core work.”

Sergiovanni (Cited in Harris, et al, 2003:1), has indicated the dependability of school success on effective school leadership. Again, Warren & Bennis, (2003:54) has argued that thus, one may say that effective leadership is at the core of every successful organization.

2.2. Female in Leadership position

The good school administration is more attuned to Female than masculine modes of leadership behavior. Female attributes of nurturing, being sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative 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 particularly in educational administration (Porat, 1991). Data on equality of opportunity in educational administration reveals that gender, more than age, experience, background, or competence determines the role an individual will be assigned in education (Lane & Whitaker, 1990).

The argument for women's participation in decision making and leadership is based on the recognition that every human being has the right to participate in decisions that define her or his life. This right is the foundation of the ideal of equal participation in decision-making among women and men. It argues that since women know their situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public spheres of their lives, from the local to the global (Miranda, 2005).

Women and men have different needs, interests and priorities arising from their specific roles and situations. Even when men are aware of and seek to represent this difference, they lack information in the same way that mainstream decision makers are unable to capture the perspectives and needs of minority cultures or the poor. This failure to incorporate women's concerns in decision making represents a major loss for society as a whole. Women's needs, interests and concerns are not just those of women themselves, but reflect their primary roles as mothers, wives and caregivers. Therefore, incorporating a woman's perspective in decision

making should result in better decisions that more adequately reflect the needs and interests of children and families (including the male members) thereby foster sustainable development.

The Ethiopian government has been committed itself to various national, regional, and international initiatives to eliminate gender-based disparity in various sectors by introducing various policy directions and institutionalizing ministerial offices. To cite few examples, the establishment of the Ministry of Women's Affairs, its commitment on Millennium Development Goals, Plan for Accelerated and Sustained Development to End Poverty (PASDEP) the Gender Mainstreaming Guidelines, and the various affirmative actions taken in education and employment process. One of the major goals of the MDG also focuses on gender equality with the target of eliminating gender disparity in education, employment, and political participation by 2015 (Teklu, 2013). However, regardless of the Ethiopian government's policy of equal opportunity for both men and women to participate in the democratization of the country, women have not been adequately represented at all levels of decision-making positions. Given the nominally equal status of men and women in laws of most countries, it is only right that both sexes participate in decision making over matters that affect them. Many more literatures sullenly reveal unsatisfactory pictures of a stark gender imbalance against females. The higher education subsystem in Ethiopia has passed through a series of policy reforms in the last two decades. Key reform areas ranged from improving quality and relevance of programs to promoting equality in access to and success in Higher Education.

As a signatory to the Millennium Development Goals, Ethiopia pledged to pursue a series of benchmarks and targets relating to gender equality. The targets aim to empower women and eliminate gender disparity in all level of education by 2015. For instance, the education and training policy declared in 1994, has addressed the importance of girls education and among others it clearly stated that the government will give financial support to raise the participation of women in education. It further stated that special attention would be given to the participation, recruitment, training and assignment of female teachers. However, regardless of the vast expansion of higher education and the efforts underway, female students remain chronically underrepresented (Valerie, 2012).

A slight difference was found between men and women in the field of leadership. Prestige is incompatible with gender. Research shows that women are growing on an equal footing with men and this is a real Key like them and development and priorities. Investigators have found a glass roof that prevents women from reaching first. That invisible limit is recognized and tested by many (Gatrell and Cooper 2007). The metaphor of the labyrinth means that women reach higher positions through dialogue within the organization (Eagly and Carly, 2007). The dynamic leadership that goes with women is increasingly commended for having excellent leadership skills and, in fact, women, more than men, leadership styles that are seen as leaders (Eagle, 2007).

According to research on the effectiveness of leadership, the author proposes effective leadership that requires leadership to be respected, although in many cases women are often accepted as leaders rather than men (Hogue, Yoder, & Ludwig 2002). Many research studies question and evaluate a woman's ability to influence or effectively lead in a variety of leadership roles. In recent decades, the idea of being a leader is not in question of the fact that feminism has been challenged in various spheres of public service and continues to this day in the 2nd century in some respects. In many cases, women who were considered competent, competent or successful leaders were drawn from social, political, and organizational backgrounds. Recent research shows that firms that manage more effectively and apply diversity to their employees can get better results. Because, for example, previous research shows that business sectors have a higher percentage of women managers who report increased financial performance and greater efficiency. Aside from the fact that more women in the business and political sphere than ever before, there continues to be an incomparable number of women in senior leadership positions below men in equal roles (Shrader, Blackburn, & Illes, 1997). Therefore, researchers strongly support the idea of whether this feminine leadership trait could be removed from the school and given that woman access to leadership, contributing to their quality of leadership in schools.

The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (MoE, 2010). This decline of women leadership affects female

students to get the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers, this let females to be less competitive to leadership positions.

Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including primary and secondary school principals, supervisors and other administrative bodies (MoE, 2010). It was observed earlier that educational leadership is dominated by men even in areas where women form the majority of the teaching staff and/or are more qualified than the men. For instance, females have been observed to be powerfully taken up with family household tasks, with little chance of being educated or involving in decision-making, and some women are more willing to be housewives (MoE, 2010).

2.3. Behavior of Women Leadership

Regardless of how women's leadership behaviors are defined, the fact that women make them have the skills and abilities to be the best leaders in education. The findings of a meta-analysis of studies comparing male and female leadership styles showed that women were more morally or democratic than men, and that men were more likely to be active or independent than women, thus supporting the notion that there was a difference between Eagly and Johannesburg 2001). Burke and Collins (2001) obtained similar results in terms of accounting for leadership of female accountants, compared to male financial writers; women were in a position to adopt matching styles. Women have very different characteristics and behaviors that contribute to their senior leadership skills. Companies have a responsibility to create an environment in which women can thrive. An organization that does not do that gives women a chance to grow and can destroy an overworked female leader.

The goal of socialization is to instill gender-appropriate characteristics in members of each sex so that they may be capable of executing successfully the gender roles society has assigned them (Spence & Helmreich, 1978). Gender training, teaching each child how to be a female or a male, occurs during the socialization process. Beginning in infancy, and throughout childhood, the way parents relate to female and male children appears to be the major socializing factor that leads to the internalization of sex and gender identity which occurs in the first 2 years of life (Bell, 1978).

Our society insists that an individual's gender makes a difference in virtually every domain of human existence. Children may learn to be assertive or dependent as a result of parental reinforcement; they are responded to on the basis of expectations based upon how girls and boys are supposed to behave (Loden, 1985). Behavior that may be rewarded in boys may be a reason for punishment in girls, and vice versa. If feminine behavior is defined as dependent, girls act and feel dependent, and feminine; if masculine behavior is defined as strong and aggressive, boys act and feel in ways that prove that this is true. Not only do girls and boys act and feel feminine and masculine, but they are treated accordingly. This differential treatment leads to the development of psychological and personality differences in females and males.

2.4. Perceptions towards Women Leadership

Attitude is considered as a concept of social psychology. Attitude is a belief about something good or bad. It is a tendency to behave toward the object so as to keep or get rid of it. An attitude can be defined as an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world (Krech and Crutchfield, 1948). Social scientists believe attitude as usually measure doesn't always square with actual behavior.

The concept of attitude does not refer to any one specific act or response of an individual, but it is an abstraction from a large number of related act or responses. The more positive attitude one has, the more positive human behavior will be seen in case of a specific topic. Attitude is the mediator between stimuli and responses. Attitude can be defined as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Allport, 1935). Campbell emphasized attitude as a response co-variation in response to a set of social objects (Campbell, 1958). Attitude can be termed as the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favorable or unfavorable manner (Kartz, 1960).

Another research suggests that attitudes may not be closely related with behavior in all the cases but in some particular conditions which are narrow attitude towards women is based upon the general gender role perception of the society. Male dominated economy and social structure often prefer male as perceived leader in critical condition whereas leadership should be attributed in accordance with the capacity of resource and constraint management along with the

existence of some task based performance measurement. ILO (2000) reiterates a worldwide review of the status of women in leadership and speaks similarly of the barriers created by biased attitudes towards women in leadership. The managerial positions are viewed as male in gender types; the characteristics required for success are seen as more commonly held by men than by women. Attitudes fade slowly from peoples' minds. It requires the effort of all and the willingness by a country's leadership to change people's attitudes. It may take long time, but can be overcome. People have first to understand that their attitudes are biased, and then be guided on how to change them. This role can easily be played by such studies as this.

2.5. Factors to Women Obtaining Leadership Positions in Schools

The problem of female leaders in positions of leadership is due to internal and external forces, as well as the difficulties women must overcome in order to become educational leaders (Jones, 2006). Internal factors exist for women in academic leadership are Personal considerations and health issues over time, while external hurdles are addressed by external barriers or External influences are elements that are outside of your control.

2.5.1. Internal or Personal Factors

Some of the internal boundaries caused by women differently are femininity, pregnancy, emotions, menstruation, and motherhood as identified. About 70% of the principal and school board administrators accepted it these superstitions in 1996 (Shepard, 1997). Or some of the more commonly used barriers have down, these leaders still felt that women would allow their emotions to influence them management decisions.

So that women who are engaged in school administration are more focuses on teaching children. The Paradox is that when women that are not managers see other women administrators involved in incorporating the activities of teaching and learning and contact with children. This indicates that having more female role model leaders will increase the aspiration level of women to become a leader and the reverse is also true (Ouston, 1993:51).

Family and Home Responsibilities: - Family and home responsibilities, place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of

family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments. According to Shakeshaft (1985), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility 1993 (Kamler and Shakeshaft, 1999) and the study documented family responsibilities as one reason why women teachers were not choosing to enter administration. Females' Participation in Educational Hewitt (1989) Personal and family impact included the complexities and tensions of the role, the size of the workload, and the need to attend large numbers of meetings out of school hours. These factors intrude into, and reduce, physical and psychological time and space which principals wish to allocate to themselves and their families. It would appear that an increasing numbers of senior leaders are re-assessing the extent to which becoming a principal enables them to maintain a preferred balance across the different dimensions of their lives.

