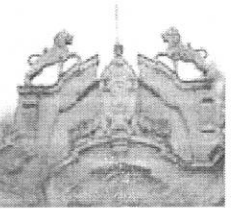
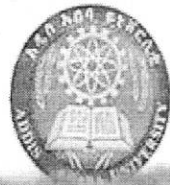


Addis Ababa  
University  
(Since 1950)



**Challenges and Opportunities of Women to be Leaders in selected Governmental  
Secondary Schools of Addis Ababa**

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A Thesis Submitted to

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## ABSTRACT

### Challenges and Opportunities of Women to be leaders in Selected Governmental Secondary Schools of Addis Ababa

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The study was designed to investigate the factors that contribute to the low participation of women and to assess the opportunities that promote women's participation in school leadership. Survey research method was conducted in five secondary schools and the data were collected using questionnaire, interview, and focus group discussion from teachers, Addis Ababa city government education bureau gender expert, woredas education bureau officials, vice principals, and a principal; then the data were analyzed both quantitatively and qualitatively. Therefore the result revealed that the presence of strategies, plans, and policies, gender sensitivity of selection criteria of principals for secondary schools, regular revision of gender policies and strategies, the presence of women affair departments and presence of on-job and pre-job trainings and the effectiveness of women in planning were the opportunities that encouraged women's participation in school leadership. However, less commitment of officials to implement gender sensitive policies, negative stereotyping, fear of balancing family and professional work, informal network of men, absence of role models and low educational background of women were barriers for the low participation of women principals in secondary schools. Therefore, to enhance the participation of women principals in secondary schools, all officials should be committed to implement gender sensitive policies, awareness creation programs should be implemented to the society, and strong network of women should be designed through which they can share experience.

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## **List of Acronyms**

- BPFA** Beijing Plat form Action
- CEDAW** Convection on Elimination of All forms Against Women
- CSA** Central Statistical Agency
- ESDP** Education Sector Development Program
- FDRE** Federal Democratic Republic of Ethiopia
- MDG** Millennium Development Goals
- MOE** Ministry of Education
- PMO** Prime Minister's Office
- PTA** Parent Teacher's Association
- REB** Regional Education Bureau
- UN** United Nations
- UNFPA** United Nations Fund for Population Activities/ United Nations Population Fund
- WAO** Women Affairs Office
- WEO** Woreda Education Office

## **CHAPTER 1: INTRODUCTION**

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

Education plays a vital role bringing about systematic, orderly, and peaceful socioeconomic and political change for the good of all people. Through schooling, it is possible to get the desired change by developing the three domains; cognitive, affective, and psychomotor finally resulting in to human betterment, and life worth living. School is an institution for shaping children on cultural orientations. The contemporary school is a place where children are drilled in very general orientations and where subject matter becomes a very considerable extent instrument for instilling them. Therefore, schools to attain their objectives, in addition to conducive school environment, should have the appropriate human and physical resources. As stated by de Marris (1999:45-47), schools physical and social environment consists of student interactions, attitude and culture, school community relations, leadership, and disciplined environment. However, without effective leadership, having all the resources is not enough to attain schools' objective.

Since leadership is related to the smooth interaction of organizational structures, curriculum, teaching-learning process and the resources; leadership, management, and decision processes are the core of school. For the smooth interaction of the components of schools, to bring the desired school objective, which is directed to change in community, the school leader should have some qualities. As stated by D'Souza (1994:18), some of the qualities of school leaders were ,the one who has the initiative to start things and keep them alive, open minded, one who welcomes the ideas of others and acts with understanding toward suggestions, and tactful. However, no one fulfils all these qualities all the time. They can be learned and developed through education and experience.

However, leadership is a much 'gendered' concept. In most countries, leadership was associated with that of males than females. Women are expected to involve in domestic activities and other social activities rather than managerial positions.

In support of this idea, Brundrett et al (2003:37) argue that in a wide variety of cultural contexts, leadership continues to be identified with the male. Even though women occupy positions of leadership and responsibility, there was a tendency to assume that the 'rightful' leader is male. This is not to mean that, in leadership, women perform less than men. In relation to leadership, as stated by Tomlinson (2004:147), women had the skills of transformational leadership style; they encourage participation and share information with other staff to their work. Such type of leadership style is important that it enhances coordination, sense of belongingness and unity among the staff so that it is easy to attain the goal of the school and maintains healthy school environment. In connection with this, Sadovnic (2002:77) suggests, feminist leadership values people, relationships, absolute fairness and equity, honesty, collaboration, communal goal, and achievement and therefore, women had the capacity to lead different organizations including schools.

In Ethiopia, the government is making an effort to increase the participation of women in education by taking different measures that are directed to the success of women participation in school leadership. With regard to women, the constitution of the Federal Democratic Republic of Ethiopia, Article 35 number 3 states that (1995:93):

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

Furthermore, as stated in MOE (1994:34), the government provides financial support to encourage the participation of women in education. Moreover, there was an effort to make the educational management democratic, professional, coordinated, and encourage women involvement in educational leadership. This indicates that the government is exerting great effort to enhance women

participation in political, economic, and social activities. Furthermore, there have been efforts to increase women participation in leadership positions. This can be done by building the capacity of woman and by providing training to develop their leadership capacity (የአዲስ አበባ ከተማ ሴቶች የልማትና የለውጥ ፓኬጅ 2002:45 ).

Berhanu (2011: 54), in his study, *Women's participation in educational leadership. In the case of Tigray region* indicated the participation of women principals in secondary schools of Tigray region was so low as compared to males. Based on this the researcher decided to assess documents concerning the participation of women in governmental secondary schools located in Addis Ababa. The result indicated that their participation as secondary school principals was so low as compared to men. Therefore, to identify the main causes for the low participation of women principals in selected governmental secondary schools of Addis Ababa, and to assess the possible opportunities that encouraged the participation of women principals in the schools was the main concern of this study.

## **1.2 Statement of the Problem**

Though the fact indicates women as men can participate in all social activities in public and private institutions like schools, and despite their ability to become leaders, the participation of women in different managerial positions especially in secondary schools was very low as compared to males. In support of this, in different organizations found in Addis Ababa city, 16 percent of women are working as managers and 20 percent as vice managers (የአዲስ አበባ ከተማ ሴቶች የልማትና የለውጥ ፓኬጅ፣ 2002:16). Furthermore, 632 female and 980 male teachers were working in the 37 Addis Ababa governmental secondary schools and in the schools, 1 woman was working as principal, 13 women were working as vice principals, 33 and 45 males were working as principals and vice principals respectively (የመምህራንና የት/ት አመራር ልማት ዋና የሥራ ሂደት ማኅ-ዋል፣ 2004:). It is clear that the participation of women as leaders in secondary schools of Addis Ababa and in other organizations was low as compared to males.

Therefore, it is against this background that the study was proposed to investigate why the number of women principals and vice principals is so limited, while there were many women as teachers in Addis Ababa governmental Secondary Schools.

This research was intended to assess challenges and opportunities that women face in selected governmental secondary schools of Addis Ababa .

Accordingly, this research tried to answer the following basic research questions:

- i. What are the factors that hinder women to be leaders in secondary schools?
- ii. Do the selection criteria used for principals favor only male?
- iii. What kinds of opportunities exist that promote women to become leaders?

### **1.3. Objective of the Study**

#### **1.3.1. General Objective**

The main objective of the study was to identify the challenges and opportunities of women to be leaders in selected governmental secondary schools of Addis Ababa.

#### **1.3.2. Specific Objectives**

The specific objectives of the study were to:

- ❖ To find out why women participate less in school leadership.
- ❖ Identify what opportunities women have to become leaders.
- ❖ Assess the selection criteria used to employ principals for secondary schools.

#### **1.4. Significance of the Study**

The findings of the study would have the following significances.

- ❖ It would help the Addis Ababa City government education bureau, the sub cities' education offices, the Woredas education offices and the teachers to identify the problems that discourage women to be leaders in governmental secondary schools.
- ❖ It would help the stakeholders to make a rational decision on managerial skills and gender issues and helps in their future planning.
- ❖ It would give insight evidence about the existing factors that challenge women leadership.
- ❖ It would help women to recognize the challenges and opportunities in school leadership.
- ❖ It also paves the way for other researches who are interested in the area.

#### **1.5. Delimitations of the Study**

The study was expected to observe the challenges that women face as leaders, the possible opportunities that would encourage women to be leaders in governmental secondary schools, the selection criteria of principals for secondary schools, and address the possible suggestions to enhance the participation of women principals in Addis Ababa governmental secondary schools. The study would have been comprehensive if principals, teachers, and students of private and governmental secondary schools located in all sub cities had been included. However, within the given time and resources, the study was delimited to five governmental secondary schools located in four sub cities; Addis ketema, Arada, Gulele, and Lideta sub cities and the study is conducted in the academic year of 2012/13 G.C (2005 E.C.).

### **1.6. Limitations of the Study**

The main limitation of the study was some of the teachers were not so cooperative as expected and as a result, from 185 questionnaires administered, 180 were correctly filled and returned. Moreover, few teachers filled the open-ended part of the questionnaire carelessly and therefore all these factors had an indirect impact on the findings of the study.

### **1.7. Operational Definitions of Key Terms**

**Leadership** in this study leadership is defined as an activity that can be performed by the principal and other staffs of the school directed to achieve the schools' objectives.

**Gender mainstreaming** in this study it is a strategy or mechanism to include men and women in the political, economic, and societal spheres in order to make them equal beneficiary.

**Stereotyping** in the study it is defined as unjustified perception or generalization made by people to a particular person or group of people.

**Self-esteem** in this study it is defined as one's motivation or confidence to overcome different problems in the society.

**Negative stereotyping** is excluding others in activities that require physical strength, mental skills, and education.

**Affirmative action** in this study affirmative action is defined as a means taken to overcome gender inequality.

**Mentor** in this study it is defined as a well experienced person who is willing to assist others.

### **1.8. Organization of the Study**

This research paper was composed of five main parts. The first part deals with the introduction of the study while the second part deals with review of related literature and the third part emphasized on the research design and methodology while the fourth part focused on data presentation and analysis. The last part, part five, of the study focused on the summary, conclusion, and recommendations of the study.

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## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

Education is a basic service that aims to the development of human resource and builds national and individual capacity, improve productivity, develop skills and knowledge, values and attitudes, as well as awareness needed for meaningful and productive individual and social life. It is vital for ensuring social and economical advancement there by increasing the quality of human life. Schools, to create conducive environment for providing quality education, should be highly organized in terms of physical, human, and financial resources. Moreover, dedicated staff members with common target, the involvement of parents, allocation of resources, and strong leadership are determinant factors to attain schools' objectives (Davies et al, 2005: 8-10).

Since human and financial resources are means to attain the schools' objectives, principals are expected to utilize the resources effectively and efficiently and they should create healthy school culture to promote positive relationship among the school community. In relation to this, as indicated by Sergiovanni (2001: 4-6), strong leadership makes the school effective by focusing on acquiring the required leadership skills, evaluating the school's progress, motivating teachers and students, facilitate the teaching learning process, proper fiscal management, and directed to achieve the vision of the school and bring the desired change in the community.

Moreover, Dimmock et al (2005:1) argue that, good principalship focuses on the achievement of the schools objectives and effective utilization of human and physical resources. Effective school leadership and management are therefore seen their capacity to create coordination in the school culture, building collaboration among the school community, focusing on teaching and learning process that is directed towards enhancing quality of education.

## **2.1. The Concept of Leadership**

Different scholars define leadership differently. As stated by Dimmock et al (2005:11) it is “an inspiring performances and achievements among staff that extend beyond what might have been reasonably expected.” Moreover, it is the ability to direct people towards the achievement of goals and it is associated with the setting of goals and visions to the future and to go pass through the process to achieve the desired goals (Chandan, 1999: 298). As indicated by Aquino (1999:22), leadership is a process that takes place in the context of organizational or group behavior. Leadership, however, is a powerful word capable of conveying much more than can be contained within a concise definition and capable of meaning many different things to different audiences in different contexts. In relation to school context, leadership is a collection of jobs and responsibilities that are performed by the school principal to attain the school objective and to bring the desired change (Bowring-Carr et al, 1997: 116-117).

### **2.1.1. Qualities of Leadership**

#### **2.1.1.1. Characteristics of Effective Leaders**

Despite of the different leadership skills and traits required in different situations, in general, D’Souza (2006:6), describe some good qualities of leaders. as, the one who is enthusiastic and eager to start new thing and devoted to keep them alive and make them targetful, listens and understands the feelings of others, encourage others to be involved in group work and accepts each person has contribution to the organization, reliable, trusted, and has adaptive capacity and successful intelligence (Davies et al, 2005: 12-14).

Moreover, Greenleaf et al (1995:301), argue that the true leader is the one who is responsible to accomplish the organization’s vision rather than fulfilling his/her own personal desires.

Furthermore, studies show that (Nwankwo, 1982:76, and Fikadu, 2010: 9), successful educational leaders, have the following characteristics:

- ❖ Sensitive to the feeling of others.
- ❖ Flexible, easy to talk, straight forward, and collaborative to work with friends.
- ❖ Respect others dignity, attitude, and personality.
- ❖ Develop and build group members.
- ❖ Committed to achieve the goal of the organization.
- ❖ Has self-confidence in making decisions and implementing polices.
- ❖ See challenges as catalysts for change of the organization etc.