Lack of Self - esteem (Self - Confidence): -Lack of self-confidence is resulted from a sex-structured community that believes women inability to participate in different positions including managerial positions. Therefore, this makes women to develop lack of self-confidence in public areas that resulted from absence of support and negative discriminatory actions that excludes women from the sphere. As a result, women develop low self-esteem and give chance to the establishment of male dominated society (Shakeshaft, 1989: 139). Moreover, lack of self-confidence leads to unfamiliarity of conditions that discriminates women from the society. For instance, as indicated by Ouston (1993:51), if women and men apply for any kind of job whether they are qualified or not, and if they are not successful, men blame for the external factors for their failure. However, the story in females is quite different; if they are not successful, they code the failure as personal failure and decide not to compete or apply any school administration position. Those people who have high self-confidence tend to develop skills, attitudes, values, familiarity with conditions, and high aspirations and they can apply and compete for any job opportunity including school administration (Kanter, 1977:158 cited in Shakeshaft 1989:89).

Fear of Balancing Work and Family Life: -In addition to lack of self-confidence and low aspiration level to administration position, fear of balancing work and family life is one of the great challenges that women face to become school principal. As compared to women, men have fewer domestic responsibilities than women of the same position do. For instance, women are

responsible to care for children, cooking of food, fetching of water etc. (Hale, 1989: 25). Furthermore, Vertz (1985) as cited in Hale (1989:25), in addition to domestic activities, absence of support from husband /spouse/ by sharing of domestic work, number of siblings, and perception of the importance of one's work are the major challenges that women face to become school leader. If there is no support from the family for division of labour, if there are large number of children ,and if the family or husband perceive that women managerial position as less important ,usually the woman will less aspire to become school principal fearing of balancing those domestic burden with that of professional work.

Lack of self-efficacy: Women's self-determination to progress and succeed is fundamental to their career progression (Priola& Brannan, 2009), but as Sherman (2005) and Normore and Gaetane's (2008) noted, few women perceived themselves as capable of holding leadership positions in schools. Oplatka (2006) identified a variety of reasons that caused women not to apply for promotion, such as the lack of the necessary aspiration, a lack of confidence that they will succeed, fear of failure, and a lack of competitiveness. Nealy, (2009) reported that research shows that women in higher education typically have low self-worth, often being perceived as timid, and prefer to maintain a low profile. No matter how skilled women leaders are, a lack of confidence is a deal-breaker (Santovec, 2010). Santovec (2010) continued to say that confidence spreads to those is leading, and that if a leader does not have confidence, the followers will not have confidence in the leader.

Hoyt (2005) also noted that while cultural stereotypes are likely to impact on women leaders, the level of the leader's self-efficacy for leadership will likely play a role in determining the responses to stereotype activation.

The study of Osumbah (2011) indicated that the dual responsibility of employment and family care and employment was too demanding. As such the issue of children and/or family deters many women when they have to make the decision to take up a leadership position. Women often reduce their hours at work when they have children. Some women even quit work and spend one or more years devoting their efforts to their families (Eagly, 2009). Derrington and Sharratt (2009) observed that women with children aged between one and nineteen, represented the smallest percentage of superintendents, compared to women with no or grown children.

2.5.2. External factors

The acceptable role that women should play in society has been a major external obstacle women's ability to secure leadership positions in education (Farmer, 1993). The demands of female supremacy are growing argue for gender roles disputes (Blount, 1998). Throughout history women have had to contend with superstitious obstacles profiles (Watkins, Herrin, & McDonald, 1993; Langford, 1993; Funic, 1993; Brunner, Feb. 2000; Patterson, 1994; Brown, 1999). Stereotype profiles changed using decades but it is still a problem women have to face. Some of external factors that hinder women participation in school leaders were discussed below.

2.5.2.1. *Structural Factors:*

The reasons why women do not move into the advanced levels of leadership may be related to pressures inherent in the job situation (Celikten, 2005; Osumbah, 2011). Existing work structures and organizational routines are predominantly male-oriented, which tend to impede women's participation in decision-making roles in organizations (Eagly, Carli& Sampson, 2009; Syed & Murray, 2008). The study by Kelly et al. (2010) found that employees believed that long working hours were an indicator of dedication and productivity. It further reinforced the perception of the ideal worker, most often a male, who does not have or attend to other pressing commitments outside of work or at home.

The findings of the study of Osumbah (2011) that although there are various barriers to women aspiring top educational management and leadership positions, organizational factors are the strongest barrier.

Lack of role-models and mentors: - Eddy (2008) observed that mentors have a critical role to play in the advancement of women in leadership. Support by means of advice, opportunities to acquire diverse experiences and access to leadership development, all provide critical career skills. Sperandio and Kagonda (2010) and Jones (2006) therefore decried the lack of role-models and mentors in education leadership. Sperandio and Kagonda (2010) asserted that women in leadership positions may be breaking new ground, and are unable to offer the mentoring and

encouragement to other women who may find it necessary to overcome their lack of confidence and self-esteem.

When women work in isolated environments (dominated by men), they need those “who look like them” to reinforce their feelings of self-worth and excellence (Nealy, 2009, p.9). In an attempt to understand the plight of women leaders in primary schools, it was deemed necessary to take a look at the status of women leadership in Ethiopia, specifically in the wider education sector. This insight will expose us to the general picture of women’s educational leadership in Ethiopia.

Fear of geographical mobility: Since schools are found everywhere in a country, teaching is seen to “...provide many opportunities for women to be employed without it adversely affecting the family situation” (Mitroussi&Mitroussi, 2009). Conversely, Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family.

Stereotypes associated with gender: -Women were historically encouraged to develop personality traits and behavior that prevented them from participating in leadership (Kelly, 2008; Kiamba, 2008; Osumbah, 2011). Moreover, traditional roles and societal values combine to have a detrimental effect on how women are valued as leaders (Vali, 2010; Chisikwa, 2010). Jones (2006) indicated that social stereotypes associated with women at the work-place showed that women are too emotional, not task-oriented, are unable to gain control and discipline, or to handle conflict and community issues.

2.5.2.2. Cultural Factors:

Research conducted by Wilkinson (1996) found that women leaders worldwide share a number of challenges which include stereotyping, lack of role models and the lack of access to training. Furthermore Stead and Eliots’ study in the Arab Gulf countries found that the challenges faced by women in leadership positions include discrimination at work, cultural taboos, negative attitudes towards working women and lack of confidence and trust in women leaders. Cook (2007) also identified several inhibiting factors for women that include organizational factors,

such as personnel systems, traditional career paths, male employee attitudes and women's own attitudes. Cook (2007) further argues that culture which is reflected in the set of beliefs, values, practices and norms associated with the local community as well as in the workplace, can adversely affect the operation of women leaders and their ability to exercise a positive leadership role. Some traditional beliefs are reflected in associating leadership abilities and positions with men and not women (Effindi, 2003, Metcalfe, 2008 and Coleman, 2001). The cultural identification of women as caring, domestic as and implicitly of lesser importance and status than men needs to be examined (Coleman, 2000, 2001). Culture reflected in the set of beliefs and practices associated with the local community, as well as in the workplace, can adversely reflect on the effectiveness of women leaders and their ability to exercise a positive leadership role.

A major obstacle to women's access to leadership positions in school refers to the cultural and social structure that bifurcate the society into male and female arenas. Entrenched norms inscribed in the culture of many developing countries (Such as, Turkey, China, Islamic countries) attribute certain tasks and spheres of responsibility to each gender, assuming that one must behave in accordance with the social expectations of one's gender, assuming that one must behave in accordance with the social expectations of one's gender (Celiketen, 2005; Suet al., 2000; Sidani, 2005). Leadership positions, in this sense, -belong to male members of the society and women should refrain from attempting to attain this kind of position. Otherwise they are susceptible to various social sanctions, such as reduce chances to marry (Cubillo and Brown, 2003).

The barriers to career advancement experienced by women in developing countries seem to be determined by specific cultural and religious beliefs and values that define femininity in terms of marriage, housekeeping and child-raising.

Culturally, the Ethiopian society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home. In addition women, carry out almost all the reproductive roles of the households as well as many of the productive roles. The average Ethiopian woman put in 15 – 18 hours of work per day, which has never been valued in economic terms (United National Children's Fund

[UNICEF], 1998). Women also participate in community management roles, which is usually voluntary and unpaid.

Therefore, women became conditioned to see their future as housewives who would not need much formal education whereas boys knew very well that they were future breadwinners and needed education for formal employment. In this case, the patriarchal structures of power not only place greater role but also discriminate against women in all aspects of social life (Kasente, 2003). Generally socio-cultural beliefs and practices dominant amongst the various communities hinder women's in participating school leadership in diverse ways.

2.6. Strategies to Promote women Participation in School Leadership

Worldwide, there are three policies that are applied to ensure women's representation in various structures, and Norris, (2000) outlined these as affirmative action, affirmative action programs and positive discrimination strategies.

Affirmative action has been used in many countries to correct gender imbalances. According to Norris (2000), Affirmative action programs are meritocratic policies that aim to achieve fairness in recruitment by removing practical barriers that disadvantage women. Affirmative action programs provide training (on public speaking for example), advisory group goals, financial assistance, and monitoring of outcomes. Positive discrimination strategies on the other hand set mandatory quotas for the selection of candidates from certain social or political groups (Norris, 2000). Quotas can be set at different levels (to indicate proportion of representation) or at different stages of the selection process. Quotas can also be binding and implemented by law or internal party rules. Obviously when Quotas are legally specified as part of the constitution they are more likely to be implemented, and guarantee women (or other minority groups) inclusion in leadership. Some people view this process as unfair as some people are automatically included or excluded from recruitment process exclusively on the basis of their gender or race. It has been argued that such strategies violate the principles of fairness and competence and contribute to a culture of laxity in women.

Women must be present in leadership positions in education systems worldwide to provide a gendered perspective on educational change and development, and to ensure. Social justice

through gender equity at leadership and decision making levels. According to the 4th world conference on women (1998) called for government's worldwide to "Create a gender sensitive education system in order to ensure full and equal participation of women the educational administration and policy and decision making

Beijing Declaration and platform (BPA) /1995) Mission statement asserts that equality between women and men is not only a matter of human rights and a condition for social justice, but also a condition for "people-centered sustainable development". The presence of women in leadership role at the secondary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choice with role models of women decision makers and leaders. It is also imperative that women be actively involved in leading educational charge given the vital role that the education system of a country plays in both national development and the development of a gender equal society. For women to be active participants in the change and development process, they must be present and provided with the necessary skills and understanding needed to participate effectively in educational leadership and policy-making at both school and national levels.