Therefore, school leaders, to fulfill the demands of the school, need to have three qualities; vision, creativity, and the ability to communicate. In particular, vision is needed for school improvement and school effectiveness (Bowring-Carr, 1997:127).

#### **2.1.1.2. Characteristics of Ineffective Leaders**

Not all leaders (school principals) are effective in their performance and there are some leaders that are considered as ineffective on how they manage their organization /school/. The principal who has no time for teachers, students, and community reactions, who lacks confidence, unaware of others feelings, beliefs and personality, fearful, discourages subordinates, not directed to the achievement of the school vision is considered as ineffective principal and this principal is not successful to attain the vision of the school (Davies et al, 2005: 8-12).

Therefore, in order to be effective, the principal should equip with the desired human, technical, and conceptual skills. Therefore, effective leadership seen as the capacity to create coordination in the school culture, building collaboration among the school community, focusing on teaching and learning that is directed towards attainment of the school objective, and enhancing quality of education (Dimmock et al, 2005:1).

From the above paragraphs, it is stressed that leaders to lead school (an organization), should have some qualities that make them effective and these qualities as shown by D. Souza (2006:19), can be acquired through learning and experience. So that ineffective leaders can develop the characteristics of effective leaders. However, these characteristics cannot be demonstrated in all leadership styles. Each leadership style has its own features and characteristics. The following section deals the types of leadership and some of their characteristics.

### **2.1.2. Types of Leadership**

There are three types of leadership styles; transformational, transactional, and Laissez-faire. As cited in Brundrett et al (2003), Bass and Avolio (1994:4), indicate that transformational leadership encompasses four components; individual consideration, motivation, idealized influence, and intellectual stimulation. Individual consideration is involved in focusing on the attention and to the needs of individuals in an organization and concerned with giving positive feedback, mentoring, and delegating with individuals. However, motivation is related with that of inspiring people in the organization or generating enthusiasm and as a result, individuals will become eager and motivated to work their tasks effectively. On the other hand, idealized influence deals with having a clear vision of the organization so that such leaders are trusted and respected by their subordinates. In the case of intellectual stimulation, it is concerned to actively motivating individuals to develop new ideas, to do things differently or to solve problems in the school, Provision of opportunities to the staff to think (Sadler, 2001:42), to provide new ideas and become solution oriented in a particular situation and to develop sense of belongingness. As a result, the effectiveness and efficiency of the school will increase Bass and Avolio (1994) cited in Fikadu (2010:13). In transactional leadership style, the leaders give rewards or punish individuals in relation with their performance. Good performance by the staff members, that is directed to enhance the effectiveness and efficiency of the school, results in reward.

However, activities against the school objective or misconduct results in punishment (Brundrett et al. 2003:40). Furthermore, the leader who shows such leadership style focuses to integrate both the needs of the organization and individuals emphasizing on the goals of the organization at one time and taking into consideration the extremes of the individuals. Thus, transactional leadership, “is a process through which the task and human dimensions of organization are reconciled and integrated” Newell, (1978) cited in Nwankwo (1982:74). On the other hand, transformational leaders are directed to transform the organization. These leaders, as indicated by Sadler (2001:43), are risk-takers, courageous, show self- confidence, work in collaboration with others, they admit their mistakes, and the mistakes of others and learn from it.

In contrast, Laissez-faire leaders are not directed to attain the goal of the organization, rather, they show disinterest, fail to make decisions, and are not responsible what happens in the school (Bass and Riggo, 2006) cited in Fikadu (2010:14). In general, in relation to the contrasting transformational and transactional leadership styles, it is also possible to identify that they are related to masculine and feminine stereotypes of leadership. Masculine paradigm, regulation and formality, are related to transactional leadership. However, feminine paradigm, nurturing and individual consideration, are related to transformational leadership Leithwood, et al, (1991) cited in Brundrett et al (2003:38).

## **2.2. Gender and Educational Leadership**

In order to understand gender in leadership, it is important to make clear distinction between sex and gender. As stated by Ouston (1993:52), sex is a biological term that refers to be born with the sign of maleness or femaleness or it is a description that categorizes human as male or female. However, gender is socially constructed term that describes the role of males and females in the society because of their sex. It is a matter of culture; it refers to the social classification in to ‘masculine’ and ‘feminine’. With regard to leadership, men hold most leadership position in education and other sectors. However, to increase the participation of women in leadership and to reduce the gender gap, different

countries developed and are implementing strategies and actions to enhance the participation of women in leadership.

In relation to this, Brundrett et al (2003:36) argue that, in countries where affirmative action has been applied, the proportion of gender seems balanced. However, much action should be taken to increase the participation of women in managerial positions and specially, as indicated in Davies et al (1992:2), the participation of women in developed countries in school leadership is low and there are still few female leaders at different managerial positions including schools.

However, females, like males have the skill to lead an organization but the difference lies on their participation and on the way that they influence people. Females unlike males use skills like impressions that fit with the culture, they value people, relationships, honesty, collaboration, and achievement of common goal and from these features, we can conclude that they are more transformational leaders than males (Brundrett, et al, 2003:4).

Furthermore, Ouston (1993:48) states that, comparing the administrative styles and their effectiveness as school managers, women do as well or better than men based on variables like relationships, teaching and learning, and interaction with the community. Women spend more time with people, communicate more, care more about individual differences, are concerned with teachers and students and motivate more than men. Staffs of women administrators rate women higher, are more productive, and have higher motivation than staffs of male administrators.

Furthermore, parents are more favorable toward schools run by women and thus more involved in school life than parents in schools run by men. Women administrators focus on greater knowledge of effective teaching methodologies, the attainment of student progress academically, help newly deployed teachers, try to create school environment that enables the teaching- learning process safely and they participate students in decision making process. In general, schools that are led by women are by more effective and preferable by parents than schools run by men. Studies shows that women principals have higher job satisfaction and are

more engage in their work than men principals (Ouston, 1993: 48-49). So that, if women are as good as or better than men in school leadership, why the number of women principals is low?

There are different reasons that have marginalized women from moving in to leadership positions in school. The next part, deals with some of the factors that hinder women to become schools leaders.

### **2.3. Barriers to Women to be School Leaders**

#### **2.3.1. Institutional Barriers**

The effects of gender labeling in the society creates discriminatory actions when women involve in professional activities especially in managerial positions. The abilities and skills of women are judged as lesser quality than men are. In relation to this, as cited in Ouston (1993:49), Shakeshaft (1987), confirms that the negative attitude of organization who hire women take the main share of becoming barrier to women participation in school leadership.

Some organizations, when they select employees for managerial positions, because of negative stereotyping, use selection criteria that completely exclude women from the competition and favor the participation of men. For example, as cited in Ouston (1993:49), Timpano and Knight (1976), describe particular discriminatory practices that some organizations use during selection of employees.

These discriminatory activities are:

- Offering high payment for men than women.
- Promoting only men for interview.
- Asking questions that are not related with performance that is designed purposely to screen out female candidates etc.

These discriminatory actions are seen during the application process, when selection criteria are designed, during the interview process, and at the decision making process. For instance Shakeshaft (1989: 93-99) stated that, there are

organizational discriminatory actions while selecting women candidates for managerial position during the application process.

These include:

- Asking questions concerning lowest acceptable salary that leads to unequal payment for salary for men and women.
- Separation of applications received by sex.
- Asking questions concerning the marital status 'number of children and ages of children' etc.

Moreover, this discrimination of women is also observed during the selection criteria of candidates for managerial position. These include:

- Allowing men to skip some selection stages but expecting women to fulfill all steps to compete.
- "Using criteria with unproven validity as predictors of success such as requiring a specific length of experience in a specific position." Furthermore, during the interview process some organizations select only male interviewees by excluding women.

In addition, Shakeshaft (1989:99) indicated, discriminatory actions of women are also observed in decision making process by assigning job titles at lower salary than those of men candidates. Generally, these institutional barriers and discriminatory actions contribute to the low participation of women in school leadership.

### **2.3.2. Socio-cultural Barriers / Stereotyping/**

The socialization of males and females starts from the early developmental stage of children and in most cases, pre-school girls are expected to become passive, dependent, polite, and powerless. On the other hand, boys are expected to become independent, active, dominant, and confident and this gender stereotyping and cultural attitudes towards males and females has an impact on their future Career (Talsera, 2007:187). For example, Phillips (2010:83), stated that women who

accept this stereotyping /cultural influences/ show motherhood behavior and do not involve in intellectual tasks and other professions, instead they simply accept the cultural influences and they are swallowed up in their cultural traditions. On the other side, women that do not accept these influences become psychologically strong and participate actively in intellectual tasks but these women enter in state of conflict and anxiety that resulted from fear of societal rejection or loss of 'femininity'.

Specially women in managerial position, as indicated in Ghanekar (1993:215), develop a feeling of isolation from their group /absence of female support/, develop negative attitudes towards the society that resulted from stereotyping, and moreover, these women, because of the absence of less number of women leaders /lack of role model/, develop sense of loneliness . The suffer of these women continue in connection with home and children care; if they are more committed to the home and children care, there is a possibility to be considered they are not committed to their job and if they fully committed to their job, there is a probability to be considered as 'male' or 'unfeminine'. However, men are expected to be aggressive, independent, job oriented, dominant, more active, and sociable than women (Hale et al, 1989:22). Therefore, this stereotyping gives male advantage over female in managerial positions.

### **2.3.3. Lack of Education**

Education is the main tool to bring the desired societal change in politics, economy, health, equality, development and so on. Providing quality education without discrimination provides opportunity for women actively participate in the development process and enhances the mobility of women in the society. However, discrimination of women in education creates inequality between males and females and this process persists in their lives and will have an impact in their future achievement. In some countries, girls participate more in domestic activities than boys and as result, the participation of females in schooling as compared to males will be low and this contributes to the low participation of women in different professions.

In support to this, the human development report 2011 (2011: 54-58), indicates that girls in developing countries such as Kenya, involve in activities like fuel wood collection and consume an average of 4 hours a day and these lead to low female enrolment and high dropout rates at all levels of education. Similar with that of African countries, the 2011 report of contribution of charities for the achievement of MDGs in Ethiopia (2011:24) Shows, because of various problems, Ethiopian women also suffer from discriminations and there is less girls' enrolment and high dropout rates in schools .

Therefore, because of these influences, the participation of women in education is low as compared to men and as result, males unlike females have the access to education and self-employment in different positions than females. In relation to this, the data from CSA (2012:25) indicate that the number of women in different educational levels is so low as compared to males.

Table 1. The educational participation of males and females in urban area-country total

No.	Sex	Educational level			
		Secondary school completed.	Preparatory completed.	Diploma holders.	Degree and above holders.
1	Male	780,760	216,212	400,545	317,804
2	Female	663,791	210,517	337,439	98,708

Source: CSA (2012: 25)

As illustrated in Table 1, in the country, there are only 98,708 women who have an educational level of first degree and above. However, there are 317,804 males in the same educational level and the number of women diploma holders is smaller than men. In the same pattern, the number of women who completed secondary schools by the year of 2012 was smaller than that of males and this shows the low participation of women in schooling and their participation

decreases from secondary to tertiary school level. So that, hence holding managerial positions in secondary schools require second degree, the low participation of women in tertiary school level is one of the factors contributes to the presence of few female principals in secondary schools than males.

Therefore, to enhance the participation of women in the society and ensure gender equality, because today's girl is tomorrow's woman, it is important to provide formal education, increase their number in schools, and train them the necessary skills and competences that ensure the safety and well being of the society. Furthermore, educating women plays great role to improve women ability to solve problems and seek solutions, for development of high self-esteem, and establishing network of women through which they share their experience and as a result, they become competent enough with males to hold managerial positions (Schuler, 1992:268).

#### **2.3.4. Individual Barriers**

Individual barriers are barriers that can be created within the individual himself or herself. There are different individual barriers that are responsible for the low participation of women in educational leadership. The next part of the study deals with how the three individual barriers; aspiration level, self-confidence, and fear of balancing work and family life reduce the participation of women as school administrator.

##### **2.3.4.1. Aspiration Level**

Studies show that there are women who believe that school administration is not their task. However, women who are engaged in school administration focus more on children, teaching, and learning. 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, their interest to become leader will increase. This indicates that having more female role model leaders will increase the aspiration level of other women to become leaders and the reverse is also true (Ouston, 1993:51).

Furthermore as cited in Shakeshaft (1989:85), Andrews (1984), argue that, “low self-confidence can affect aspiration level.” A person with high self-confidence has a chance to attempt any action than a person with low self-confidence. Therefore, because of cultural barriers like stereotyping or unfamiliarity of the public sphere, those women who developed low self-esteem can develop low aspiration level to participate in any public services and as a result, these women lack the chance to move upward position to hold managerial positions than those who have high aspiration level.

#### **2.3.4.2. 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).

#### **2.3.4.3. 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.

### **2.4. Participation Level of Women in Leadership**

#### **2.4.1. Global Context**

Even if women share half of the world population, their participation in leadership is low in different organizations than men. The employed women are concentrated in very specific jobs like teaching, nursing, and technical professions but professions like architects, engineering, managerial positions, and government administration positions are dominated by men (Anker, 1998:268). In relation to this, Alder et al (1992:3), argue that women represent 40 percent of the world force but they share only 20 percent of the managerial positions.