As a policy, the Ethiopia government has given more attention to empowering women to be a leader, especially at school level. To this end, several documents have been issued by the central government. From those documents, the first one is the education and training policy (ETP), 1994 states female education and female educational leadership will be democratic, professional, coordinated efficient, and effective and well encourage the participation of women (ETP: 3.8.2) On the other hand the Ethiopian teacher's development program (TDP): Blueprint 1999 E.C in its selection of candidate also put that female candidate will be given more attention. In addition to this the very important strategy document that the National Female Strategy 2002 E.C. focuses on the enhancement of female educational participation.

In addition to their policy, the ministry of education made several administrative guidelines to their respective regional bureaus. On the other hand, the ministry of civil service has made a rule that women stand as a significant body of society who deserves unreserved service to affirmative action. Specifically in its sub-article 5.6.1 a and b of the civil servant Recruitment (Hidar, 2000) the ministry has made it clear that among others women applicants are guaranteed affirmative

action. However, still, women's chance to come to power in a school leadership position is not realized. Practically the guidelines with its implementation procedure stand for the underrepresentation of females in educational leadership positions. So that this study gives more attention to how these policies and regulations implement correctly.

2.6.1. Empowering women

The struggle for gender equality continues in almost all spheres (Sang et al., 2012). I mean, even though women make up more than half of the population, they are badly represented in leadership and decision-making positions (African Development Bank, 2007). Legal participation of women in organizations that make gender equality decisions is guaranteed by the Ethiopian Constitution). However, the absence of women in decision-making positions exceeds the equality enshrined in the Constitution and has had little written success with regard to women's participation in decision-making. The government has signed international agreements on education and human rights for women and girls. The fact that the government sees the same documents nationally and internationally demonstrates the determination to have a nation that includes all its citizens with democratic freedom.

2.6.2. Affirmative action and Targets

The act of affirmative action (AA) is a temporary intervention promoted on equal political agendas. Programs include organizational policies to increase the representation of non-historically excluded groups, set deadlines for their success and the introduction of strategies and practices or supporting policies (Konrad and Haetmannn, 2001).

In Ethiopia, the women's leadership position in the education system has ample gaps in the needs, concerns and safety of women as they replace leadership. During this time many documents were issued by the provincial government. Among the papers filed, first undoubtedly the education and training policy (ETP), in 1992 states that women's education and women's education leadership are temporary: - Education managers will be democratic, communicative, efficient and effective and democratic.

2.6.3. Encourage women's participation

The policy has done much to guide the entire education system in that one can do what they argue that this would be much better if there was a more cost-effective strategy that limits the rates of subsequent changes and therefore the policy. Compared to the education and training policy document, the Ethiopian Teacher Development Program (TDP); Blue print, 1999 E.C. in its baptismal intentions also sets the woman the choice to be considered the most important strategy for enrolling women in the nation. This strategy, 2010, focuses on improving women's participation in education. First, it has its own motivational statement with a direct response to policy by providing strategic interventions that provide continuous constructive training to women leaders assigned as directors or school leaders, etc., by enriching their academic leadership and empowering them to succeed in their careers (NFS.P55). In these contexts, ESDP IV has come to the fore in highlighting the current state of affairs and the best practices for women leadership in Ethiopia the education system.

2.7. Policy issue of female participation in school leadership in Ethiopia

In Ethiopian Context, policy environment on female leadership in education system have a sufficient scope to the needs, concerns and safety of females while braining them to leadership position. The education and training policy (ETP), 1994 states female education and female Educational leadership with the provisional:-Educational management will be democratic professional, coordinated, efficient and effective and will encourage the participation of women (ETP:3.8.2) Thus the policy has done much in gilding the entire education system with the fact that one would argue that this would have been much better if there was a strategy in quantities terms that put quantitative parameters to the ensuing change as a result of such a policy. Yet, many administrative guidelines issued as several stages mainly the ESDP series phases could be taken as augmenting the implementation of this policy.

Compared to the document of the education and training Policy, the Ethiopian Teachers Development Program (TDP); Blue print, 1999 E.C in its objectives of candidates also puts that female candidates will be given attention. Very important strategy documents the National Female Strategy, 2010 focuses on the enhancement of female Educational participation. First, it has it sole inspiring statement that has a direct response to the policy by providing a strategies

intervention: provide continuous capacity building training to female leaders assigned as supervisors or school leaders, etc., for enriching their educational leadership and enabling them to be effective in their duties (NFS.P:55). On these instances, the ESDP IV has emerged with clearly pronounced expressions of the current status and further trends of female leadership in Ethiopian Education System. ESDP IV has taken gender and education as one of the eight cross cutting issues of the education system (ESDP IV; 35 P: 7 and 13). Describing achievements with respect to narrowing the gender gap in education system since ESDP III, it did not forget to detect the fact that-the number of females in administrative and leadership position remains low this deprives female students of the opportunity of looking up to role models (ESDP IV; P:70). As one of the main challenges within the spectrum of gender and education, the ESDP IV declares that: - Females are grossly underrepresented in the positions of educational leadership and management as well as in teaching profession to higher institution (ESDP IV: P: 70). In addition to their policy provisions, ministries also provide several administrative or implementation guidelines to their respective regional bureaus.

The ministry of Education sends many of them at internal time. Another is the ministry of civil service and in tune to this some of the regional bureaus have made it a rule that women stand as one significant part of the society who deserve unreserved service to affirmative action. Specifically, in its sub article 5.6.1 a and b of the Civil servant a Recruitment (Hidar, 200), the ministry has made it clear that among others women applicants are guaranteed to affirmative action and if the difference of result in competition, they have in average score is not more than 3% that the ones not entitled to affirmative action, they will be given the priority for recruitment. The ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seeker on the ground of sex (Article 13, a); and also that in recruitment, promoting and deployment preference shall be given to women among other (Articles 13, c,a). However, as a researcher having such all privileges, female's advancement to school leadership position was not realized. The policies and guide line with its implementation procedure could practically stand for inclusive leadership that participate female teacher Educational leadership. This study puts more emphasis on how effective these strategies in bringing more female to leadership position.

2.8. Theoretical and Conceptual Framework

The study was led by a Theory Feminist Theory borrowed from Karl Marx's views on exploitation, oppression and segregation of workers. Theory recognizes the full impact of gender inequality in public life and seeks to understand the oppression of women and the structures in which society supports this oppression and shame. Women's perception concludes that women and men have equal power to develop themselves. Differences in the recognition of those powers must, therefore, be made by external limits (Nzomo, 1995).

The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. Differences in the realization of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo 1995 cited in Osongo, 2004). Osongo noted that feminist theory highlights three broad perspectives in trying to explain the absence of women from senior management in any organization. The first perspective is personal factors in which the paucity of women in management positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves.

Among personal factors that facilitate and/or constrain women to take leadership positions, self-esteem and self-confidence, lack of motivation and ambition to accept challenges “to go up the ladder”, women’s low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis are identified (Bond 1996).

Women’s social activists are developing three broad approaches in an effort to define the absence of women from senior leaders in the public and private sectors. The first idea is personal factors that affect women in leadership positions. These things are psychological and psychological symptoms; personal characteristics, attitudes, and behavioral skills. Among your personality are self-confidence and self-confidence, lack of motivation and a desire to accept challenges, low power of women's leadership, low self-esteem, low mood stability and lack of ability to handle the problem (Bond, 1996).

On the other hand, personal factors such as; self-confidence, self-confidence, the use of creative techniques, honesty and integrity help women to rise to higher leadership positions (Singh and

Shahabudin, 2000). The structural or institutional features enhance the appearance of the negative status of women in the organizational structure which are conditions that define the morals and positions of women. The basis of this is the idea that men and women are equally powerful and committed to leadership positions of thought.

The latter view was made by Smulders (1998), who examined the cultural aspects that link gender issues with organizational structure. Her analysis is about community building and the provision of specific roles, responsibilities and expectations of women and men. Gender-based roles, which are not important in the workplace, would have been placed in the workplace and retained because the characters were involved, famous and subordinate, enrolling in organizational and organizational reality (Smulders, 1998). Cultural factors have led to extreme views on women's cultural skills. The concept of diversity also reinforces women's perception by suggesting that women are less likely to compete for senior leadership positions than their male counterparts and also the concept that prevents active promotions these include; is lonely with the maintenance of an unsupported workplace.

2.9. Leadership from a Feminist Perspective

According to Marshall (1995:484), the feminist paradigm grew from the dominant male and structural-functionalist perspective. Marshall (1995:488) further contends that women who are educational administrators are more attuned to teaching, curriculum and instruction, and children, perhaps because they spend more time as mothers before they become teachers.

Marshall (1995) further contends that when women talk, supervise or lead in ways that are not consistent with the dominant paradigm of leadership, their work is not credited as leadership. The researcher is of the opinion that androcentric philosophy has prejudiced and disadvantaged women who endeavored to attain leadership positions in organizations such as schools. According to Blackmore (1989:113), feminist reconstruction of leadership would involve women in meaningful discourse of organizational life and values as autonomous individuals rather than as objects of patriarchal discourse, with the focus on relationships between individuals and leadership. According to Gossetti and Rusch (1995:1), the power of a feminist paradigm is that it focuses on the gaps and blank spaces of dominant cultures, knowledge bases and behaviors. Using those spaces, feminism can focus on women and their experiences, so that feminist theory

can become part of contemporary dialogue and experiences, rather than just an add-on to the dominant culture.

In the researcher's opinion, many women leaders see discrepancies between the dominant culture and their own experiences as women leaders. They do not necessarily propose the eradication of current knowledge bases, but to challenge current theories, knowledge and assumptions about leadership, replacing them with dialogue and ideas that are more inclusive, open and democratic. Considering leadership from the foregoing perspectives provides a realistic picture of the various views held by individuals working within schools. What is imperative is that women in leadership provide a different view and interpretation of leadership.

Bern (1981) proposed a gender schema theory to explain how children form concepts about gender. She combined aspects of both social learning and cognitive developmental theories to describe the process children use to encode and organize information relating to cultural definitions of feminine and masculine. A schema is a cognitive structure, a network of associations that organizes and guides the way people perceive the world around them. Information is processed through the schema by sorting it into categories on the basis of a particular dimension.

The gender schema theory proposes that information is processed on the basis of sex-linked associations. As children learn the contents of society's gender schema, they learn which attributes are to be linked with their own sex and with themselves. Bern (1981) further theorized that children learn to choose only those dimensions of human personality that are applicable to their own sex. Thus their self-concepts become gender-typed. Thereafter, the children monitor their behavior so that it conforms to the definitions of femaleness and maleness of their culture. It is because of this process of gender-typing behavior that cultural myths become self-fulfilling prophecies.