Human Development Report 2011 (2011:61) confirms that, from the Gender Inequality Index of 145 countries, the largest gender inequality is observed in sub-Saharan Africa followed by South Asia and the Arab Countries. According to the report, in sub-Saharan countries, the gender inequality arise due to disparities in education, maternal mortality, and adolescent fertility rates.

However, in South Asia, in education, national parliamentary representation, and labour force women are far behind than men. Unequal labour force participation and low educational attainment are the major problems that leave women behind than men in Arab Countries. Moreover, the report indicates that women participation is low in decision making around the globe. Higher positions in decision making from 150 elected heads of state and 192 heads of government, the number of women was 7 and 11 respectively. Furthermore, the participation of women is also low in enrollment of secondary school education (Luneburg et al, 1991:521).

In relation to this, the report of 2001/02 millennium indicators base of the UN shows that the enrollment of females in secondary schools per 100 boys was 65 percent in Burkina-Faso and 47 percent in Benin. Furthermore, as shown in Ouston (1993:3), the participation of women in educational leadership was low as compared to men. For instance in England and Wales the participation of women in secondary schools was 17 percent in 1990 and 18.3 percent in 1991. In general, around the globe, the participation of women in education and decision making positions is low as compared to males.

#### **2.4.2. The Ethiopian Context**

Similar with that of other developing countries, the problem of gender inequality is a common phenomenon in the rural and urban part of Ethiopia. In our society, women involve mainly in domestic activities where as men involve in outdoor activities like education and community services. In relation to this, the FDRE gender perspective guide line (2001:1) shows that, women in the rural part of Ethiopia spend more than 15 hours per day for activities like fire wood collection, water fetching, childcare, petty trade, spinning vegetable, and gardening.

Similar with the rural women, urban women of Ethiopia also involve in selling of foods and drinks, petty trades, and spinning and in both cases, the majority of women participate in informal economic activities. As a result, they have little or no time for education. On the other hand, males, unlike females, have sufficient time for schooling and therefore, this creates discrimination of women from men

and this attitude, as indicated in World Bank report (2011:21), can become a trend from generation to generation. So that, this gender stereotyping of males and females in the society creates differences in employment rate and the number of women especially in professional areas becomes low. In support of this, Tacoli (2012: 17) emphasizes that, since women participate more in domestic activities than men, they mostly participate in lower quality paid work.

With regard to parliament participation of women, the report of UN (2004: 34) indicates that, although women represent 49 percent of the population, they only represent 7.6 percent of the parliament. The statistical report of the 2011 urban employments and unemployment of the Central Statistical Agency (2012:81) of FDRE indicates that, in the year of 2012, from the total number of employed population aged ten years and above, (5,726,116), the contribution of females is only 2,524,074.

Table 2. Job participation of males and females in urban area-country total

No.	Sex	Professions				
		Legislator senior officials and managers.	Professionals	Technical associate professionals.	Clerks.	Service, shop and market sales workers.
1	Male	128,932	259,132	225,287	123,190	646,234
2	Female	36,284	117,154	134,441	193,190	869,985

Source: CSA, (2012:81)

As indicated in Table 2, the participation of women is low in professions like legislator and senior officials and managers (36,284), professionals (117,154), and technical associate professionals (134,441). However, in the urban part of the country, women's participation was very high in jobs that require technical skills.

For instance 869,985 of women were involved as service shop and market sales worker and 193,190 of females were clerks. On the contrary, 128,932 males were managers and 259,132 of males were professionals but the participation of males was low in jobs like clerks (123,190) and service, shop and market sales workers (646,234) as compared to females. Therefore, the above data indicate that, in the urban part of Ethiopia, the participation of women was low as professionals and managers as compared to males but their participation was high in jobs that require skills. Furthermore, the data obtained from CSA reveal that, in the years of 2011 and 2012, in Addis Ababa city, the participation of women in jobs like managerial positions and as secondary school professionals was low but their participation was high in jobs that require skills like housekeeping and restaurant services, secretaries and key board operating clerks.

Table 3. The participation of males and females in some occupations in Addis Ababa

No.	Professions	Sex	Years	
			2011/12	2012/13
1	Legislator officials and managers.	M	29,831	28,011
		F	7,656	13,186
2	Professionals secondary school teaching.	M	9,758	18,050
		F	3,411	3,433
3	Secretaries and keyboard operating clerks.	M	3,850	3,888
		F	26,160	34,011
4	Housekeeping and restaurant services.	M	23,903	2,651
		F	40,838	12,299
5	Library, mail, and related clerks.	M	1,775	697
		F	26,118	3,825

Source : ( CSA, 2011:77 and CSA, 2012: 92-95)

The data from Table 3 show that the number of males was high in professions like managers and legislator officials. For example, by the year of 2011/12 and 2012/13, in the city, there were 29,831 and 28,011 male legislators and managers respectively. However, by the same year, 2012/13, there were only 28,011 males and 13, 186 females were working as legislator officials and managers. Furthermore, as the data from Table 3 reveal, as compared to men, the participation of women as professionals in secondary schools was low in the two successive years; 2011/12 ( 3,411) and 2012/13 (3,433).

By the year of 2011/12, there were 9,758 and by the year of 2012/13, there were 18,050 male professionals in secondary schools. On the contrary, by the year of 2011/12, there were only 3,850 males working as secretaries and keyboard operating clerks and by the year of 2012/13, 3,888 males were working as secretaries and keyboard operating clerks. However, by the year of 2011/12, 26,160, and by the year of 2012/13, 34,011 females were working as secretaries and keyboard operating clerks. In addition, the participation of women was very high in jobs like housekeeping and restaurant services. In relation to this, by the year of 2011/12, there were 40,838 females and only 23,903 males were involved in job like housekeeping and restaurant services. Therefore, as the data from the Table reveal, by the years of 2011/12 and 2012/13, in Addis Ababa, the participation of women in jobs like legislators and managers and professionals in schools had been very low as compared to men.

Moreover, similar with other sectors in the city, the participation of women in educational administration is also very low. The data from Addis Ababa City government education bureau show that, in the 37 governmental secondary schools, in 2011/12 (2004 E.C) academic year, there was only one school led by female principal and 23 governmental secondary schools were led by male principals and the rest 13 schools were led by 13 female vice principals (የመምህራንና የት/ት አመራር ልማት ዋና የሥራ ሂደት የተዘጋጀ ማኅ-ዋል:2004 ፤). In general, from the above paragraphs, we can conclude that the participation of women in different managerial positions was low as compared to males.

## 2.5. Documents and Policy Review

To increase the participation of women in economy, politics, education, and in all aspects of development and to make them equally participate and benefit with men, policies in the international and national levels had been developed and implemented. At the international level, African women's Report 2009 (2009: 183-185), shows that among the various strategies that empower women, the Convention on Elimination of All forms Against Women (CEDAW 1979), the Beijing Platform for Action (BPFA 1995), and the Millennium Development Goals (MDGs) were the main strategies that focus on the equality of women in the society.

The main concern of the convention of CEDAW was to provide equal opportunity for women and enhance their participation in the economic and social life of the community and in addition, the BPFA (1995) focused on providing women equal right with men in the economic sector and provide job opportunity in the society. As indicated in the World Bank report 2012 (2011:3), the 2010 Millennium Development Goal summit has developed a global action plan to achieve the goals by the year of 2015. The summit also developed a resolution to ensure gender equality by developing policy in different sectors including, economy, health, education, and decision making.

Ethiopia, as a member of the United Nations (UN), is one of the countries that agrees with the 12 areas of focus of the BPFA for to take action and therefore, policies and strategies has been developed aiming at ensuring the participation of women in all sectors and creating gender equality in the society. So that, to achieve the goals, organizations like Women Affairs Office (WAO) in the Prime Minister's Office (PMO), Bureau of women's, children and youth at the federal and regional levels were established.

Furthermore, in addition to the FDRE constitution, policies like the National policy of Ethiopian women were developed. (Gender perspective guideline project planning in Ethiopia, 2001: 8-11).

The National Policy on Ethiopian women, as indicated in the FDRE gender perspective guideline project planning in Ethiopia (2001:9), encourages the participation of women in the social, political, and economic sections and as result, they assure their democratic right and it focuses on how to enhance women's participation in decision making in the community. In addition to the development and implementation of policies and strategies that ensures the participation of women in economy, social, education and political sectors, the government of Ethiopia has developed targets that aim to assure the participation of women in leadership positions.

For instance, the constitution of FDRE Article 35 number 3 ensures equal participation of women in the society. It states that:

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

Furthermore, the FDRE Education Sector Development Program IV (ESDP IV) (2010/11-2014) action plan shows that targets has been set to improve the qualities of teachers and promote women participation in educational leadership (ESDP IV, 2010:20).

From the targets:

- The share of female leaders will increase by 100 percent in 2014/15 and
- The share of women among students in colleges of teachers education will increase from 45 percent in 2008/09 to 50 percent in 2014/15 are the main targets that focuses on women's participation in educational leadership and education.

In general, to promote women participation in all aspects of development, the government of Ethiopia has been playing a crucial role.

## **2.6. Selection Criteria of Secondary School Principals in Ethiopia**

Similar with other professions, professionals to become school principal, should fulfill certain requirements that make them qualified to the position. Therefore, in order to become school leader, one should have second degree in any field of education and he/she should take at least one course related with school administration and in addition, he/she should successfully complete pre-job trainings that that would enable the principals effective while managing the school (የኢትዮጵያ መምህራን ልማት መርህ ግብር ገዥ መመሪያ፣ 1999:30).

Furthermore, in addition to the educational qualifications, two years of experience as beginner school principal and high work performance were also the criteria used for selection of principals for secondary schools (የርዕሰ መምህራንና ሱፐርቫይዞሮች የሥራና የደረጃ ዕድገት መመሪያ፣ 2000:26).

## **2.7 Actions that has been taken to Enhance Women Participation in Educational Leadership**

In order to promote the participation of women in educational leadership some measures has been implemented at the international and national levels. Some of the actions that promote women participation in leadership position are listed below.

### **2.7.1 Gender Mainstreaming in all Government Departments**

To promote the participation women in decision making, as stated in African women's report (2009:182), countries should establish gender desks in all institutions and to ensure the effectiveness of gender mainstreaming, sufficient financial resources should be allocated. The strategic plan of BPFA objective H.2 also assures this action that "governments should integrate gender perspectives into legislations, public polices program and projects." This measures the extent to which governments were committed to gender mainstreaming. However, establishment of gender desks only is not sufficient; so that, to promote women's participation, their effectiveness should be evaluated and checked in regular basis.

### **2.7.2 Getting Women Trained**

The school principal is expected to manage and organize the human and financial resources of the school. So that, trainings play great role to bring women candidates to leadership position and enhance their skills. As stated by Shakeshaft (1989:128), lack of qualified female candidates is one of the factors that hinder the participation of women in leadership. Therefore, the main strategy to enhance the number of women principals is Providing on- job and pre-job trainings and formal university educational administration courses that will enable women to acquire enough knowledge about school leadership and to equally compete academically in leadership position with men. As a result, once these women enter to administration, having the skills and knowledge of leadership, will participate in decision making and development of policies and strategies concerning women.

### **2.7.3. Support for the Women's Quotas and Taking Affirmative Action**

In order to break the cultural attitudes towards female leadership and to ensure females participation in leadership positions, taking affirmative action, is one of the means to overcome the problem of gender inequality. For example, quota system, increasing the number of female leaders by giving them large number of seats than males, is one of the means to increase women's participation in educational leadership. In support of this, as cited in African Women's report 2009 (2009:185), Article 4 of CEDAW on temporary special measures state that,

“Adoption by state parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards, these measures shall be discontinued when the objectives of equality, opportunity, and treatment have been achieved.” Furthermore, African women's report of 2009 (2009; 187-188), recommends the following actions to promote women's participation in leadership position and political participation.

African governments, civil society, and UN agencies must:

- Develop and implement capacity building programs to support women aspirants and potential candidates.
- Support nurturing program to females at all levels of education, at which they should be encouraged to assume leadership and representative roles in their institutions.

Affirmative action incentives:

- Offer incentives that will encourage countries to implement affirmative action policies that could be supported, implemented, and sustained.
- Countries with impressive ratios can be selected to host important regional and global meetings.
- Promote women as successful role models in the political and leadership areas.

With regard to this, the Ethiopian government has been taking various activities to minimize the gender gap at all levels. In relation to this, UN report of 2004 (2004:8) indicates that, the following points are the opportunities that Ethiopian women have been gaining.

- The curricula are gender sensitive.
- Educational finance has been given to enhance girl's participation. In connection with this, schools with low drop out of females, high enrolment of females, and that ensure equal educational opportunity for students has been receiving incentives from the government.

To increase women participation in decision making positions, different boards that encourage women's participation; including education training management board and parent teacher association (PTA) has been established in different levels including woredas and schools.

Furthermore, to increase the number of female managers, head teachers and teachers, the following actions have been implemented.

- Gender focal persons have been assigned in higher institutions.
- Thirty percent of opportunity in higher education is reserved for females.
- Incentives have been created to attract more females in to teaching profession.

#### **2.7.4. Create Jobs**

Qualified women in administration were unable to obtain job in administration position (Shakeshaft, 1989:132). Therefore, to bring qualified women in administration job, we should promote the participation of women in leadership position and as a result, these educational leaders will become role models (Chin, 2007:240).

#### **2.7.5. Networks**

In addition to other factors that promote women's participation in educational leadership, support from the family and colleagues at work place is very important to motivate them, to share experience on how to handle administration tasks, and to develop self-confidence (Shakeshaft, 1989:137). Through their network, women can share experience, develop managerial skills, and can develop self-confidence to lead a school and as a result, the participation of women leaders will increase in schools . However, as indicated by Chin (2007:240), the concept of networking should not entirely focus on women's only, and special consideration should be taken to have men in the networks. This is because, since the position of leadership dominated by males, there are no enough women in managerial positions to help everyone, and therefore, having men in the networks, will enable women to share experience and develop their managerial skills.

### **2.7.6 Mentoring**

A mentor is a trusted experienced professional who is willing to assist a less experienced person by listening, sharing experience, advising, and guiding (Davies et al, 2005:104). Mentors share experience and skill to the inexperienced person (Hale et al, 1989:19) and mentoring enables women leaders to have the necessary skills on how to handle managerial positions. It involves sponsoring, giving training, giving advice, building confidence, and nurturing managerial skills (Hale et al, 1989:31). Furthermore, the presence of mentors make women to be active in professional and management work and it increases the mobility of women in managerial position but if there are no mentors, it will indicate “no entrance” signal to most qualified and motivated women who aspire leadership. So that, having mentors is crucial to support women to achieve in educational leadership.

### **2.8 Improvement in Hiring Policies and Strategies**

Providing women the appropriate knowledge, trainings, and having networks with colleagues will help women to become effective in their managerial skills. In order to do this, women’s should get the chance for employment to administrative position and it is necessary to change the attitude of individuals who recruit employers to avoid gender bias by providing financial and technical support to help them to evaluate their own policies and practices not to take any discriminatory actions while selecting employers (Shakeshaft, 1989:137).

### **2.9 Changing the School Context in which Women Work**

Institutional context in which women work should be adjusted in a way that women teachers shape and view their careers and this could be done by providing support and networks for women and helping women to analyze the working environment. Schools should be ‘women friendly’ i.e. schools in which the decision making processes were informed by an awareness of equality and equity (Ouston, 1993:78).

In addition to creating jobs for women that balance nature of the internal administration context, schools should be adjusted to provide networks for women,

helping women to analyze the school culture and environment, induction to training and counseling should be provided (Shakeshaft, 1989:135).

Therefore, to summarize, countries have been implementing different policies and strategies and taking actions to promote women participation in leadership and this is a great opportunity that encourage women to become leaders in schools and in other organizations.

## **CHAPTER 3. METHODOLOGY AND DESIGN OF THE STUDY**

### **3.1. Methodology**

The study was aimed at identifying the challenges and opportunities of women to be leaders in selected governmental secondary schools. Qualitative and quantitative research method was employed for it aids in identifying the challenges and opportunities of women to be leaders in selected governmental secondary schools.

### **3.2. Study Design**

This study employed survey design and such kind of design is best to gather data at particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events (Cohen, 2000:169). Moreover, survey method gathers data from a relatively large number of cases and is easy to generalize by using the appropriate statistical tools (Best, 1993:107).

### **3.3. Sources of Data**

In order to conduct the research, primary and secondary data sources were employed. The Addis Ababa city government education bureau gender expert, officials from woreda education offices, secondary schools vice principals and principal, teachers, and students were used as primary sources of data whereas annual reports, manuals, documents, and journals were used as secondary sources of data.

### **3.4. Study Population and Sampling Technique**

In Addis Ababa City government, there are 10 sub cities and 116 woredas. In the sub cities and woredas, there were 165 government, 106 public, and 564 private schools with a total number of 24, 868 teachers and 527, 235 students (የመምህራንና የት/ት አመራር ልማት ዋና የሥራ ሂደት ማኅ-ዋል፤ 2004፤\_). From the governmental schools, 37 of them were secondary schools of which 1 school was led by female principal, 13 schools were led by 13 female vice principals and 23 schools were led by male principals.

These schools, including students, teachers, vice principals, a principal, Addis Ababa city government education bureau gender expert, and woredas education offices officials were the target population of this study.

From the sample population, one School, the only school that was led by female principal, and four schools that were led by female vice-principals were selected by purposive sampling technique. In the sample schools, there were 316 male and 101 female teachers, 2,797 male and 3,112 female students (i.e. there were total of 417 teachers and 5,909 students). Out of these, 185(44.4%) teachers, 60 students, 1(100%) female principal, 4(30.77%) female vice principals, 1(100%) gender expert from Addis Ababa city government education bureau, 5 officials from woredas education offices were included in the study. The teachers and students were selected by simple random sampling whereas a principal, vice principals, gender expert, and education officials from woredas education offices were selected by purposive sampling.

### **3.5. Data Gathering Instruments**

In order to have a better understanding and achieve the desired goals of the research, the data were collected through questionnaire, interview, and focus group discussion.

#### **3.5.1. Questionnaire**

It is widely used and useful instrument for collecting survey information and it can be used in the absence of the researcher (Cohen et al, 2000:245). In order to collect data, questionnaire containing both close and open-ended questions were developed.

The close-ended questions, five point likert scales questions were developed that allow the respondents to choose the possible responses that fits to their response and the open-ended questions were prepared that allow the participants to write their answers in their own words. Therefore, 185 questionnaires (both open and close-ended) were administered to female and male teachers.

#### **3.5.1.1. Pilot Test**

Before the data collection, the questionnaires were pre-tested in non-sample secondary school. Some items were commented to be written in simple language and comment was given to rearrange the sequence of some items. Therefore, based on the comment, four complex words replaced by simple words that could be understood easily by the respondents and items concerning policies and organizational set up were arranged to the first part of the questionnaire. Then after checking the instrument, it was dispatched to teachers of the sample secondary schools.

#### **3.5.1.2. Procedure of Questionnaire Administration**

In order to collect data in the sample schools, letter of cooperation given to the principals and they were willing to administer the data collection process. Therefore, the questionnaires administered to female and male teachers in the schools. At the end, from 185 questionnaires administered, 180 (97.3%) questionnaires were correctly filled and returned. However, two (1.1%) questionnaires were not correctly filled and three (1.7%) questionnaires were not returned.

#### **3.5.2. Interview**

Since open-ended interview are flexible, allow to probe , and provide thick data (Cohen et al, 2000:275), open-ended interview were administered to 5 woreda education office officials, 1 female principal, 4 female vice principals, and 1 gender expert.

#### **3.5.3. Focus Group Discussion**

Focus group discussion is one of the data gathering tools whereby group of individuals are selected to discuss together in a focused and moderated manner the topic under research. Therefore, four focus group discussions each containing 15 students were conducted in four secondary schools (i.e Agazian, Africa Hibret, Yekatit 66, and Dilber secondary schools). The school, Africa Hibret, was selected because it was the only secondary school that was led by female

principal and the rest secondary schools (Agazian, Yekatit 66, and Dilber), were selected because the schools were led by female vice principals and the researcher experience during his work exposure.

### **3.6. Methods of Data Analysis**

In order to analyze the data, different appropriate data analyses methods were employed. Since the data were both qualitative and quantitative, the quantitative data were presented using tables and interpreted, with the aid of SPSS, using the appropriate statistical tools like percentage, frequency, mean, weighted mean, and t-test.

Following the analysis of each quantitative data, analysis of the qualitative data was conducted through narration . To protect the rights of the participants, coded names were used. Then based on the information obtained from the analysis, interpretations were made to reach out some conclusions and based on the conclusion made, possible solutions were recommended.

#### **CHAPTER 4. PRESENTATION AND ANALYSIS OF THE DATA**

This chapter deals with the presentation and analysis of the data that are divided into two parts. The first part deals with the characteristics of the respondents that describe the sex, age, educational background, work experience, and marital status of the respondents. The second part of the chapter deals with the analysis of the respondents that were obtained through questionnaire, interview, and focus group discussion.

#### 4.1 Characteristics of Respondents

Table 4. Characteristics of respondents

No.	Categories	Male		Female		Total	
		No.	Percentage	No.	Percentage	No.	Percentage
1	<b>Sex</b>	110	61.1	70	38.9	180	100
2	<b>Age</b>						
	≤23	12	10.9	8	7.3	20	11.1
	24-34	88	80	46	65.7	134	74.4
	35-45	10	9.1	8	11.4	18	10
	46-55	-	-	8	4.4	8	4.4
3	<b>Educational background</b>						
	MA/MSc	4	2.2	0	-	4	2.2
	BA/BSc/BED	106	58.8	70	38.8	176	97.7
	Diploma	-	-	-	-	-	-
4	<b>Work experience(in years)</b>						
	1-5	46	25.5	18	10	64	35.6
	6-10	52	28.8	26	14.4	78	43.3
	11-15	-	-	12	6.6	12	6.6
	16-20	2	1.1	6	3.3	8	4.4
	≥21	10	5.6	8	4.4	18	10
	5	<b>Marital Status</b>					
Single		70	38.9	16	8.9	86	47.8
Married		40	22.2	54	30	94	52.2
Other		-	-	-	-	-	-

Table 4 shows the characteristics of the respondents in terms of sex, age, educational qualification, work experience, and marital status. With regard to the number of the respondents, the number of males 110 (61.1 percent) was greater than the number of females 70 (38.9 percent). From this, we can conclude there were some factors that contributed to the low participation of women teachers in secondary schools and since women principals who could fulfill the criteria for school principal were selected from female teachers, the low number of female teachers had its own indirect contribution to the low participation of women principals. This indicates that there were several factors that should be studied which contribute to the low participation of women principals in secondary schools.

The age distribution shows that the largest proportion of respondents, 134 (74.4%) was found between the age groups of 24 and 34. From these, 46 (65.7%) and 88 (80%) of them were female and male respondents respectively. Furthermore, from 20 (11.1%) respondents, 12 (10.9%) of male and 8 (7.3%) of female respondents were at the age of less than or equal to twenty three ( $\leq 23$ ). On the other hand, from the 18 (10%) respondents, 8 (11.4%) of female and 10 (9.1%) of male respondents were found between at the age groups of 35 and 45 years . However, there were only 8 (4.4%) female respondents found between the ranges of 46-55 years of age.

From these figure it is possible to conclude that most of the respondents were matured enough to answer and analyze questions related with school leadership. In relation with the educational qualification, out of the total respondents 180, 176(97.7%) were first degree (BA/B.Sc/BED) holders and of which, 106 (58.8%) were males and 70 (38.8%) of them were females. However, from the total number of respondents, only 4 (2.2%) of males were second degree holders and none of the respondents were diploma holders.

Therefore, the finding confirms that the respondents had a better understanding of issues related with women and leadership. Moreover, it was encouraging that all of the women were first degree holders, so that since the minimum requirement

for school leadership position requires second degree in school leadership, these women, if they were given the chance of attending further education, they would have the chance to become school principal. Therefore, much should be done to encourage women to participate in school leadership and this requires the commitment of stakeholders to enhance the participation of women principals in secondary schools.

In addition, with regard to the work experience of the respondents, the data from Table 4 revealed that , 78 (43.3%) of the respondents had work experience of 6 to 10 years, 64 (35.6%) of them had worked 1 to 5 years, 12 (7%) had an experience of 11 to 15 years, 8 (4.4%) had an experience of 16 to 20 years , and 18 (10%) of the respondents had work experience of 21 years and above. From these we can conclude that most of the respondents were well experienced to attempt questions related with leadership and gender issues.

The percentage distribution of marital status of the respondents indicated that 86(47.8%) of the respondents were single and 94(52.2%) were married and therefore, since the majority of them were exposed to dual responsibilities; domestic and professional, they had a better understanding of the domestic and social barriers that affect the participation of women in school leadership. Furthermore, since the majority of women respondents were married (54 or 30%), they were expected to know in detail concerning the various factors that contribute to the low participation of women principals in secondary schools.

Generally, the characteristics of respondents revealed that, the majority of them were matured enough, well experienced, well qualified, and they were exposed to family responsibilities. Therefore, the response obtained from the respondents would help to get information that is more reliable and enable to come up with concrete finding and conclusion.

#### **4.2. Factors that Affect the Participation of Women Principals in Secondary Schools**

Under this section, realizing the low participation of women in school leadership, the researcher tried to investigate the existing barriers that hinder women not to become principals for secondary schools .

For the sake of the analysis, the obtained mean values were interpreted as  $\leq 2.50$  strongly disagree, 2.51-3.50 moderately agree, and  $\geq 3.51-5.0$  strongly agreed.

## 4.2.1. Barriers of Women to become School Principals

### 4.2.1.1. Institutional Barriers

#### 4.2.1.1.1. Policy and organizational setup

Policy, strategies, and the organizational set up were the expected barriers that contribute to the low participation of women principals in secondary schools. The respondents rated the items under this section in the following manner.

Table 5. Institutional barriers as rated by the respondents.