Social cultural aspects are things related to social planning and community-related beliefs and practices. It is believed that the cultural aspects of women are strongly influenced by women involving education management. Many cultures have very little opportunity for women and do not care much about women.

CHAPTER THREE

3. The Research Design and Method

The purpose of this study was to find the factors that affect the participation of female teachers in the leadership position of secondary schools in the ArsiZone of Oromia regional state. In this chapter, the research design and method, the total population, sample size and sampling techniques, instruments of data collection, and the method of data analysis were discussed as follows.

3.1. Research Design

In this study, the descriptive survey research design was employed. The descriptive survey design is employed to analyze the factors that have an effect on feminine teacher participation in school leadership. This design would be selected because it was preferred over other design as it enables to make investigations with predictions, narration of events, and drawing of conclusions about the real situation based on the information obtained from relatively large and representative samples of the target population. The descriptive research design attempts to describe, explain and interpret conditions of the present and its purpose is to examine a phenomenon that is occurring at a specific place(s) and time (Gay, 2000). Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current condition. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.

In this study, both quantitative and qualitative methods were used. The Mixed Research method particularly concurrent design was employed in this study because of data are collected simultaneously and be integrated during analysis & interpretation. This method is important set out to look at the same things from different points of view. Using mixed research method can neutralize or cancel the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009:14).

3.2. Source of Data

Primary and secondary source of data were employed. The primary data sources were a direct report of an event collected from school leaders (school supervisor, school principal and vice principal), women teachers and head of Woreda education office. The most reason behind choosing these respondents is because; they need an on-the-spot relation with the problem under the study. The school leaders and head of Woreda education office were considered as primary source of data because they are responsible to plan and organize instructional activities in the study area. Whereas women teachers those who are responsible to execute to participate leadership role in the study area.

Secondary data source had been obtained through documents. For this purpose, Journals, magazines, research report were used. Data also gathered from documents about factors affecting women's participation in school leaders from sample schools.

3.3. Total Population Sample Size and Sampling Techniques

3.3.1. Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron, & Coups, 2008, p: 130).

In Arsi administrative Zone until 2013 E.C. there were 26 Woreda education offices. In these Woreda there are 94 secondary schools. For this study, five Woreda education offices selected by cluster sampling and from 17 secondary schools in five Woreda nine government secondary schools were selected by simple random sampling techniques. These secondary schools were located in Tiyo Woreda (Kulumsa and Bilalo) secondary schools, Hetosa Woreda (Iteya and Boru) secondary schools, Lode-Hetosa Woreda (Huruta and Lode) secondary schools, Ziway-dugdaworeda (Arata and Nadi-gemeda) secondary schools and Dodota Woreda (Dera) secondary school. In the selected area 10 woreda education office heads, 28 school leaders and 115 female teachers, a total of 153 were available.

3.3.2. Sample Size and Sampling Techniques

The main aim of this study is to seek out the female teacher's participation at school leadership in government secondary school within the Arsi Zone. To induce reliable knowledge for the study,

from 26 Woredas within the Zone, five Woredas (19%) were taken by cluster sampling technique. and from 17 secondary schools in five Woredas; nine secondary schools (52.9%) were taken by simple random sampling technique.

The target population in the five Woredas and nine selected secondary schools were 153. The sample size 134 was taken by different sampling techniques. All female teachers were selected by using purposive sampling, because I assume that to get more information about the problems. School Leaders (principals, vice principals, supervisors) and Woreda education heads were selected by using simple random sampling techniques, because simple random sampling techniques give equal chance of being considered as sample size of a given population. For this study, sample populations were taken from secondary schools showed in the following table.

Table 1 Summary of Population and Sample Size

No	Name of woreda	Name of Secondary school	Head of Woreda Education Office			School Leaders			Female Teachers		
			Population	Sample	%	Population	Sample	%	Population	Sample	%
1	Tiyo	Kulumsa	2	1	50	4	2	50	10	10	100
		Bilalo				2	1	50	4	4	100
2	Hetosa	Iteya	2	1	50	4	2	50	23	23	100
		Boru				2	1	50	6	6	100
3	Lode Hetosa	Huruta	2	1	50	4	2	50	22	22	100
		Lode				2	1	50	9	9	100
4	Z/Dugda	NedhiGemed	2	1	50	4	2	50	20	20	100
		Areta				2	1	50	5	5	100
5	Dodota	Dera	2	1	50	4	2	50	16	16	100
Total			10	5	50	28	14	50	115	115	100
Sampling Techniques			Simple random Sampling			Simple random Sampling			Purposive Sampling		
Data Gathering Tools			Interview			Interview			Questionnaire		

3.4. Data Gathering Instruments

For the purposes of this study, data collection instruments were questionnaires, interviews and document analysis in the sample selected Woredas and schools to collect relevant data for the study. According to Johan (2007), employing multiple methods of data collection tools helps the researcher to combine the strength and amend some of the inadequacies when only one method is used independently.

3.4.1. Questionnaire

In this study the major instrument used to collect data was questionnaire. Questionnaire is convenient to collect adequate data from a large number of respondents in a short period of

time. The questions were prepared in rating scale based on Likert five scales that measure the degree of respondents' belief or agreement. The questionnaires would both open and closed ended items and the questionnaires had two parts, the first part were general information or background of the respondents, the second part was item contains five rating scale and open ended questionnaires. The questionnaires used for female teachers of each selected secondary school. The questionnaires were prepared in English. Before the actual data gathering pilot test was conducted. Its validity would have checked by my advisor and other experts in the area of educational research.

3.4.2. Interview

The second data gathering instrument was semi-structured interview. Interview was prepared and used to obtain further information from 5 sample Woreda education office heads and 14 school leaders. The interview questions were prepared in English and translated into Afan Oromo to get clear and detail information. The interview was conducted at breaking time through face to face discussion; question and answering and using short note by researcher himself.

3.4.3. Documents

In addition to questionnaire and interview, the I was prepared check list to collect additional information about female teachers' participation in Secondary School leadership of Arsi zone. In this case documents like: the past three years' (2010-2012) quantitative data of female participation in school leadership, strategic plan of women recruitment, promotion and empowerment in their participation to school leadership positions. Thus, this requires the collection of statistical information from the archives, reports and other records of the Woreda Education Officials (WEO) and Schools.

Documents existed in schools and Woreda educational officials were also analyzed to respond to the basic research questions especially designed that intended to guide the study.

3.5. Validity and Reliability Checks

Before actual distribution or dissemination of data gathering instruments the instruments were tested in order to ensure the validity and reliability of the instruments. To do this, the researcher

carried out pilot study in Chilalo secondary school which is non-sampled. In this school, the researcher distributed questionnaire for 20 female teachers and 18 teachers returned the questionnaire. The pre-test was providing an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). After the dispatched questionnaires were returned, necessary modification on six items and complete removal and replacement of three unclear questions were done. In addition, the value of cronbach alpha was computed with help of Statistical Package for Social Science (SPSS) version 24. Based on the pilot, reliability coefficient (alpha) the average of the reliability result was found to be (0.85) which reveals reliability. That is the instrument was found to be reliable as statistical literature recommended a test result of 0.70-0.90 is reliable (Tavakol, 2011).

3.6. Procedures of Data Collection

After getting corrected all items the actual questionnaire was prepared, convenient time for the respondents was also arranged the questionnaire should be distributed and follow up was make in order to immediate correction whenever problem arose during the filling out of the questionnaire.

Before dispatching the questionnaire for the participants the researchers had given orientation to make clear about the objective of the research. After, the questionnaires were dispatched according to the time schedule of selected Woreda and schools. Then interviews were conducted with Woreda education heads School Supervisors and school principals by the researcher.

3.7. Methods of Data Analysis

Depending on the nature of the basic questions and the data collection statistical tools were employed to analysis the data gathered. Frequency distribution or parentage of ratio were employed to analysis various characteristics of respondents. This statistical tool is also used to determine the relative standing characteristics like sex, marital status, and number of children, qualification and experience.

The data from the questionnaire was entered in to computer using statistical package for social science (SPSS) version 24 computer programs for data analysis and quantitatively analyzed by

using descriptive statistics, Such as percentage, frequency, mean and standard deviation. The data collected from the structured interview the open ended questionnaires and documents review were analyzed and interpreted qualitatively. Finally Conclusion was drawn from the major findings and possible recommendations were suggested for solutions.

3.8. Ethical Consideration

As this study needs the participation of human resource certain ethical issues were addressed. The researcher kept all personal information of the respondents and not to show to any other organization and person. This was informed to the respondents before the distribution of questionnaires and the respondents are not need to write their name on the questionnaires. Besides, the researcher assured them the confidentiality of their ideas and documents and anonymity of participants when researcher analyzed the data and report the result. Subsequently, the interviews were conducted and notes were taken.

CHAPTER FOUR

4. Data Analysis and Presentation

This chapter deals with presentation analysis and interpretation of data gathered from sample population which include female teachers, school leaders and Woreda education heads

Questionnaires were distributed to 115 respondents of female teachers; the interview was conducted for 19 respondents of school leaders and Woreda education heads. From the distributed questionnaires only 111(96.5) of them were correctly filled and returned to the researcher. From 19 interview respondents 14(73.7%) have properly participated. In general from the total 134 respondents 125(93.3%) have correctly participated.

The arrangement of items scores for each category were under five rating scales, such as 1=Strongly Disagree, 2=disagree, 3=undecided, 4=agree and 5=strongly agree. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled in to three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of strongly agree and agree were combined in to agree and the results of strongly disagree and disagree merged to disagree. Accordingly, the overall results of the issue investigated as well as respondents' personal background or profiles were clearly presented below.

4.1. Demographic Characteristics of Respondents

This section contains the background information of the study about the respondents. In order to understand about the overview of the participants characteristics was very important for analysis of the response. So that, the general information of participants were summarizing in the following table.

No	Variables	Category	Respondents	
			Fr	%
1	Marital status	Married	106	95.5
		Unmarried	5	4.5
2	No of children	No child	6	5
		1-2	82	74
		3-5	15	14
		Above 5	8	7
3	Qualification	BA	92	83
		MA	19	17
4	Field of Study	Natural	29	26
		Social	50	45
		Other	32	29
5	Experience	1-5	9	8
		6-10	50	45
		11-15	39	35
		Above 15	13	12

Table 2
Demographic
Character of
the
Respondents

As shown in the above Table2: item 1 and 2 with regard to marital status and number of children, 106(95.5%) of the respondents had married, but only 5(4.5%) of them had unmarried. 105(94.6%) of the respondents had having children while 6(5.4%) of them had no child. This implies married and having more number of children have its own impact on female teachers to

become school leadership positions because they focus on family responsibility and taking a care for their children

As item 3 of Table2: with respect to the qualification 83% of the respondents were graduated with BA degree and 17% of them were graduated with MA degree. According to OEB 2010 the minimum qualification for assigning a secondary school leadership were those having BA. So the qualification was not the reason for underrepresentation of female in secondary school leadership in the Zone.