No.	Barriers of women to become school leaders	Sex	Responses										mean	Weighted mean
			5		4		3		2		1			
			No.	%	No.	%	No.	%	No.	%	No.	%		
1	Absence of policies, strategies, and organization's plan that promote women participation.	M	8	7.3	9	8.2	26	23.6	30	27.3	37	33.6	2.3	2.4
		F	4	5.7	10	14.3	15	21.4	31	44.3	10	14.3	2.5	
2	Officials and stakeholders less commitment to implement gender sensitive issues to the community.	M	34	30.9	45	40.9	1	0.9	8	7.3	22	20	3.6	3.6
		F	18	25.7	32	45.7	-	-	11	15.7	9	12.9	3.6	
3	Absence of actions that had been taken to create awareness concerning gender sensitive issues to the community.	M	30	27.3	56	50.9	6	5.5	2	1.8	16	14.5	3.8	3.7
		F	31	44.3	10	14.3	7	10	8	11.4	14	20	3.5	
4	Absence of recruitment criteria that promote women's participation. E.g. Absence of affirmative action.	M	12	10.9	18	16.4	29	26.4	7	6.4	44	40	2.5	2.5
		F	9	12.9	17	24.3	-	-	16	22.9	28	40	2.5	
5	Absence of network of women.	M	16	14.5	31	28.2	8	7.3	6	5.5	49	44.5	2.6	2.8
		F	13	18.6	21	30	8	11.4	8	11.4	20	28.6	3.0	
6	Absence of role models.	M	19	17.3	35	31.8	2	1.8	28	25.5	26	23.6	2.9	3.0
		F	12	17.1	23	32.9	8	11.4	11	15.7	16	22.9	3.1	
7	Informal network of men.	M	32	29	49	44.5	5	4.5	12	10.9	12	10.9	3.7	3.7
		F	24	34.3	26	37.1	-	-	10	14.3	10	14.3	3.6	

In Table 5, institutional factors that can contribute to the low participation of women in school principalship were presented. In the case of item 1, considering the absence of policies, strategies, and organizations plan that encourage women's to participate in school principalship, was rated as strongly disagreed with weighted mean of 2.4 and individual mean scores of 2.3 for males and 2.5 for females. From this, it was possible to conclude that there were policies, strategies, and organizational plans that encouraged the participation of women as secondary school principals.

However, with regard to item 2, which deals with less commitment officials and stakeholders and their effectiveness to implement the existing gender polices and strategies, the respondents rated this item as strongly agreed with weighted mean of 3.6 and individual means of 3.6 for both males and females. This finding illustrated that even if there were gender sensitive plans and strategies that encouraged women participation in school principalship position, the officials and stakeholders at different hierarchy were not committed to implement these polices and strategies effectively so as to increase the number of women principals in the secondary schools.

In relation to item 3 of the same Table, concerning the absence of actions that had been taken to create awareness to the society related with gender sensitive issues, the respondents rated the item strongly agreed with weighted mean of 3.7 and individual mean values of 3.8 for males and 3.5 for females. This revealed that, the society, in which females live, was not aware of gender sensitive issues. Therefore, it is obvious that if the society were not aware of gender sensitive issues, women would suffer from societal misconception that marginalizes women from decision making including schools.

The respondents rated item 4 of Table 5, that was related with the absence of recruitment criteria that promote women participation in school principalship position, as strongly disagreed and the weighted mean was 2.5 and the individual mean scores were 2.5 for both males and females. Therefore, this finding confirmed that the recruitment criteria that were used to employ principals for

secondary schools favored the participation of women principals in secondary schools.

Moreover, with regard to item 5, the absence of network of women in organizations, was rated moderately agreed with weighted mean of 2.8 and individual means of 2.6 and 3.0 for males and females respectively. This finding revealed that organizations were characterized by the absence of network of women through which women can share their experience and would enable them competent enough to hold managerial positions. Therefore, this gave chance to the dominance of males (informal network of men) that excludes women not to compete for school principalship position.

In relation to item 6 of Table 5, the respondents rated the absence of role models as one of the institutional factors that hinders women's participation in school leadership, as moderately agreed with weighted mean of 3.0 and individual mean score of 2.9 for males and 3.1 for females. This indicates that the absence of role models was one of the factors that contributed to the low participation of women principals in secondary schools. The absence of role models discourages women who aspire leadership position and it gave chance to develop lack of self-confidence to become school principal.

Finally, the last item of Table 5, the informal network of men (dominance of males) that hinder women not to hold school principalship position, was rated as strongly agreed with weighted mean of 3.7 and individual means for 3.7 for males and 3.6 for females. This indicated the presence of informal network of men in secondary schools was one of the institutional barriers that marginalized women from school principalship position . In general, the finding from the above Table revealed that, the policies, organizational plans and strategies, and the recruitment (selection) criteria that schools (WEO) used to recruit women principals encouraged the participation women principals in secondary schools.

However, even if the polices, plans, strategies and recruitment criteria for selection of principals for secondary schools encouraged and favored the participation of women as school administrators, the above finding revealed that officials and

stakeholders at different hierarchy were not committed to implement those policies and strategies that encouraged and favored the participation of women principals in secondary schools.

Moreover, there were no actions taken to create awareness to the society concerning gender sensitive issues. Therefore, in other words, the societies' misconception like females were responsible to participate indoor activities and while the males were responsible for outdoor activities, including participating in different managerial position, still existed. As a result, women were excluded from holding school administration position and this in turn created the absence of female role models from whom women could share experience and the existence of informal network of men (dominance of males) that excluded women from school administration position.

Furthermore, in relation to the barriers related with policies and organizational set up, the finding from participants revealed that, the organizations' (schools) policies, strategies and plans, and the recruitment criteria for selecting candidates to school principalship position had encouraged the participation of women to compete and become school principals. For instance, Mr. Z( WEO education official), on his part reported, "having the same educational qualification with males, for example, during the selection stage of school principals, thirty percent of opportunity (affirmative action) was given for female candidates who compete for school leadership position. However, the problem was not the absence of gender sensitive policies or strategies, it was the problem of commitment of officials to implement those gender sensitive policies in to practice."(23 April 2012)

In support to this, the finding from FGD revealed that, there was a problem while implementing those policies, plans, and strategies of schools (WEO) that encouraged women to participate in educational leadership position. As student A stated, "there were good policies and affirmative action strategies to enhance the participation of women in decision making including schools and other organizations. But the problem was these gender sensitive policies and strategies were not implemented effectively; the officials and stakeholders were not

committed to implement these policies and strategies effectively so as to increase the number of women principals and this was one of the great challenge that women face to become leaders of schools.” (23 April 2012)

Furthermore, he also emphasized actions were not taken to create awareness to the society towards gender sensitive issues to avoid undermining of women to become school leaders and negative stereotyping. As a result, women were marginalized from participation of school principalship position and this lead to the absence of role models and conducive environment through which women can share their experience through their network and what existed was male dominance that excluded and undermined the role and participation of women as school administrators.

With regard to institutional barriers, the findings of different scholars revealed that some organizations set recruitment criteria that favor males than females. Timpano and Knight (1976) cited in Ouston (1993:49), in support of this, argue that, some organizations, in order to exclude women from managerial positions, use selection criteria that favors males during the interview, application, and decision making processes. Therefore, this contributes to the low participation of women in decision making. However, even if scholars argue that some organizations take measures to decrease the participation of women in leadership, the finding of this study revealed that, there were policies, strategies, plans, and recruitment criteria that promote the participation of women principals in secondary schools. Therefore, it is possible to say that women in the schools were supported by the good policies and strategies and organizational plans that promote their participation in school leadership and the recruitment criteria favored the participation of women in educational leadership.

Even if there were good policies ,strategies, and selection criteria which favored the participation of women in school leadership, women were excluded from principalship positions . This was resulted from less commitment of officials and stakeholders to implement gender sensitive policies and strategies, the absence of awareness of the community to gender sensitive policies ,absence of role models

in schools, absence of informal network of women through which they can share experience, and the existence of informal network of men.

#### 4.2.1.2. Socio- Cultural Barriers / Stereotyping/

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

Table 6. Respondents level of rating towards stereotyping.

No.	Factors	Sex	Responses											mean	Weighted mean
			5		4		3		2		1				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Female leaders are not as good as male leaders.	M	29	26.4	22	20	18	16.4	10	9.1	31	28.2	3.1	3.0	
		F	12	17.1	12	17.1	10	14.3	26	37.1	10	14.3	2.9		
2	Females are inferior to males.	M	22	20	24	21.8	12	10.9	12	10.9	40	36.4	2.8	2.8	
		F	13	18.6	11	15.7	8	11.4	23	32.9	15	21.4	2.8		

The finding from Table 6 of item 1 illustrated that, the perception of the respondents towards female leaders were not as good as male leaders, was rated as moderately agreed with weighted mean of 3.0 and individual means of 3.1 for males and 2.9 for females. The paradox of the finding was that females also agreed that they were not as good leaders as males.

However the findings of different scholars showed that women leaders are effective when they plan and they have characteristics of transformational leaders; working in collaboration with colleagues and cooperative (Brundrett, et al, 2003:4). Therefore, from this one could understand that how the problem of negative stereotyping was deep-rooted problem in our society and how it

discouraged women to become school leaders and how females were convinced leadership was given only to males.

Moreover, in the same Table, the respondents rated item 2 as moderately agreed with weighted mean of 2.8 and individual means of 2.8 for both males and females indicating that women were inferior to males. From these findings we can conclude that negative stereotyping was one of the problem that excluded women not to become school administrators and this negative stereotyping gave the opportunity to male dominating society and this contributed to the low number of women principals in secondary schools and discouraged those women who aspired to become school leaders.

Furthermore, with regard to stereotyping, the finding from the participants of the interviewee and focus group discussion also similar with the above finding. Mrs. K, one of the interviewees reported that, “the society underestimated the role of female leaders in schools and discouraged women not to hold school administration post with misconception that they were not good leaders as males rather males are considered as good leaders both at home and in organizations like schools. But there were effective women leaders who can perform their task more than men but our society is not giving women to exercise leadership position as men.” (25 April 2012)

Furthermore, student C, participant of FGD, stated that, “we prefer our school principal to be male than female this was not because of their ability but because of our society misconception. We believed that men were good leaders than females.”(25 April 2012) The participants of FGD also stated that cultural barriers like job discrimination (i.e domestic activities were women’s job where as outdoor activities were males’ job) were also contributed to the low number of women principals in secondary schools. Women were expected to manage different domestic activities like fetching water, children care, cooking food etc. In addition, in the society, there were sayings that discouraged and undermined women skills, ability, and their aspiration to become school leaders.

For example there was saying that, “ለጅብ ቀንድ የለውም ለሴት ልጅ ጭንቅላት የላትም” this is to mean that “as hyenas don’t have horn women don’t think,” this saying entirely underestimated women leadership skills and their dual responsibility as mothers and professionals. Moreover, such type of wrong traditional sayings could made women to assume that they were inferior to males and they were incapable of leading an organization. As a result, they became restricted to participate in domestic activities rather than aspiring for positions like school administration.

#### **4.2.1.3. Individual Barriers**

##### **4.2.1.3.1. Balancing Work and Family Life**

In addition to their participation in different social activities, in Ethiopia, women take the share of most of the burden of family life; cooking of food, being a mother, fetching of water, collection of firewood etc. Therefore, realizing this problem of women in our society, the researcher tried to investigate whether the family life had an impact on holding school administration position or not. In the following Table, two factors, fear of balancing professional work and family responsibility and absence of support from family (husbands) , were rated as expected barriers that marginalized women from school leadership position.

○

Table 7. Respondents level of rating towards individual factors.

No	Factors	Sex	Responses											mean	Weighted mean
			5		4		3		2		1				
			No	%	No	%	No	%	No	%	No	%			
1	Fear of balancing professional work and family responsibility	M	42	38.2	40	36.4	-	-	3	2.7	25	22.7	3.6	3.6	
		F	18	25.7	32	45.7	-	-	13	18.6	7	10	3.6		
2	Absence of support from family (husbands).	M	34	30.9	47	42.7	3	2.7	14	12.7	12	10.9	3.7	3.7	
		F	20	28.5	32	45.7	-	-	3	4.3	15	21.4	3.6		

As indicated in Table 7 of item 1, with regard to women fear of balancing professional work and family responsibility as a barrier that hinders women not to participate in school administration, was rated as strongly agreed with weighted mean of 3.6 and individual mean of 3.6 for both males and females.

With regard to this item, the majority of males (i.e. 40 or 36.4 percent) and females (i.e. 32 or 45.7 percent) agreed that fear of balancing family responsibility was one of the barriers that reduces the participation of women in school administration. Moreover, with regard to item 2, the absence of support from families /husbands/ as a barrier of women not to participate in school principalship, was rated as strongly agreed with weighted mean of 3.7 and individual mean scores of 3.7 for males and 3.6 for females. This indicated the absence of support from families or husbands had contributed to the low participation of women principals.

Furthermore, the finding of the interviewee supported the finding of the respondents. Mrs. Q (vice principal) stated that, "since women unlike men were exposed to different domestic activities like caring of children, cooking of food,

and fetching of water, they, most of the time, fear of holding leadership positions thinking that if they were involved in the position this would reduce the time for domestic activities. So that, by fearing of balance between the domestic activities and job, mostly, women don't hold managerial position rather they incline to work in domestic activities.”(25 April 2012)

Moreover, the participants of FGD emphasized the above idea that, if there was sharing of domestic activities at home, women could have the chance to participate in leadership position. However, the absence of support from families in sharing of domestic work, instead of looking for another responsibility, they, mostly think of their home and as result, they fear to balance domestic work and outdoor activities (26 April 2012). Therefore, the finding revealed that fear of balancing professional work and family responsibility and absence of support from family (husbands) were also the barriers to women not to participate in school administration.

With regard to fear of balancing professional work and family life, as scholars indicated, since women involved more in domestic activities than men, they lack sufficient time for outdoor activities. The problem would be more aggravated if there was no support from families (Hale, 1989:25). Therefore, it is possible to say that women in the studied schools were excluded themselves in school leadership resulted from fearing of balancing family responsibility and professional work and absence of support from family (husband).

#### 4.2.1.3.2 Aspiration of Women

Table 8. Respondents level of rating towards aspiration of women.

N o.	Factors	Sex	Responses										mean	Weighted mean
			5		4		3		2		1			
			No.	%	No.	%	No.	%	No.	%	No.	%		
1	Women perceive leadership is given to males.	M	20	18.2	40	36.4	10	9.1	10	9.1	30	27.3	3.1	3.0
		F	8	11.4	22	31.4	8	11.4	14	20	18	25.7	2.8	
2	Women's lack of self-confidence to become school leader.	M	19	17.3	30	27.3	4	3.6	24	21.8	33	30	2.8	2.7
		F	21	30	4	5.7	-	-	16	24.3	29	40	2.6	

With regard to aspiration of women to school principalship, the two questions (items), as indicated in Table 8, were rated by the respondents and the finding revealed that the item, perception of women leadership was men's job, was rated as moderately agreed with weighted mean of 3.0 and individual means of 3.1 for males and 2.8 for females. Moreover, with regard to this item, the majority of males, i.e. 40 (36.4%), and the majority of females, i.e. 22 (31.4%), agreed that, women perception towards female leadership was poor and they perceived that leadership was the job of males not females. This clearly revealed that how females undermine themselves and perceive that leadership was men's job and not for women.

This idea was supported from the finding on same Table of item 2, women's lack of self-confidence as a barrier to become school principal, was rated as moderately agreed with weighted mean of 2.7 and individual means of 2.8 for males and 2.6 for females. Therefore, women's lack of self-confidence to become

school principal was also one of the major factors that hinder females not to become school principal.

Besides, the finding from the interviewee and participants of focus group discussion shared the respondent's idea that since women were underestimated in the society, especially associated with negative stereotyping, the participation of women as a decision maker /leader/ in schools was low. On the other hand, it gave chance to dominance of males and high number participation of male principals in secondary schools. Furthermore, leave alone at school, most of the time, at home ,leadership /managing/ the home, was given to males. As a result, some of the women were afraid of punishing their children and rather they use statement like, “ቆይ አባትህ ሲመጣ እነግረዋለሁ,” meaning “I will tell to your father” believing that they were incapable of punishing their children and management was the role of men and not women. In addition, managing domestic expenses was also given for males not for females and all these had an indirect impact on the self-confidence of women in relation to leadership role at home and the society. Therefore, lack of self-confidence was also one of the major barriers of women to become school principal.

Andrews (1984) cited in Shakeshaft (1989:85), indicated that, because of negative stereotyping, absence of support from colleagues, and absence of women networks through which they share experience, women, most of the time, develop low aspiration level to become principal. Moreover, Phillips (2010:83), indicated that various cultural influences including negative stereotyping make the women to become dependent, powerless, and inferior and as a result, women perceive leadership is men job not for women and they underestimate themselves and they would develop low aspiration to become school leader. So that, one can possibly say that as result of deep-rooted negative stereotyping and cultural influences in the society, women in the studied schools of the region, perceive school leadership was given to men. Moreover, they have low self - confidence to hold school leadership position and as result, their participation was low as principals of secondary schools as compared to males.

#### 4.2.1.4. Educational Barriers

With regard to educational barriers, as one of the factors that hinder women participation in school leadership, the respondents rated two items. In relation to these, the following Table shows the respondents response.

Table 9. Educational barriers as rated by the respondents.

No.	Factors	Sex	Responses										mean	Weighted mean
			5		4		3		2		1			
			No.	%	No.	%	No.	%	No.	%	No.	%		
1	Low educational background	M	32	29.1	45	40.9	-	-	23	20.9	10	9.1	3.6	3.3
		F	10	14.3	20	28.6	7	10	21	30	12	17.1	2.9	
2	Absence of mentors.	M	12	10.9	31	28.2	3	2.7	37	33.6	27	24.5	2.7	2.8
		F	10	14.3	18	25.7	7	10	17	24.3	18	25.7	2.8	

As indicated in Table 9, two items concerning educational barriers that were responsible for the low participation of women in school administration were rated by the respondents. The finding revealed that, low educational background of women, as the respondents agreed, was one of the factors that hinder women's participation as school principals and it was rated as moderately agreed with weighted mean value of 3.3.

With regard to this item, even if there was a variation between male and female respondents, i.e. males rated the item as strongly agreed with mean of 3.6 indicating that low educational background of women contributed to the low participation of women principals; and females moderately agreed that low educational background of women as a factor that was responsible for the low participation of women as principals with mean score of 2.9. However, there was no significant difference between the two respondents at  $[t_{0.5/2,7}=2.36]$ .

This is because, the critical t-value of the Table shows 2.36 at degree of freedom 7 and this value is greater than the calculated t-value (1.86).

In addition to the low educational background as a factor that contributed to the low participation of women in educational leadership, the finding from Table 9 revealed that, absence of mentors in schools was one factor that contributed to the low number of women principals. The respondents rated the item as moderately agreed with weighted mean of 2.8 and individual means of 2.7 and 2.8 for males and females respectively.

Besides, the finding from the interviewee and participants of the focus group discussion revealed that low educational level of women was one of the major educational barriers that reduced the number of women principals in secondary schools. Mr. H (one of the interviewee), stated that, “since one of the selection criteria for school principalship position was second degree with field of school administration and since there were only few females with second degree in field of school administration, therefore, low educational background had its own role for the low participation of women principals in secondary schools.”(26 April 2012)

Furthermore, participants of FGD indicated that, one of the factors that contributed to women’s low participation in school leadership was job segregation at home. i.e. since women (girls) participated in domestic activities more than boys, as a result, females had no enough time for study than boys and this contributed to their low enrolment rate from primary to secondary school levels and this reduced their enrolment in secondary and tertiary school levels . Therefore, this in turn had contributed to the low participation women principals in secondary schools.

However, because of low participation at domestic work, males had sufficient time for study and unlike females, their enrolment rate from primary to secondary school levels and joining tertiary school levels was higher and these contributed to the opportunity to be competent enough to become a school principal . Moreover, they stated that, not only their low educational background but also absence of mentors in schools was also one of the major factors that contributed to the low participation of women principals in secondary schools. They described that, since the majority of school principals were men ,women who were principals may

suffered from absence of experience and absence of mentors with whom they could shared their experience and got sufficient leadership skills and competency. Therefore, the finding of the study revealed that, low educational background of women and absence of mentors in the schools were some of the factors that contributed to the low participation of women principals in secondary schools (26 April 2012).

In relation to this, scholars agreed that, low educational background of women was one of the major factors that affect the participation of women in school leadership. Educating women provides the appropriate skills and knowledge and enables them to have high self-esteem that make them competent enough with males in all professional areas including school leadership. Furthermore, in relation with mentoring, Hale et al (1989:31) indicated that, it is one of the key strategies to empower women by giving training, advice, and sharing of experience. However, in the absence of mentoring, women could not get a chance to gain knowledge, experience, and skills and as a result, they could develop low self-esteem to become school leaders. Therefore, in selected governmental secondary schools of Addis Ababa city government, low educational background of women and absence of mentoring women in the schools played their role to the low participation of women principals.

#### **4.3. Selection and Recruitment Criteria for School Principalship**

In addition to the institutional, socio- cultural, and educational barriers that were responsible for the low participation of women in school administration, the selection criteria that schools and WEO used to employ principals for secondary schools were rated and assessed in the following way.

Table 10. Respondents level of rating of selection criteria of candidates for school principals.

No.	Selection criteria	Sex	Responses											mean	Weighted mean
			5		4		3		2		1				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Educational qualification	M	45	40.9	44	40	-	-	18	16.4	3	2.7	4.0	3.9	
		F	33	47.1	16	22.9	-	-	9	12.9	12	17.1	3.7		
2	Work experience.	M	35	31.8	56	50.9	-	-	10	9.1	9	8.2	3.9	3.9	
		F	31	44.3	23	32.9	-	-	-	-	16	22.9	3.8		
3	Political participation	M	59	53.6	14	12.7	13	11.8	12	10.9	12	10.9	3.9	3.4	
		F	10	14.3	16	22.9	11	15.7	21	30	12	17.1	2.9		
4	Affirmative action.	M	29	26.4	37	33.6	2	1.8	12	10.9	30	27.3	3.2	3.4	
		F	25	35.7	25	35.7	-	-	-	-	20	28.6	3.5		
5	High work performance in the school.	M	16	14.5	33	30	5	4.5	26	23.6	30	27.3	3.0	3.2	
		F	20	28.5	23	32.9	-	-	19	27.1	8	12.8	3.4		

As the finding from Table 10 revealed, the respondents rated item 1, educational qualification, as one of the recruitment criteria of secondary school principals, as strongly agreed with weighted mean of 3.9 and individual mean scores of 4.0 and 3.7 for males and females respectively. The majority of females (33 or 47.1 percent) and males (45 or 40.9 percent) strongly agreed that educational qualification had been one of the selection criteria of principals for secondary schools.

Furthermore, item 2 of the same Table, similar with item 1, the respondents rated the item as strongly agreed with weighted mean of 3.9 and individual mean of 3.9 for males and 3.8 for females indicating that work experience was also one of the criteria that had been used for selecting principals for secondary

schools. With regard to this item, men took the majority number (56) or 50.9 percent with the agreement of work experience was one of the selection criteria for recruiting principals for secondary schools and 31 or 44.3 percent of women also strongly agreed that work experience was one of the selection criteria of principals for secondary schools.

Moreover, with regard to item 3 of the same Table, the respondents rated political participation as one of the selection criteria of principals for secondary schools, as moderately agreed with weighted mean of 3.4 and individual mean of 3.9 for males and 2.9 for females. There were variations in the way that item 3, political participation as one selection criteria for selecting school principals, was rated by male and female respondents. i.e. males rated this item as strongly agreed with mean of 3.9 and females rated the item as moderately agreed with mean of 2.9. However, there was no significant difference between the two respondents with respect to political participation as one of the selection criteria of principals for secondary schools at  $[t_{0.5/2, 8} = 2.30]$ . This was because the t-critical value of the table shows 2.30 at degree of freedom 8 and this value was greater than the calculated t-value (0.84).

Furthermore, the majority of males (59 or 53.6 percent) of them rated the item as strongly agreed indicating that political participation was one of the criteria that had been used to select principals for secondary schools. However, the majority (21 or 30 percent) of female respondents rated the item as disagree indicating that political participation was not one of the criteria used for selecting principals for secondary schools.

In relation with item 4 of Table 10, that deals with affirmative action (quota system) as one criteria that were used to select principals for secondary schools, was rated as moderately agreed with weighted mean of 3.4 and individual mean scores of 3.2 for males and 3.5 for females. This indicated that affirmative action was one of the criteria that had been used to select principals for secondary schools.

The last item of this Table, high work performance, as one of the recruitment criteria of principals for secondary schools, was rated by the respondents as moderately agreed with weighted mean of 3.2 and both males and females rated the item as moderately agreed with individual mean score of 3.0 for males and 3.4 for females. This finding indicated that, high work performance in the schools was also one of the selecting criteria of principals for secondary schools.

Moreover, concerning with the selection criteria of principals for secondary schools, the finding obtained from the interviewee and the participants of focus group discussion supported the above finding. The recruitment criteria such as educational qualification, work experience, political participation, and affirmative action like quota system (for female candidates) were the major criteria that had been used to select candidates who compete for secondary school principalship position. However, the respondents pointed out that, implementing affirmative action /quota system/ for selection of women principals for secondary schools had its own negative impact on the performance of the woman leader.

Mr. J (WEO education official) stated that, “since leadership requires both educational qualification and as well as leadership skills, without considering these major requirements (educational qualification and leadership skills), for the sake of increasing their participation, only taking affirmative action like quota system for selecting women principals for secondary schools, would have adverse consequence on the performance of the principal. Moreover, the female leader might develop inferiority complex resulted from absence of appropriate educational qualification and competency skills that suited for the position.”(27 April 2012) Therefore, the respondents emphasized that appropriate selection criteria that focused on the appropriate educational qualification, work experience, and work performance should be taken in to consideration while selecting principals for secondary schools.

As documents indicate, in order to become school principal, candidates should fulfill some requirements. They should have second degree in any field of education and took at least one course related with school administration and in

addition, work experience and high work performance were also used as the selection criteria of principals for secondary schools (የፌዴራል መንግሥት ስልጠናና የሥራ ለማሻሻል ድጋግ ማዘጋጀት ስልጠናዎች 2000:26). However, political participation of candidates, as selection criteria of principals for secondary schools, was not included in the document. But the result of this finding revealed that political participation was one of the requirements to become school principal in secondary schools. Furthermore, to increase the participation of women in decision making, the Ethiopian government had been taking various measures like affirmative action's and from these measures, quota system was one of the measures that had been used to increase women participation in school leadership (African women's report, 2009:182).

Therefore, in the studied region, the selection criteria of principals encouraged the participation of women leaders in the schools. Especially, using affirmative action like quota system, reserving leadership positions for females, was one of the major selection criteria that had been used in different schools to promote women to leadership position. So that, in governmental secondary schools of Addis Ababa city government, the selection criteria of principals for secondary schools favored female candidates.