As indicated in item 4 of Table 2: that shows filled of study 29 (26%) of the respondent are natural science, 50 (45%) of them are social science and 32 (29%) of them are other filled of teaching. This result implies that filled of study was not the hindrance of female teacher from entering in secondary school leadership in the Zone. According to OEB 2010 guide line all teaching filled of study use for assigning a secondary school leadership.

As item 6 of Table 2: with regard to work experience from total female respondents, 9(8%) have 1-5 years experiences, 50(45%) of the female respondents were those have 6-10 years experiences, 39(35%) have 11-15 years experiences and 13(12%) have above 15 years experiences. This implies that more numbers of respondents were experienced for assigning to secondary school leadership. So the experience was not the case for underrepresentation.

4.2. The Extent of Female Teachers Participation in Secondary School Leadership positions.

To assess extent of how do women participate in leadership position in government secondary school of Arsi Zone, I, (the researcher) collected the data of educational leaders for the last three years (2010--2012 EC), from each selected Woreda as shown in Table 3 below. On the other hand the study raised questions about the extent of female teacher's participation in secondary school leadership as indicated in Table 4. The analysis and presentation of the data were presented below in each table.

Table 3 Trends of Female Teachers' Participation in Educational Leadership in Secondary School 2010—2012 EC

Woreda	Year	No of Teachers				Teachers Participate in leadership Positions												
		M	F	T	% of F	Supervisors			Principals			Vice Principals			Total			
						M	F	% of F	m	F	% of F	M	F	% of F	M	F	T	% of F
Tiyo	2010	91	25	116	22	1	0	0	5	0	0	6	0	0	12	0	12	0
	2011	93	27	120	23	1	0	0	5	0	0	6	0	0	12	0	12	0
	2012	96	30	126	24	1	0	0	4	0	0	4	1	20	9	1	10	10
Ziway-Dugda	2010	116	20	136	15	2	0	0	6	0	0	7	0	0	15	0	15	0
	2011	122	23	145	16	2	0	0	6	0	0	7	0	0	15	0	15	0
	2012	129	25	154	16	2	0	0	5	0	0	6	0	0	13	0	13	0
Hetosa	2010	109	30	139	22	1	0	0	4	1	20	5	1	17	10	2	12	17
	2011	112	33	145	23	1	0	0	4	1	20	5	1	17	10	2	12	17
	2012	115	35	150	23	1	0	0	3	1	25	3	1	25	7	2	9	22
Lode-Hetosa	2010	118	34	152	22	1	0	0	5	0	0	6	0	0	12	0	12	0
	2011	121	36	157	23	1	0	0	5	0	0	5	1	17	11	1	12	8
	2012	125	38	163	23	1	0	0	4	0	0	4	1	20	9	1	10	10
Dodota	2010	70	19	89	21	1	0	0	3	0	0	4	1	20	8	1	9	11
	2011	73	21	94	22	1	0	0	3	0	0	4	1	20	8	1	9	11
	2012	75	23	98	23	1	0	0	2	0	0	3	1	25	6	1	7	14
Total	2010	504	128	632	20	6	0	0	23	1	4	28	2	7	57	3	60	5
	2011	521	140	661	21	6	0	0	23	1	4	27	3	10	56	4	60	7
	2012	540	151	691	22	6	0	0	18	1	5	20	4	17	44	5	49	10

Key, M= Male, F= Female, T= Total

As indicated in Table 3: the female participation in school leadership in the last three years was very low. From the above table, the participation of female teacher in the year 2010, only 4% of the Principal and 7% of the vice principal, and in the year 2011, only 4% of the principal and 10% of the vice principal occupied by females. Again in the year 2012, 5% of the principal and 17% of the vice principal were female teachers. To conclude the participation of female in school leader position in last three years indicate low. Generally, the participation of female teachers in school leadership seems to show an increment each year in the last three years. However, the increase rates are insignificant.

Females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including primary and secondary school principals, vice principals, supervisors and other administrative bodies (MoE, 2010). It was observed earlier that educational leadership is dominated by men even in areas where women form the majority of the teaching staff.

The following table presents the response of respondents on the extent of female teachers' participation in secondary school leadershipof the samples school. Since the scale consists 5 points, 2.5 was taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

Table 4: The Response of respondents on the Extent of Female Teachers' Participation in Secondary School Leadership

No	Item	Rating Scale										Independent	
		Strong Disagree (1)		Disagree (2)		Undecided (3)		Agree (4)		Strong agree (5)		Mean	Standard deviation
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
1	Both male and female teachers equally participate in any leadership positions at your school level.	25	22.5	76	68.5	3	2.7	5	4.5	2	1.8	1.95	0.77
2	Females participation decreases at higher leadership position than lower position (club heads, department and unit leader)	1	0.9	4	3.6	2	1.8	81	73	23	20.7	4.09	0.67
3	Low number of female in leadership position with compare to female staffs in teaching area	0	0	3	2.7	0	0	90	81	18	16.2	4.11	0.51

As indicated in item 1 of Table 4, the 7 (6.3%) and 101(91%) of the respondents respond agree and disagree respectively that both male and female teachers equally participate in school leadership position, with the mean score of response was ($M=1.95$) with standard deviation of ($SD=0.77$), Which is in the range of below average level. This means, females and males do not equally participate in school leadership in the study area.

In most cases they were reluctant and feared responsibility and decision making. Also according to Ennomoto (2000), since men have traditionally dominated leadership position in all spheres, it follows, that male generated. Regarding this, Holtkam (2002) and Gidensa (2005) suggested that women have been reluctant to accept and pursue educational administration because of the fact that women have been playing traditional role of home makers; while male remaining a leader in every spheres of life.

In item 2 of Table 4, majority of the respondents 104(93.7%) agreed that female participation low at higher level than at lower level. The mean score was ($M=4.09$) and with standard deviation ($SD=0.67$) which is in the range of high level.

Similarly, the data obtained by document analysis from the secondary schools of the selected Woreda revealed that the last three years teachers' involvements in various leadership was increasing from higher leadership position towards lower leadership position.

Regarding this, the majority of the interviewee responded as:

“...the involvement of females in school leadership is much better in lower level of leadership, like leading and coordinating different clubs and department than acting in higher level of school leadership as that of vice and principal position”.

In item 3 of the table 4, the 108(97.2%) of the respondents were agree to answer the question low number of female in leadership position with compare to female staffs in teaching area. The mean value of the item result is ($M= 4.11$) with standard deviation ($SD=.51$), which is in the range of high level.

4.3 Analysis of Major Factors that are Hinder Female Participation in Secondary School Leadership.

Under this section, realizing the low participation of women in secondary school leadership, the researcher tried to investigate the existing factors that hinder women to become leadership for secondary schools.

The problem of female leaders in positions of leadership is due to internal and external forces, as well as the difficulties women must overcome in order to become educational leaders (Jones, 2006).

4.3.1. Structural or Institutional Factors

Structural factors include physical and technical challenges related to the work environment and technical issues that limit the ability of the women leader to achieve educational goals. Structural factors can also include organizational challenges related to the administrative organization that may hinder the school leadership to achieve the objectives of the institution (Abu-Khader, 2012).

The following table presents the major Organizational factors that affect female teacher's participation in secondary school leadership of the samples school. Since the scale consists 5 points, 2.5 was taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

Table 5: The Response of Respondents on the Organizational Factors that Affect Female Teacher Participation in Secondary School Leadership

No	Item	Rating Scale												Mean	Standard Deviation
		Strong Disagree		Disagree (2)		Undecided (3)		Agree (4)		Strong agree (5)					
		No	%	No	%	No	%	No	%	No	%				
1	Implementers have minimal knowledge of policies that could empower women in affirmative action	10	9.0	12.0	10.8	4.0	3.6	65.0	58.6	20.0	18.0	3.66	1.16		
2	Most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent.	9	8.1	11.0	9.9	0.0	0.0	67.0	60.4	24.0	21.6	3.77	1.14		
3	In order to compete for leadership there is no available special support for female teachers	7	6.3	13.0	11.7	2.0	1.8	58.0	52.3	31.0	27.9	3.84	1.15		
4	Educational institutions have no official effort to make females active participants.	4	3.6	8.0	7.2	0.0	0.0	70.0	63.1	29.0	26.1	4.01	0.94		
5	Lack of women role models in educational institutions affects participation of other women aspiring for leader	8	7.2	17	15.3	2	1.8	60	54.1	24	21.6	3.46	1.00		

As indicated in item 1 of Table5, most of the respondent 85(76.6%) of them responded agree on the implementers have minimal knowledge of policies that could empower women in affirmative action, but 22(19.8%) of them responded disagree. The mean score of responses was (M=3.66) and with standard deviation of (SD 1.16) which are in the scope of high level. This implies that the participation of female teachers in higher leadership position of the school is low as compare to lower level.

As indicated in item 2 of Table5, most of the respondent 91(82.0%) of them responded agree on most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent. but 20(18.0%) of them responded disagree. The mean score of responses was (M=3.77) and with standard deviation of (SD 1.14) which are in the scope of high level. This implies that most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent.

Towards this, women moving in to the public sphere treated many of the basic conceptions of the rational bureaucratic world .Thus, steps were taken by top male administrators and male dominated school boards to make ascertain that women administrators were concentrated in the lower administrative positions and that the male old-boy's network was promoted (Blackmore, 1993).

As indicated in item 3 of Table5, most of the respondent 89(80.2%) of them responded agree on in order to compete for leadership there is no available special support for female teachers, but 20(18.0%) of them responded disagree. The mean score of responses was (M=3.84) and with standard deviation of (SD 1.15), which are in the scope of high level. This implies that there is no available special support for female teachers.'

Among the institutional factors that hinder women is one having no official effort to make females active participants in school leadership. As indicated in item 4 of Table5, show that the majority 99(89.2%) of the respondents agree on educational institutions have no official effort to make females active participants. The mean value of this item is (M= 4.01) and its standard deviation is (SD=0.94),which are in the scope of high level.

So that from the above evidence we can say educational institutions have no official effort to make females active participants.