#### **4.4. Opportunities that promote Women's Participation in School Leadership**

In the previous sections of the study, institutional, socio-cultural, and educational barriers that were expected challenges responsible for the low participation of women principals in secondary schools and the selection criteria that schools and WEO used to select principals for secondary schools were analyzed. In the next section of the study, the findings from the respondents and participants, concerning the existing opportunities that encourage the participation of women in school administration, like polices and organizational setup, aspiration of women, and women's effectiveness in school leadership were assessed and analyzed.

#### 4.4.1. Existing Polices and Organizational Setup

Table 11. Respondents level of rating to policies and organizational barriers.

No.	Factors	Sex	Responses											mean	Weighted mean
			5		4		3		2		1				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Hiring and gender polices are updated and reviewed regularly.	M	24	21.8	55	50	6	5.5	15	13.6	10	9.1	3.6	3.7	
		F	27	38.9	27	38.9	-	-	-	-	16	22.9	3.7		
2	Selection criteria are gender sensitive.	M	6	5.5	43	39.1	10	9.1	10	9.1	41	37.3	2.6	2.8	
		F	10	14.3	26	37.1	-	-	12	17.1	22	31.4	2.9		
3	Women affairs departments are available at the federal, woreda, and regional levels.	M	30	27.3	72	65.5	-	-	3	2.7	5	4.5	4.1	4.1	
		F	27	38.6	33	47.1	-	-	-	-	10	14.3	4.0		
4	Women share their experience through their network.	M	14	12.7	20	18.2	5	4.5	42	38.2	29	26.4	2.5	2.5	
		F	9	12.9	17	24.3	-	-	16	22.9	28	40	2.5		
5	Women get support from colleagues to analyze the school culture.	M	30	27.3	47	42.7	3	2.7	17	15.5	13	11.8	3.6	3.6	
		F	20	28.6	31	44.3	-	-	9	12.9	10	14.3	3.6		

In relation to the opportunities that promote the participation of women in school administration, item 1 of Table 11, updating of hiring and gender policies, was one of the factors that were rated by the respondents. In line with this, the respondents rated this item as strongly agreed with weighted mean of 3.7 and individual mean of 3.6 and 3.7 for males and females respectively.

This finding revealed that, to increase the participation of women leaders in secondary schools, institutional (i.e. schools and WEO) hiring and gender policies were updated and reviewed regularly.

Moreover, item 2 of Table 11, concerning the gender sensitivity of selection criteria for school principals in promoting women to be school leader, was rated by the respondents as moderately agreed with weighted mean of 2.8 and individual means were 2.6 and 2.9 for males and females respectively. This indicates that the selection criteria gave chance to women participants who compete for school leadership position. For this item, the majority (i.e. 43 or 39.1 percent) of males and 26 or 37.1 percent of females agreed that the selection criteria of principals for secondary schools encouraged women's participation. With regard to the presence of women affairs departments at the federal, regional, and woreda levels, the respondents rated the item as strongly agreed with weighted mean of 4.1 and individuals mean scores of 4.1 for males and 4.0 for females. This indicates that women affairs departments were available at the federal, regional, and woreda levels.

Furthermore, the respondents were asked to rate whether women shared their experience and skills through their network or not and they rated this item 4 of Table 11 as strongly disagreed with weighted mean of 2.5 and individual mean score of 2.5 for both males and females indicating women's did not shared their experience through their network. This finding coincides with the finding of item 5 of Table 11 that revealed the absence of network of women in schools as one barrier that hinders participation of women leaders in the schools. That is, with the absence of network of women in schools, women have no the access to share their experience and skills that would have helped them to become school leaders.

In addition, the respondents also rated the last item of Table 11, the presence of support for women's from colleagues to analyze the school culture, as strongly agreed with weighted mean 3.6 and individual mean of 3.6 for both males and females. This finding revealed that women had an opportunity to get support from

colleagues so that they would not face difficulties in analyzing and accustomed with the school culture easily.

In addition to the respondents who filled the questionnaire, the finding of the participants of the interview revealed that, since the participation of women principals in schools was so small, they didn't had the chance to share their experience through their network. Therefore, this lead to the low participation of women in school leadership. However, the respondents also mentioned that even if women suffer from the absence of women's network in schools, they had a great opportunity that they would get support from friends within the school; so that, they easily could understood the school environment through which they work. Furthermore, the findings obtained from FGD supported the above finding that, because of the low participation of women principals in secondary schools, those women at leadership position suffered from absence of networks through which they could share experience and moreover, the absence of informal network of women indirectly affected those women who aspire to be school leaders (27 April 2012).

In general, the findings of from the participants and respondents revealed that, the regular updating of gender polices, the gender sensitivity of the selection criteria of principals for secondary schools, the availability of women affairs departments at federal, regional , and woreda levels, and the presence of support for women from their friends to be familiarized with the school culture were the opportunities that encouraged women to become principals.

With regard to opportunities that encouraged the participation of women in school leadership, documents indicated that, establishing gender sensitive legislations and public policies, establishing gender desks and women affairs departments, and supporting women by taking affirmative action like quota system would enable women to participate in various decision making positions including schools(African women's report 2009:182).

In relation with affirmative action, UN report 2002(2004:8) indicated that, to increase the participation of women in decision making, in addition to establishing gender desks and women affairs departments at the regional and federal level, the Ethiopian government had been taking various affirmative action's to enhance the participation of women in decision making.

Therefore, women in the studied secondary schools of the region, with the exception of absence of network of women in the schools, updating of gender sensitive policies, gender sensitivity of the selection criteria of candidates for principalship, the presence of women affairs departments, and the presence of support from colleagues to be accustomed with the school environment were golden opportunities that women had to become principals. In addition to the policies and organizational setup, opportunities like access of education/training/ and women's effectiveness in school administration were rated by the respondents. Therefore, the next part of the study deals with the finding concerning education and women's effectiveness in school administration.

#### 4.4.2. Educational Opportunity

Women's access of education was one of the opportunities that were rated by the respondents. The following table illustrated how the respondents rated educational opportunity .

Table 12. Respondents level of rating towards education.

No.	Factors	Sex	Responses										mean	Weighted mean
			5		4		3		2		1			
			No.	%	No.	%	No.	%	No.	%	No.	%		
1	Women principals have the chance to upgrade their educational level.	M	39	35.5	57	51.8	-	-	7	6.4	7	6.4	4.0	4.0
		F	31	44.3	26	37.1	-	-	-	-	13	18.6	3.9	
2	Pre job and on-job trainings are available to empower women in school leadership position.	M	39	35.5	50	45.5	-	-	12	10.9	9	8.2	3.9	3.8
		F	23	32.9	27	38.6	-	-	9	12.9	11	15.7	3.6	
3	Availability of mentors.	M	20	18.2	44	40	-	-	20	18.2	26	23.6	3.1	3.3
		F	24	34.3	25	35.7	-	-	6	8.9	15	21.4	3.5	

In line with item 1 of Table 12, the respondents rated the item as strongly agreed with Weighted mean of 4.0 and individual mean score of 4.0 for males and 3.9 for females indicating that women leaders had the access to upgrade their educational level. With regard to this, the majority of males (57 or 51.8 percent) and females (31 or 44.3 percent) agreed that women leaders had the access for

education and to upgrade their educational status that would enable them competent enough to become school principal.

Furthermore, the result of the respondents indicated that, pre-job and on-job trainings were available that empower women and help them to acquire the adequate leadership knowledge and skill. This item was rated as strongly agreed with weighted mean of 3.8 and individual mean score of 3.9 for males and 3.6 for females. Similar with item 1, item 2, the large proportion of males and females (i.e. 50 or 45.5 percent and 27 or 38.6 percent of males and females respectively), agreed women also had the access for pre-job and on-job trainings.

The last item of Table 12, that deals the availability of mentors in secondary schools as an opportunity that women leaders had, was rated by the respondents as moderately agreed with weighted mean of 3.3 and individual mean scores of 3.1 and 3.5 for males and females respectively. This finding revealed that, women had great opportunity through which they could help each other and developed their skills and leadership competencies through mentoring.

Moreover, similar with the respondents, the findings from the interviewee revealed that, women leaders had the access to upgrade their educational qualification through different programs especially in the summer program in school leadership field of study. With regard to trainings, Mr. T (WEO official) stated that, “even if the frequency was not adequate, pre-job and on-job trainings were available for women school principals that would have enabled them to be competent enough and skillful leaders.”(26 April 2012)

In relation to the availability of mentors, Mrs. S(one of the interviewee) indicated that, women leaders had the access to have mentoring program through which they could share experience and skills. However, because of insufficient number of female leader mentors in secondary schools, some women were afraid of getting support from male subordinates, as a result, these women may suffer from lack of knowledge and leadership experience.

Therefore, in order to solve the problem, they suggested that, much should be done to increase the number of female leaders in secondary schools (28 April 2012). The findings of the study revealed that women had great opportunities to upgrade their educational level, access for pre-job and on-job trainings, and there were mentors in the schools from which they could share experience. With regard to education, studies of different scholars indicated that the absence of qualified women was one of the major factors that contributed to the low participation of women in school leadership. So that, access of education, on- job and pre-job trainings, and the presence of mentors that would enable women to acquire knowledge and skills, enables to have competent potential leaders in the society (Shakeshaft, 1989: 128). Therefore, access of education, the presence of on-job and pre-job trainings, and the presence of mentors in the schools, were another opportunities that women had to become school leaders in governmental secondary schools of Addis Ababa . The last section of the finding, the effectiveness of women principals in school leadership, was analyzed in the following manner.

#### 4.4.3. Effectiveness of Women Principals

Table 13. Respondents level of rating towards the effectiveness of women principals.

No.	Factors	Sex	Responses											mean	Weighted mean
			5		4		3		2		1				
			No.	%	No.	%	No.	%	No.	%	No.	%			
1	Women leaders are effective when they plan.	M	33	30	57	51.8	-	-	13	11.8	7	6.4	3.9	3.9	
		F	33	47.1	21	30	-	-	-	-	16	22.8	3.8		
2	Women leaders seek advice when they face problem.	M	23	20.9	54	49.1	-	-	8	7.3	25	22.7	3.4	3.3	
		F	19	27.1	22	31.4	-	-	12	17.1	17	24.3	3.2		
3	Women leaders work in collaboration with their colleagues.	M	48	43.6	27	24.5	-	-	22	20	13	11.8	3.7	3.7	
		F	19	27.1	37	52.9	-	-	-	-	14	20	3.7		

In the above Table, to determine women's effectiveness in school administration, the respondents rated three items. Therefore, the finding revealed that, item 1 of Table 13, the effectiveness women principals at the stage of planning, was rated by the respondents as strongly agreed with weighted mean of 3.9 and individual mean score of 3.9 and 3.8 for males and females respectively. This finding revealed that women principals were effective when they plan concerning with the activities in the school. In other words, women leaders do not have difficulty while they plan to perform the various activities of the schools. With regard to this item, the majority (57 or 51.8 percent) of males and 33 (47.1 percent) of females strongly agreed that women principals were effective while they plan.

Furthermore, in the case of item 2 of Table13, the finding revealed that, women leaders seek advice when they face problems concerning leadership issues in the

schools. This item was rated by the respondents as moderately agreed with weighted mean of 3.3 and individual mean score of 3.4 for males and 3.2 for females. With regard to this, 54 males (49.1 percent) and 22 of females (31.4 percent) agreed that women school principals sought advice when they faced difficulties in the schools. The last item of Table 13, collaborative working skills of women principals, was rated by the respondents as strongly agreed with weighted mean of 3.7 and mean score of 3.7 for both females and males; indicating that women school principals work in collaboration with their colleagues.

Moreover, the finding from the interviewee was in support of the above finding. They stated women principals were effective while they plan school activities and work in collaboration with colleagues to make their leadership style effective and efficient. Furthermore, the participants of FGD stated that women principals work in collaboration with teachers, encourage students, and they were effective when they lead schools (27 April 2012).

With regard to the effectiveness of women in leadership, scholars stated that, women leaders work in collaboration with others, effective while they plan, willing to work with their colleagues, share experience, and seek advice when they face problems. As a result, schools that are led by women are by more effective than schools led by male principals (Brundrett, et al, 2003:4). So that, it is possible to say women in the studied secondary schools of Addis Ababa city government were effective when they plan, seek advice when they face problems, and work in collaboration with their colleagues. Therefore, this effectiveness of women in leadership was also another opportunity that women had to become school leaders.

In general, in this section of the finding, the researcher tried to investigate the various factors (challenges) that were responsible for the low participation of women principals in secondary schools, the selection criteria that were used to employ principals for secondary schools, and the opportunities that existed to encourage the participation women in school leadership.

The next part of the study deals with summary of the findings and the possible recommendations that will enhance the participation of women principals in Addis Ababa governmental secondary schools.

## **CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATION**

This chapter of the study deals with the summary of the major findings of the study, the conclusions that can be drawn from the findings, and the recommendations which the researcher suggest to be implemented by stakeholders (i.e. higher officials in the education sector) and the society to improve the participation of women in school administration.

### **5.1. Summary and Major Findings of the Study**

The main purposes of the study were to:

- Identify the factors that hinder women not to become secondary school principals.
- Assess the opportunities that promote women participation in secondary school leadership.

An attempt was made to identify the barriers of women to become secondary school principals, to assess the selection criteria that were used to select principals for secondary schools, to identify the opportunities that women's had to become school principal, and to indicate measures that should be taken to improve the participation of women leaders in governmental secondary schools. Finally, the researcher come up with suggestions and forwarded recommendations to enhance the participation of women leaders in governmental secondary schools.