The act of affirmative action (AA) is a temporary intervention promoted on equal political agendas. Programs include organizational policies to increase the representation of non-historically excluded groups, set deadlines for their success and the introduction of strategies and practices or supporting policies (Konrad and Haetmann, 2001).

In item 5 of Table5, the majority of respondent response 84 (75.7%) shows their agreement on, thatlack of women role models in educational institutions affects participation of other women aspiring for leader. The mean score (M=3.46) and standard deviation (SD= 1.0), which are in the scope of average level.This implies the moderate averages of respondents were reply lack of women role models in educational institutions affects participation of other women aspiring for leader.

The lack of opportunity for women to see other women in a variety of management positions, to hear their experiences, to compare themselves to these managers has been cited as a reason why women have not moved into administrative positions in larger numbers (Shakesharft, 1985:128 cited by Commb, 2004).

Availability of few female teachers leads to lack of female role models and confidantes in the school and this creates learning environments in which girls may not feel particularly supported, encouraged, or represented. It also means that the activities in the school inevitably reflect the experiences of the boys and men who dominate culturally. In view of the fact that there is paucity of women educational leaders it is another challenge for a woman who aspire educational leadership in selected secondary school particularly in ArsiZone of Oromia Regional State.

In addition to these, the interviewer said:

“...there was no special support to females to win competition for leadership positions in the education system and women are not motivated to be represented in school leader. As a result the existing women’s leadership participation was nothing.’ In other way “...Policies, guidelines, and rules that helpful to empower women presented as a

document only; and there was a problem of implementing the documents. As a result the existing gender policy was only for the sake of text and there were no actual document practices for women's participation in school leadership."

Regarding this, Berman (1999) opined that Organizational structures especially job assignment are designed to prevent women from ascending to the top administrative level. Job assignment is considered to be the primary condition for career advancement of women to advance to the leadership position in school as organization. Organizational structure steer away women's potential for upward mobility by confining them to work roles that are considered to be Women's occupation. To this end, the quickest way to the top of management level is placement in functional areas or crucial job assignment that leads to the accomplishment of critical organizational tasks Berman (1999:88). Women are there to teach the learners and men are there to run or manage the schools. The term teacher is associated with a woman and the term principal with a man (Greyvenstein, 2000: 30).

4.3.2. Personal Factors

Personal factors are the attitude of female towards themselves that hindrance them from participating in school leadership positions. Concerning this part the respondents were asked to put their degree of agreement to the attitude of women towards themselves. The following table presents the personal factors that affect female teacher's participation in secondary school leadership of the samples school. Since the scale consists 5 points, 2.5 was taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

Table 6:Opinion of Respondents toward Personal Factors that Affect Female Teachers in Leadership Position

No	Item	Rating Scale												Mean	Standard Deviation
		Strong Disagree (1)		Disagree (2)		Undecided (3)		Agree (4)		Strong agree (5)					
		No	%	No	%	No	%	No	%	No	%				
1	Women’s responsibilities of family child bearing and taking care of home affect their participation in school leadership	18	16.2	22	19.8	0	0	44	39.6	27	24.3	3.36	1.45		
2	As their low self-perception the confidentiality of female on their ability, qualification and experience is low.	14	12.6	19	17.1	0	0	49	44.1	29	26.1	3.54	1.37		
3	As fear of being majority of school far from their homes, female are reluctant to accept educational leadership	9	8.11	27	24.3	0	0	39	35.1	36	32.4	3.59	1.37		

As indicating in item 1 of Table 6, 71 (63.9%) of the respondents agree on Women's responsibilities of family child bearing and taking care of home affect their participation in leadership and 40 (36%) of the respondents show their disagreement. The mean score is (M=3.36) and standard deviation (SD=1.45), which are in the scope of average level. This implies the moderate averages of respondents were reply Women's responsibilities of family child bearing and taking care of home affect their participation in leadership.

Regarding to this, Armenti (2004) confirms that striking a balance between family life and school leadership roles becomes controversial when women ascend to higher positions. These interview responses from all participants demonstrate the challenges female heads face in making decisions about taking leadership positions in schools.

With regard to item 2 of the Table 6, 78 (70.2) of the respondents show their agreement on the question that as their low self-perception the confidentiality of female on their ability, qualification and experience is low. And 33 (29.7) of them replied disagreement. The mean (M= 3.54) and standard Deviation (SD= 1.37), which are in the scope of high level. From this evidence we understand that as their low self-perception the confidentiality of female on their ability, qualification and experience is low.

This finding is similar with Brown (2005) and Oplatka (2006) study, which describe that women do not apply to be principals, even when they are as well qualified as the male applicants, at least in part, because they have negative self-perceptions and lack confidence in their capabilities, qualifications and experience. Moreover, as the result of their socialization process and sex role stereotyping, majority of women lack self-confidence to be school leader (Pigford & Tonnesson, 1993:11). Consequently, I as a researcher I conclude that lack of confidence can affect females not participate in educational leadership. And this defect arises not from nature but from historical background that females came up with. As the society does not prepare its daughters for management or leadership but for household activities, the children (daughters) do not develop confidence of being a leader.

With regard to item 3 of the Table 6,87(78, 4%) of the respondents show their agreement on the question that as fear of being majority of school far from their homes, female are reluctant to accept educational leadership. And 24(21.6) of them replied disagreement. The mean (M= 3.59) and standard Deviation (SD= 1.37), which are in the scope of high level. This implies that as fear of being majority of school far from their homes, female are reluctant to accept educational leadership.

Since schools are found everywhere in a country, teaching is seen to “...provide many opportunities for women to be employed without it adversely affecting the family situation” (Mitroussi&Mitroussi, 2009). Conversely, Wickham (2007) identified a lack of the willingness to relocate as one of the barriers to the attainment of leadership positions for women, as it involves separating them from their families, or sometimes relocating the entire family

4.3.3. Socio Cultural Factors

This section of the study deals with negative stereotyping of the society that contributed to the low participation of women in school leadership.

Concerning this part the respondents were asked to put their degree of agreement to the socio-cultural factors which are affected in educational leadership especially at secondary school leadership. The following table presents the Socio Cultural factors that affect female teacher’s participation in secondary School leadership of the samples school. Since the scale consists 5 points, 2.5 was taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

Table 7: The Response of Respondents to Ward Cultural Factors that Affect Female Teachers to Participation in Secondary School Leadership

No	Item	Rating Scale											
		Strong Disagree (1)		Disagree (2)		Undecided (3)		Agree (4)		Strong agree (5)		Mean	Standard Deviation
		No	%	No	%	No	%	No	%	No	%		
1	Most people perceived, women are not powerful on the educational leadership position as men.	15	13.51	30	27.03	0	0	41	36.94	25	22.52	3.28	1.42
2	Cultural attitude of our school society not encourages women to assume on key educational leadership position.	16	14.41	31	27.93	0	0	40	36.04	24	21.62	3.23	1.43
3	Most people still having attitude and perception that decision making power rests with men	18	16.22	22	19.82	4	3.60	45	40.54	22	19.82	3.28	1.41

As item 1 of Table7, majority of the respondents 66(59.5%) agreed thatmost people perceived women are notpowerful on the educational leadership position as men. Whereas 45(40.5) shows their disagreement. The mean value of the item was (M=3.28) and with standard deviation (SD= 1.42),which are in the scope of average level. From this result easy to understand that most people perceived women are not to be as powerful on the educational leadership position as men.

The findings from Grady's study suggest that there remains psychological barrier, a subconscious occupational ceiling that prevents women from actively pursuing success in the non-traditional roles of school administration. Thus, proportionately fewer women than men seek administrative positions, tending to disguise their ability and eliminate them from competition in a larger occupational sphere (Johnston, Yeakey, & Moore, as cited by Grady, 1992)

As indicated in item 2 of Table7, more of the respondents 64(57.7%) agreed that cultural attitude of our school society are not encourages women to assume on key educational leadership position. While 47(42.3%) shows their disagreement.The mean value of the item was (M= 3.23) with standard deviation (SD= 1.43), which are in the scope of average level. This result shows thatcultural attitude of our school society are not encourages women to assume on key educational leadership position.

Besides, the cultural and social assumption that women are less strong than men and therefore cannot hold managerial positions is common in many developing countries (Calvert and Calvert, 1996). The result of the interview also approved that the school society does not trust the female teacher's leadership positions and this is not because of tangible practice but because of the cultural background of the people. There is a saying that a female bears a leader but she does not lead. The school society also has this idea in mind. The school leaders and WEO heads also confirmed this response.

As item 3 of Table7, majority of the respondents responses shows that 67(60.4%) agreed thatmost people still having attitude and perception that decision making power rests with men. The mean value of the item was (M=3.28) and with standard deviation(SD= 1.41), which are in the scope of averagelevel. This result implies that most people still having

attitude and perception that decision making power rests with men. The finding was supported by (Hoare and Gell, 2009) in literature review attitude and perception still affects women participation in leadership position.

Generally, one may conclude from finding of socio-cultural factor public attitude and perception, were hindered the participation of women in leadership position. Women tend to be excluded from the informal networks dominated by men at the workplace, which are vital for career development. Traditional beliefs and cultural attitude regarding the role and status of women in society are still prevalent and top leadership in any institution is viewed as a masculine domain. Cultural attitudes towards women were established as barriers that limit women potential to aspire to positions of leadership.

4.4. Strategy to Promote Female Teacher to Participate in School Leadership

It is undeniable that women's participation in strategic formation in any sector can and does contribute to any effort to reduce the effect of gender stereotypes in organizations to move up the hierarchical structure. Different experts and researchers suggest much kind of measures that can be applied to alleviate or at least reduce the effects of the barriers women teachers face in their aspiration to school leadership positions.

The following table presents the mechanisms that to promote female teacher's participation in secondary school leadership of the samples school. Since the scale consists 5 points, 2.5 was taken as average results; exceeding 3.5 as high; whereas scores less than 2.5 were regarded as low; and mean scores between 2.5 and 3.5 was considered to be moderate.

Table 8: The Response of Respondents on Strategy to Promote Female Teacher to Participate in School Leadership

No	Item	Rating Scale												Mean	Standard Deviation
		Strong disagree 1		Disagree (2)		Undecided 3		Agree 4		Strong agree 5					
		No	%	No	%	No	%	No	%	No	%				
1	Enforcement of Policies that are already in place to ensure women got a fair deal in leadership of secondary schools.	8	7.21	12	10.8	4	3.6	68	58.6	19	18	3.77	1.12		
2	The capacity building training to improve female teacher's participation to secondary school leadership.	6	5.41	11	9.9	0	0	69	60.4	25	21.6	3.86	1.05		
3	Providing leadership program and develop recruiting to improve women's participation in secondary school leadership	3	2.7	13	11.7	2	1.8	61	52.3	32	27.9	3.95	1.01		
4	Provide mentoring activity to enhance women's participation in secondary school leadership	10	9.01	8	7.2	0	0	70	63.1	23	26.1	3.79	1.13		

As indicated in item 1 of Table8,most of the respondents 87(76.7% agree on enforcement of policies that are already in place to ensure women got a fair deal in leadership of secondary schools., but 20(18%) of them showed their disagreement. The mean score of responses was (M=3.77) and with standard deviation of (SD 1.12) which are in the scope of high level. This result showed that enforcement of policies that are already in place to ensure women got a fair deal in leadership of secondary schools.

Regarding the policies that are in place:-

The Ethiopian education and training policy, the basis for 4 subsequent education sector development programs, stipulates the need to mainstream gender in the curriculum, grants special attention to the participation of women in recruitment, training and assignment of teachers and addresses gender responsive resource distribution within and for the sector. Based on this, gender has been adopted as the main cross cutting issue in the current Education Sector Development Program 2010/11- 2014/15(ESDP IV). The country has also adopted a gender strategy for the education and training sector.

As indicated in item 2 of Table8, most of the respondents 94(82 % agree on the capacity building training to improve female teacher's participation to secondary school leadership, but 17(15.3%) of them showed their disagreement. The mean score of responses was (M=3.86) and with standard deviation of (SD 1.05) which are in the scope of high level. The result of this finding indicates that the capacity building training to improve female teacher's participation to secondary school leadership.

Regarding this, the majority of the interviewee responded as

“...Head teachers of secondary schools should be encouraged to mentor and train female teachers in readiness to take up headship of secondary schools. This can perfectly be done if the education officers ensured that every male head teacher is deputized by a female, and every female head teacher is deputized by a male. This will be appropriate for succession planning.”

As indicated in item 3of Table 8, most of the respondents 93(80.2% agree on providing leadership program and develop recruiting to improve women's participation in secondary school

leadership, but 16(14.4%) of them showed their disagreement. The mean score of responses was (M=3.95) and with standard deviation of (SD 1.01) which are in the scope of high level.

As indicated in item 4 of Table8, most of the respondents 93(89.2% agree on provide mentoring activity to enhance women's participation in leadership, but 18(16.2%) of them showed their disagreement. The mean score of responses was (M=3.79) and with standard deviation of (SD 1.13) which are in the scope of high level.

Regarding this, the majority of the interviewee responded as:

“...women should be given the opportunity to perform higher position duties during the absence of their bosses as a way of mentoring them. This would help provide them with the necessary skills to handle those positions once promoted. This would also be an opportunity to prove to the society that women were as capable as men in leadership of secondary schools.”

Open ended questions were also discussed to the participants for help them to write way they think. So for question said that the reason why females were not participating in educational leadership as male teachers? As a response they said that:-

Firstly, the school principals do not like to delegate power and work to the female teachers because of this over dominance of male on the key educational leadership positions and even in the bottom leadership areas. Secondly, the attitude of the school and surrounding society does not enhance female teachers to become a leader because they do not perceive female teachers as a good leader. Therefore the recruitment and hiring committee do not appreciate the female candidates and they were not correctly applied the guide lines. Thirdly, female have not confidence with their ability, qualification and experiences, because of the low acceptance of their role in the society even the female teachers do not like to work under female leaders Fourthly, female teachers do not get special support from concerned bodies to compete for leadership positions as Witten in the guide lines. This implies that female do not have a chance to gain experience in educational leadership.

On the other hand, other said that home responsibility and care of children are hindrances females from educational leadership. From this one can understand female teachers have

many challenges to participate in educational leadership position in secondary school. From this point of view one can conclude the policy and guide lines made by the government were not properly implements in the Zone.

As suggestion to improve female participation in educational leadership the participants forwarded their ideas in the interview parts of the tools. So they said that female teachers must be assign in the bottom part of the leadership positions in order to get experience for high level of educational leadership positions. More over the Woreda education office and the school should be conduct training in order to make awareness for the school society and the female teacher themselves. This will helps female teachers to have self-confidence and interested to become a leader.

In addition, the respondents suggested that the Woreda education office is another determinant body that can play great role in increasing females' involvement in educational leadership. According to the respondents, the office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misperception about women: they said that the WEO has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts, etc. More, the Zonal education office can also play a very vital part in bringing female teachers to power according to the respondents' suggestion. For instance, they said that, the zonal education officers need to create a tie relation with REB, WEO and with other concerned bodies and prepare different educational and other training opportunities for female teachers to upgrade and update their capacity so that they would fully involve in educational leaderships positions.

Generally, they said that, proper implementation education and training policy must be checked by the government and proper implementation of affirmative action policies is necessary to increase females' participation in educational leadership.

The result of the interview also approved that:-

"∴ Society does not trust the female teachers' leadership positions and this is not because of tangible practice but because of the cultural background of the people. There is a saying that

a female bears a leader but she does not lead and also female teachers are not involving in bottom educational leadership positions such as department head, unit leader, etc. From this, it is deducible that females are in lack of opportunities to develop leadership experiences at lower level positions that would in turn help them for further leadership advancement. So, lack of areas to practice leadership skills considerably affects female teacher's involvement in the educational leadership positions at advanced level”.

In addition, the interviewee said the following about the challenges which could hinder women representation in educational leadership were for instance;

“...Pressure of home responsibilities, men dominance of management position, political appointment, unclear promotion procedures or informal recruitment selection and training, discrimination in organization, etc.”

From this one can conclude the policy and rule written to support female to participate in leadership is not implemented in the Zone. According to the researcher's point of view, they are resulted from each other and impede females' participation in educational leadership. For example, the reason why females are not confident is because of the social background they have as discussed earlier. In the culture of the community in general, females are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. It can be said that socio- structural factors are the sources of individual factors that caused females „underrepresentation in general. As suggestions, to increase female's participation in educational leadership positions, the respondents also forwarded the following ideas in the interview part of the tools. Accordingly, female teachers should be assigned at the bottom educational leadership positions such as department head, unit leader, club coordinator and PTA so that they would get bottom experiences that will help them for future leadership positions advancement. In addition to that, the society and the female teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereotype or sex discrimination) in bringing females to the educational leadership positions. This will help the females to be confident and to aspire for leadership positions. Increasing the gender heterogeneity in the secondary school teaching staff is another suggestion because the more

the number of female teachers exists in the staff is the more female competent may exist for educational leadership positions.

The respondents also said that “female role models should be put in the educational leadership positions and male dominance should be minimized”. Different education administrative bodies need to play their own roles in enhancing females „participation in educational leadership. The majority of the respondents voiced that: schools needs to encourage female teachers to come to educational leadership areas, schools may give chances to female teachers to participate in decision making positions such as school committees, unit leaders, heads of department, mentors, and internal supervisors and so on: schools recommended to have women empowering strategies like short and long term training: giving recognition and encouragement to better performing female teachers and female students at school level: and schools need to do much work on awareness creation about sex equality among the school communities.

Besides all questionnaires and interviews analyzed to improve the issue documentaries, policy and strategies also reviewed. So the document analyzed was presented below.

Ethiopia has signed different conventions and declares different policies concerning women (female) non-discrimination. Among these the Convention of the Elimination of All forms of Discrimination against Women (CEDAW1981), is mainly very important because it grants for the elimination of all forms of discrimination against women in the academic leadership interventions. Actually there is a little bit improvement comparing with the past decades in representation but it is more under the needed and expected particularly in developing countries. Despite the tremendous marches that Ethiopia has made in the past few years in promoting and advancing women in the school. Women are still under-represented in educational leaderships. Improvement comparing with this research in representation but it is more under the needed and expected particularly in developing countries.

However, Education and training policy (ETP: 1994) states that the financial support given for women as a mechanism or strategy to build their capacity through training. Particularly, article(3.9.5:32) stated that the government will give financial support to raise the participation of women in Education and training policy is very general with promising

statement as the strategy. The emphasis given by Ethiopian education and Training Policy (1994) to support women financially have its own implication.

According to ESDP-IV, the number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and in schools in particular. In the case of school leadership; it goes decreasing as one moves from primary to secondary schools and institutions of higher learning (ESDP-IV 2010)

Moreover, the Federal Democratic Republic of Ethiopia Ministry of Education, Gender Strategy for the Education and Training Sector October, 2014 page 28, under the title Females in Teaching Profession and Educational Leadership states that “Females’ right to equal participation in all aspects of the education and training system should unanimously include their active involvement in the teaching profession as well as in management and leadership positions. The International EFA strategy encourages support for women’s empowerment in the teaching profession and educational leadership, including initiatives to train, recruit, employ and empower more female teachers, principals and educational leaders.” In addition on page 29 of these manual states that “In terms of leadership, females are still grossly underrepresented at all levels of the education and training system.

As Strategies these manual states that “Equitable distribution of teaching and leadership roles between men and women should be a de facto democratic exercise within our education and training system...”

On the other hand, the ministry in the civil servants proclamation (No. 515/2006) has enacted that there shall be no discrimination among job seeker on the ground of sex (Article 13,a,); and also that in recruitment, promoting and deployment preference shall be given to women among other (Articles 13,c,a,)

According to the documents that I refer, all policies that are already in place to encourage female participation in school leadership positions. But the fact that women underrepresent in secondary school leadership in Arsi Zone. From this I conclude that policies about female leadership that are already in place were not properly implemented in the Zone.

CHAPTER FIVE

5. Summary of the Major Finding Conclusion and Recommendations

This chapter deals with the summary conclusion and recommendations of the study in general. Therefore the general conclusion was drowning based on the finding and recommendation was given to the concerned educational leadership bodies to minimize the factors that affect female teachers to become school leaders.

5.1. Summary of the Major Findings

This study aims to find the major factors that affect female teachers participation in secondary school leadership, to meet the purpose the following basic questions were assigned to guide the study

1. How do women participate in leadership position in government secondary school of Arsi Zone?
2. What structural provision those are hinder female participation in school leadership?
3. What is the legal and policy measurement in gender equity?