In order to meet the objectives of the study, the following basic questions were stated and answered. The basic questions were:

- i. What are the factors that hinder women to be leaders in governmental secondary schools of Addis Ababa?
- ii. Do the selection criteria used to employ secondary school principals favors males only?
- iii. What kind of opportunities exist that encourage women to participate as secondary school principals?

The study was conducted using descriptive survey method with quantitative and qualitative research approach and related literature was reviewed in relation with school leadership. In order to conduct the study, from 13 governmental secondary schools, five secondary schools were selected by purposive sampling method. In order to collect data, officials from WEO, gender expert from REB, a principal, and five vice principals were selected by purposive sampling. However, teachers and students were selected by simple random sampling method. Before the main data collection, pilot test was conducted to test the validity and reliability of the instruments and from the feedback, some corrections were made in the instrument. Then the questionnaire, interview, and focus group discussion were employed for the purpose of data collection. From 185 questionnaires dispatched for data collection, 180 (97.3%) questionnaires were correctly filled and returned. However, three (1.7%) questionnaires were not returned and two (1.1%) questionnaires were not filled correctly.

Interview was conducted with WEO officials, REB gender expert, and with school principal and vice principals while focus group discussion was conducted with students. In order to analyze the quantitative data, with the aid of SPSS, statistical tools such as percentage, mean, weighted mean, and frequency were used. The qualitative data were analyzed through narration. The analysis made, therefore, come up with the following findings.

1. In relation with the barriers that were responsible for the low participation of women principals in governmental secondary schools, the finding revealed that, there were well planned policies and strategies and organizational plans that encourage the participation of women in educational leadership. Moreover, the recruitment criteria for school principalship favors females to become principals for secondary schools by implementing various strategies like affirmative action (quota system). Even if there were policies, strategies, and recruitment criteria that encourage the participation of women in educational leadership, however, less commitment of officials to implement gender sensitive policies and strategies, absence of actions that has been taken to create awareness to the society to reduce the impact of cultural influences on women, absence of network of women in the schools, absence of role models from whom female leaders can learn how to lead a school and share experience with, and the presence of informal network of men in the schools were the major barriers responsible for the low participation of women principals in governmental secondary schools.
2. In addition, stereotyping, i.e. assuming that male leaders are 'better' than female leaders and women are 'inferior' to males, were also the major negative stereotyping barriers that marginalized women not to become principals for secondary schools.
3. Furthermore, individual barriers like fear of balancing professional and family life, absence of support from husbands (family), perception of women that leadership is given to males, and women's lack of self-confidence to lead a school were also the barriers that affect the participation women in school leadership.
4. With regard to educational barriers, low educational background of women and absence of mentors in the schools were the major barriers that hinder women not to become principals for secondary schools.

5. The result from selection criteria of candidates for secondary school principals revealed that educational qualification, work experience, political participation, affirmative action, and high work performance in the schools were the criteria that were used to select principals for secondary schools. These criteria favored women to become principals for secondary schools. Despite of the barriers, women had opportunities to become principals in secondary schools.
6. As the finding revealed, there are opportunities that encouraged the participation of women principals in governmental secondary schools. These include, hiring and gender policies were updated and reviewed regularly, there were women affairs departments at federal, regional and woreda levels, women could get support from colleagues to be familiar with school culture , and the criteria that were used to select candidates for secondary school principals , especially implementing affirmative action (quota system), encouraged the participation of women.
7. In addition, in order to build their leadership skills and competencies, women principals had the access to upgrade their educational qualification and even if the frequency was low, they had the access for pre-job and on-job trainings that would enable them to acquire the appropriate knowledge and leadership skills.
8. Finally, the finding revealed that, women were effective when they plan, they work in collaboration with their colleagues and if they face difficulties, they sought advice from their colleagues to solve the problems; this coincides with the characteristics of transformational leadership style. Therefore, women had the skill of implementing transformational leadership style which requires working in collaboration with colleagues. This is also another opportunity that women had to become principals.

## **5.2. Conclusion**

The research findings illustrate that various factors were responsible for the low participation of women principals in governmental secondary schools. On the other hand, there were great opportunities that would have encouraged women to become principals for secondary schools .

There were well stated and formulated organizational plans and strategies that encourage women's participation in selected governmental secondary schools of Addis Ababa. However, the officials and stakeholders were not committed to implement the schools plans and strategies that encourage the participation of women in school administration in to practice and as a result, there were few female leaders in the schools. So that, this in turn contributed to the absence of role models in the schools through which women can share their experience and leadership skills. Furthermore, women were suffering from absence of network of women in the schools and negative stereotyping (socio-cultural barriers) that undermines the role and ability of women in school leadership. In addition, fear of balancing work and family life, low aspiration of women to become school leaders, and educational barriers were the major challenges that women have faced to become principals in the studied governmental secondary schools found in Addis Ababa.

Moreover, the finding revealed that, the selection criteria that schools and woreda education offices used to employ principals for secondary schools encourage and support women to become principals for secondary schools . For instance, having the same educational qualification with males, quota system (i.e. giving priority to female candidates to become school leaders) was used as a criteria for the selection of principals. Moreover, selection criteria like educational qualification, work experience, political participation, and high work performance in schools were used to select principals for secondary schools . From these selection criteria it is easy to conclude that women who aspire to become principal for secondary schools are beneficiary from the selection criteria. Especially, affirmative action

(quota system), has been implemented to enhance their participation in education leadership position.

Despite of the challenges women faced to become principals for secondary schools, there were good opportunities that encouraged women's participation in school administration position. The policies and strategies were reviewed and updated regularly, women affairs departments were available at different levels, women could get support from friends to be accustomed with the school culture, and they had the access for upgrading their educational level and their leadership skills through on-job and pre-job trainings.

Moreover, women had good leadership qualities like effectiveness in planning and working in collaboration with colleagues, which are the characteristics of transformational leadership style. In other words, there are various opportunities that encourage women to be principals in secondary schools. In general, there are several factors that reduce the participation of women leaders in secondary schools and opportunities that encourage women to be leaders in the studied governmental secondary schools of Addis Ababa.

### **5.3. Recommendations**

To solve the problems that reduce the participation of women principals in the studied governmental secondary schools of Addis Ababa, the following recommendations are suggested in view of the findings.

From the findings of the research, it is stated that, the society is not well aware of women capacity to lead an organization. Therefore, women affairs departments at the federal, regional, and woreda levels should implement well organized and continuous awareness creation programs to the society through media and public meetings to reduce the cultural barriers and to increase the understanding of the community concerning the dual role of women as wives and managers. Furthermore, in order to implement the existing gender sensitive plans and strategies of schools, women affairs departments and Addis Ababa city government education bureau gender desk should provide awareness to those stakeholders (officials) who are supposed to implement the policies and strategies.

In order to increase the number of role models and to have network of women through which they can share experience, Ministry of Education, Addis Ababa city government education bureau, and sub-cities' education and training offices should work together to increase the number of women leaders by taking more affirmative action in to practice effectively and efficiently. They should provide continuous and well organized pre-job and on-job trainings that enable women to develop self - confidence and increase their motivation.

Furthermore, the REB gender expert, Ministry of Education, and women affairs departments should work in collaboration to enhance the participation of women in school leadership by providing awareness creation programs, by motivating , and providing advisory and technical support to women principals. Women at any level of educational sector should develop the sense of "I can do it!", should have high self esteem, they should Penetrate in to the informal network of men /male dominance/ , and they should build their knowledge and leadership skills through reading and sharing of experience.

Finally higher officials should be concerned with women's role in school leadership and they should give support and continuous effective follow up at the school level and should take immediate remedial actions to solve the challenges /problems/ that are responsible for the low participation of women principals in the studied governmental secondary schools.

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*በመ/ራንና የት/ት አመራር ልማት ዋና ስራ ሂደት የተዘጋጀ ማኑዋል (2004) ፤ አዲስ አበባ (ያልታተመ)*

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## APPENDICES

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION

### INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT

*Questionnaire to be filled by secondary school teachers.*

The purpose of this questionnaire is to gather information concerning factors that hinder female to be leaders (challenges they face), the opportunities they have, and on the measures to be taken to enhance women participation in selected governmental secondary schools of Addis Ababa.

Since the research findings will help your organization and the community, your cooperation in filling the questionnaire is very important.

Thank you for your cooperation.

#### **Note**

**Writing your name is not recommended.**

**Your response is confidential.**



**Part Two: Factors that affect women participation in educational leadership.  
please put “✓” mark.**

In the following tables, there are suggested factors that hinder women to

School principals and the opportunities that promote women’s participation in school leadership. So that you are kindly requested to rate the barriers in relation to women’s principalship.

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

**I. Barriers of women to become school leaders**

**1. policy and organizational setup**

<b>No</b>	<b>Barriers of women to become school leaders</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Absence of policies, strategies and organization’s plan that promote women’s participation.					
2	Officials and stakeholders less commitment to implement gender sensitive policies and strategies effectively.					
3	Absence of actions that has been taken to create awareness concerning gender sensitive issues to the community.					
4	Absence of recruitment criteria that promote women’s participation. E.g. absence of affirmative action.					
5	Absence of network of women.					
6	Absence of role models.					
7	Informal network of men (dominance of males).					

## 2. Stereotyping

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Female leaders are not as good as male leaders.					
2	Females are inferior to males. E.g. from male principals/vice principals.					

## 3. Balancing work and family life

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Fear of balancing professional work and family responsibility.					
2	Absence of support from family (husbands).					

## 4. Aspiration of women

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Women perceive leadership is given to males.					
2	Women's lack of self confidence to become school principal.					

**5. Educational barriers**

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Factors</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Low educational background.					
2	Absence of mentors.					

5.1 Is there any other factors that affect women not to become a school leader?

If yes, what are they?

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6. What kind of selection criteria are used to employ school

Principals ?

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

**Selection and recruitment criteria**

<b>No</b>	<b>criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Educational level/qualification/.					
2	Work experience.					
3	Political participation.					
4	Affirmative action like quota system.					
5	High work performance in the school.					

6.1 Is there any selection criteria that you want to mention? If yes, what are they?

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**II. Opportunities that promote women’s participation in school leadership.**

The following points are suggested as opportunities that enhance women’s participation in principalship. So that you are kindly requested to rate the presence of the points in relation to the participation of women in school leadership.

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

**1. Policies and organizational setup.**

<b>No</b>	<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Hiring and gender policies are updated and reviewed regularly.					
2	Selection (recruitment) criteria are gender sensitive.					
3	Women affairs departments are available at the federal, regional and woreda levels.					
4	Women share their experience through their network.					
5	Women get support from colleagues to analyze the school culture.					

## 2. Education

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Women principals have the chance to upgrade their educational level.					
2	Pre-job and on-job trainings are available to empower women in school leadership position.					
3	Availability of mentors.					

## 3. Effectiveness of women principals.

*5=strongly agree, 4=agree, 3=disagree, 2=strongly disagree, 1=undecided*

<b>No</b>	<b>Points</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Women leaders are effective when they plan.					
2	Women leaders seek advice when they face problems.					
3	Women leaders work in collaboration with their colleagues.					

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

**INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

Interview guideline questions prepared to principals, vice principals, woreda and regional education bureau officials and regional education bureau gender expert.

This open ended- interview contains three parts.

**Part I. General Background.**

1. What is your educational level?
2. In which field of study did you graduate?
3. For how many years you work here?
4. Do you have teaching experience?
5. Does your organization provide trainings concerning leadership?

**Part II. Guide line questions concerning female principals.**

1. What is the contribution of your organization in promoting females to become leaders?
2. Do female school principals are effective while they lead schools? If yes, how?
3. What is the attitude of your staff towards female principals?
4. What kind of selection criteria does your organization implement to bring females to school leadership position?
5. What is your opinion about affirmative action's to increase women's participation in educational leadership?

6. Do you think that the existing policies and organizational plans encourage the participation of women in educational leadership?
7. Are there any conducive conditions that enable women to participate school administration effectively ?
8. Are there any factors that hinder women to become principals?

**Part III . Guide line questions for female principal and Vice principals.**

1. What are the opportunities that help you to become school leader?
2. Do you face challenges when you become school principal? If yes, what are they?
3. Are there factors that reduce the participation of women in school leadership? If yes, what are they?
4. Do female school principals are effective while they lead schools? If yes, how?
5. What do you recommend to enhance the participation of women principals in secondary schools?

Thank you

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ለሁለተኛ ደረጃ ተማሪዎች የተዘጋጁ የውይይት ጥያቄዎች

1. በትምህርት ቤቶች ውስጥ የሴት ርዕሳን መምህራን ቁጥር አነስተኛ የሆነበት ምክንያት ምንድነው?
2. ከሴት ር/መ/ር እና ከወንድ ር/መ/ር ት/ቤት የማስተዳደር ብቃት ያለው ማን ይመስላችኋል? ለምን?
3. ሴት ርዕሳን መምህራን ር/መ/ር በመሆናቸው በቤት ውስጥ እና ከማህበረሰቡ ችግር ይገጥማቸዋል? ከገጠማቸውስ ችግሮቹን ቢዘረዝሩ
4. የሴት ርዕሳን መምህራን ቁጥር ከፍ ለማድረግ ምን መደረግ አለበት?

አመሰግናለሁ