In order to address the question, the researcher reviewed relevant literature and prepped questionnaires' and interview guides for the participants of the study. So that open-ended, close-ended, and interview questionnaires were prepared. Close-ended questionnaire for female teachers, whereas open-ended and interviews for school leaders (principals, vice principals and supervisors), and Woreda education heads. After the necessary correction and modification, the questionnaire was duplicated and distributed to 115 female teachers; interviews were conducted with selected 14 secondary school leaders and five Woreda education heads

Based on the analysis of the data the study comes up with the following major finding

As analysis in the background information of the respondents the majority of them were married and having more children. So that family responsibility and taking care of children have their own impact on female teachers to become secondary school leaders.

The finding of the study showed that most of the female teachers who participate in the study were graduated with BA/BSC degree and the rest were graduated with MA/MSc degree. This implies that the qualification of a female teacher was not a hindrance to participating in the secondary school leadership positions in the Zone.

The finding of the study indicates that the majority of the female teachers have appropriate work experiences to participate in secondary school leadership positions so the work experience was not the cause of the underrepresentation of female teachers in secondary school leadership in the zone.

With regard to the extent of female teachers in participation in secondary school leadership, the finding of the study indicates that the involvement of female teachers in educational leadership throughout the educational system for the last three years (2010-2012 EC) was increased but it seems to show an insignificant increment each year in the last three years. However, the increasing rates are insignificant or very low and not promising or showing that there will be balance between female and male teachers in the school leadership positions in Arsi Zone in near future

With regard to organizational factors, the majority of the respondents shows their agreement on implementers have minimal knowledge of policies that could empower women in affirmative action, most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent, there is no available special support for female teachers, educational institutions have no official effort to make females active participants and lack of women role models in educational institutions affects participation of other women aspiring for leader.

With regard to personal factors, most of the respondents said that, Women's responsibilities of family child bearing and taking care of home affect their participation in leadership, As their low self-perception the confidence of female on their ability, qualification and experience is low and because of school far from their homes, female are reluctant to accept educational leadership.

Regarding the cultural attitude of the school society: the majority of the respondents shows their agreement on Women are not perceived to be as powerful on the educational leadership

position as men, cultural attitude of our school society was not encourages women to assume on key educational leadership positions and most people still having attitude and perception that decision making power rests with men.

Regarding to the strategies to solve the problem of women teacher participation in school leadership, most of the respondents said that, Enforcement of Policies that are already in place to ensure women got a fair deal in leadership of secondary schools., the capacity building training to improve female teacher's participation to secondary school leadership and Provide mentoring activity to enhance women's participation in secondary school leadership

5.2. Conclusion

Depending on the finding of the study, it is possible to draw the following conclusions. Throughout the educational system for the last five years (2010-2012 EC) the female' involvement in educational leadership positions at secondary schools was negligible. Hence, Female teachers are resentfully under participated in school leadership/management position contrary to the national policy to raise the number of female leadership. The new Education and Training policy statement which says "*Educational Management will encourage the Participation of Females*" is not appropriately implemented in Arsi Zone. There is a gap in implementation of policies, rules and regulations.

The major factors that affect female teaches to participate in secondary school leadership in the Arsi zone were manifested in organizational factors such as Educational institutions have no official effort to make females active participants, in the education system of the Zone, there is no supports were given to female teachers to become for leadership positions and lack of women role models in educational institutions affects participation of other women aspiring for leader.

As personal factors, Women's responsibilities of family child bearing and taking care of home affect their participation in leadership, as their low self-perception the confidentiality of female on their ability, qualification and experience is low and because of school far from their homes, female are reluctant to accept educational leadership.

As socio-cultural factors, women are not perceived to be as powerful on the educational leadership position as men, cultural attitude of our school society was not encourages women

to assume on key educational leadership positions and most people still having attitude and perception that decision making power rests with men.

Moreover, as a strategy, Enforcement of Policies that are already in place to ensure women got a fair deal in leadership of secondary schools, the capacity building training to improve female teacher's participation to secondary school leadership and provide mentoring activity to enhance women's participation in secondary school leadership.

5.3. Recommendation

Based on the major finding of the study and the conclusion drawn the following recommendations are forwarded

The level of participation of female teacher in School leadership in secondary schools of Arsi Zone is very low. As the national constitution of policies of concerning women's rights assert, women should be given the opportunity to participate in leader ship. The Arsi Zone education office should amend the implementation of affirmative action's to give women the opportunity they deserve.

Deferent organizational officials (Woreda education office, school principals, cluster supervisors PTA members, women, children, and youth affairs) need to give greater recognition for female teachers

All educational leaders at Zone, Woreda, and School-level need to ensure all policy and guidelines are truly implemented.

The Zonal education office needs to bind relations with the regional education bureau and Woreda education office and conduct different educational training opportunities for female teachers in order to update and upgrade their capacity for leading secondary schools.

Generally, building the capacity of female teachers through different strategies, bringing attitudinal change in the community concerning the gender stereotype and proper implementation of organizational policies and practices such as affirmative action is necessary to enhance females „participation in educational leadership

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Appendices

Appendix A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by teachers

Dear respondents

The purpose of this questionnaire is to collect relevant data to the study entitled “the factors that affect female teacher’s participation in government secondary schools in the Arsi zone”. Your responses are vital for the success of the study. So you are kindly requested to read all questions and fill the questionnaires with genuine response. Be sure that your responses will not be used for other purpose rather than academic purpose.

General Direction

Please read the instruction and each item in the questionnaire carefully before you give your response if you want to change any of your responses, please make sure you have cancelled the undesired one.

N.B. No need to write your name

There is no need to consulting others to fill the questionnaire.

Thank you very much for your patience and dedication to respond to the entire questions

Part I – Background of the respondents

Please, put a mark () in your choice among the following alternatives with respect to background information on the space provided in the box for each item below.

1. Sex: male Female
2. Marital status married unmarried
3. Number of child
No child 1-2 children 3-5 children above 5
4. Qualification BA MA
5. Field of study Natural science social science others
6. Experiences 1-5 years 6-10 years 11-15 years above 15 years

Thank you for your cooperation

Part II

Please put a mark () to indicate the possible answer for the following given alternatives about your perceptions regarding the extent of female teachers' participation in secondary school leadership positions

Key: 1=strongly disagree, 2=disagree 3=undecided 4=agree 5=strongly agree

No	Item	Rating scale				
		1	2	3	4	5
1	Both male and female teachers equally participate in any leadership positions at your school level.					
2	Females participation decreases at higher leadership position than lower position (club heads, department and unit leader)					
3	Low number of female in leadership position with compare to female staffs in teaching area					

Part II please put a mark () to indicate the possible answer for the following given alternatives about your perceptions regarding to organizational, personal, and socio-cultural factors that affect female teacher's participation in secondary school leadership.

A. Organizational Factors

No	Item	Rating scale				
		1	2	3	4	5
1	Implementers have minimal knowledge of policies that could empower women in affirmative action					
2	Most of the educational leadership positions are occupied by males in schools so that females couldn't get opportunities to show their talent.					
3	In order to compete for leadership there is no available special support for female teachers					
4	Educational institutions have no official effort to make females active participants.					
5	Lack of women role models in educational institutions affects participation of other women aspiring for leader					

B. Personal Factors

No	Item	Rating scale				
		1	2	3	4	5
1	Women's responsibilities of family child bearing and taking care of home affect their participation in leadership					
2	As their low self-perception the confidentiality of female on their ability, qualification and experience is low.					
3	As Fear of being majority of school far from their homes, female are reluctant to accept educational leadership					

C. Socio Cultural Factors

No	Item	Rating scale				
		1	2	3	4	5
1	Most people perceived that, Women are not powerful on the educational leadership position as men					
2	Cultural attitude of our school society encourages women to assume on key educational leadership position.					
3	Most people still having attitude and perception that decision making power rests with men					

Part III. Please put a mark () to indicate the possible answer for the following given alternatives about your perceptions regarding the possible strategies in place to promote female teachers ‘participation in secondary school leadership.

No	Item	Rating scale				
		1	2	3	4	5
1	Enforcement of Policies that are already in place to ensure women got a fair deal in leadership of secondary schools					
2	The capacity building training to improve female teacher’s participation to secondary school leadership was not provided at school.					
3	Providing leadership program and develop recruiting to improve women’s participation in secondary school leadership					
4	Provide mentoring activity to enhance women’s participation in leadership					

Part IV. Write your opinion for the following open ended questions.

1. What are the major factors that affect female teachers’ participation in secondary school leadership in your zone?
2. What are other factors (if any) that affect female teachers’ participation in secondary school leadership in your zone?

3. In order to enhance female teachers' participation in secondary school leadership in your school, woreda and zone what measures should be taken by :-
 - 3.1. Female teachers themselves
 - 3.2. At school level
 - 3.3. At woreda Education office level.....
 - 3.4. At zonal level

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide Questions for Woreda Education Head, and School leaders

Dear Participants:

The aim of this study is to find the factors that affect female teacher's participation in government secondary school in Arsi zone

I am studying AM in educational leadership at the University of Addis Ababa and this research is part of the degree, and I hope that you will be willing to help me.

The information that collected through this questionnaire will be used only for academic purpose.

1. Please tell me your background information in terms of educational leadership position? and who you get these positions
2. What is the extent of female teacher's participation in secondary school leadership in your area?
3. What are the major factors that affect female teacher's participation in secondary school leadership in your Woreda?
4. It is said female teachers underrepresent themselves to accept responsibility: what is your point of view on this idea?
5. As you are secondary school principal, Vice Principal, supervisor or woreda education head what would you plan in the future to improve female teacher participation in secondary school leadership positions.
6. It is said that women are reluctant to accept school leadership responsibility. What is your point of view about this idea?
7. What mechanisms are in place to increase the participation of female teachers in school leadership?

Appendix-C

The past three years (2010-2012), qualitative data on female teacher's participation in any leadership by document analysis at woreda education office.

Woreda	Year	No of Teachers				Teachers Participate in leadership Positions																		
		M	F	T	% of F	Supervisors			Principals			Vice Principals			Total									
						M	F	% of F	M	F	% of F	M	F	% of F	M	F	T	% of F						
Tiyo	2010																							
	2011																							
	2012																							
Ziway-Dugda	2010																							
	2011																							
	2012																							
Hetosa	2010																							
	2011																							
	2012																							
Lode-Hetosa	2010																							
	2011																							
	2012																							
Dodota	2010																							
	2011																							
	2012																							
Total	2010																							
	2011																							
	2012																							

Key, M= male, F= female, T= total

Source: From the sampled Woreda and the study area.