

**FACTORS AFFECTING THE PARTICIPATION OF WOMEN IN
EDUCATIONAL MANAGEMENT IN GOVERNMENT PRIMARY
SCHOOLS OF ADDIS ABABA**

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**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULLFILLMENT OF THE REQUIREMENT FOR THE DEGREE
OF MASTER OF ARTS IN EDUCATIONAL PLANNING AND MANAGEMENT**

**MARCH, 2007
ADDIS ABABA**

ACKNOWLEDGEMENTS

I acknowledge and thank God for all the strength and grace He gives me throughout my studies at Addis Ababa University.

I wish to sincerely thank my thesis advisor Professor Seyoum Teffera. It has been a privilege to have the intellectual guidance from the extensive knowledge and experience he has. Moreover, his thorough and constructive suggestions and encouragement has really been helpful in the course of writing this paper.

Great thanks to my husband Pastor Girma Lemma for his love and unreserved support to make this research a success. My gratitude also extends to my family: my father Col.Tesfaye Gebru, my mother W/O Abebayehu Mulat and my sisters for their encouragement and continuous support.

I also thank W/o Jalele Erega who has assisted me through out the work by offering her valuable suggestions, as well as Ato Solomon Hagos for sharing his expertise and untiring support.

I wish to extend my appreciation to the principals and teachers of the primary schools who took part in the study, the ECA library, Leaders of Bible Army International Church, Engineer Zenaye Alemu, Principal of Mount Olive Academy, W/t Sidisse Buli, Director of AHOPE Ethiopia and those who have helped during my courses of study and for the completion of this paper.

Many more friends and colleagues, appropriate to acknowledge, but space does not suffice to list the names. Thanks.

Table of contents

Acknowledgement	iii
Table of Contents	iv
List of Tables	vi
Abbreviations and Acronyms	vii
Abstract	viii

CHAPTER ONE

The Problem and its Approach

1.1. Background of the study	1
1.2. Statement of the problem.....	4
1.3. Significance of the study.....	6
1.4. Delimitation of the study.....	7
1.5. Limitation of the study.....	8
1.6. The Research Design and Methodology.....	8
1.6.1. Method	9
1.6.2. Sources of Data	9
1.6.4. Sample Population and Sampling Techniques	9
1.6.5. Data Gathering Tools	10
1.6.6. Procedures of the Study	11
1.6.7. Administration of Data Gathering Tools	11
1.6.8. Methods of Data Analysis	11
1.7. Definition of Key Terms.....	12
1.8. Organization of the Study	12

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Impact of Sex role Stereotyping to Women's Career Development and Entrance to Educational Management	14
2.1.1. What is Sex role Stereotyping?	15
2.1.2. Societal Sex role Stereotyping.....	16

2.1.2.1. Sex Role Stereotypes and Socialization Process in Schools -----	18
2.1.3. Occupational Sex Role Stereotypes -----	21
2.2. Organizational Barriers for the Entrance of Women to Educational Leadership Ppositions. -----	27
2.2.1. Career Paths of Men and Women Educational Managers-----	29
2.3. Lack of Role Models and Mentors for the Emergence of Women Educational Managers -----	31
2.4. Women's Aspiration and their Entrance to Educational Management-----	33
2.5. The Impact of Women's Self Concept and Confidence to their Entrance to Educational Management-----	34
2.6. Various Attitudes Towards Male and Female School Administrators -----	37

CHAPTER TRHEE

3. Analysis and Presentation of the Data

3.1. Profile of the Respondents -----	43
3.2. Analysis of the Findings -----	46

CHAPTER FOUR

Summary ,Conclusions and Recommendation

4.1. Summary-----	71
4.2. Conclusion-----	76
4.3. Recommendations-----	80

Bibliography -----	83 (6)
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APPENDICES

Appendix I : Interview Guide Questions for School Principals

Appendix II: Questionnaire for Principal Respondents

Appendix III : Questionnaire for Teacher Respondents

Appendix IV: List of Sample Schools

List of Tables

Table 1: Profile of Respondents-----	43
Table 2: Education Level and Sex of Respondents -----	45
Table 3: Perceptions of teachers and Principals Towards their Respective Gender/Sex-----	46
Table 4: Degree of Conformity to Occupational Stereotypes -----	48
Table 5: Degree of Influence of Upbringing and Socialization to Jobs-----	50
Table 6: Opinion of Male versus Female Teachers on Some Commonly Observed Sex Role Stereotypes -----	51
Table 7: Occurrence of Sex Role Stereotyping Among Students and Teachers s Observed by Teachers and the Efforts made to Decrease it. -----	53
Table 8: Leadership and Assertiveness Trainings Given in Schools-----	54
Table 9: Male and Female Teachers and principals Exposure to Administrative Posts-----	55
Table 10: Organizational Sex Role Stereotyping-----	56
Table 11: Sex preference of Principals for Encouragement-----	57
Table 12: : Encouragement Obtained by Male and Female Teachers and Principals to Apply for Promotion or Aspire Principalship. -----	59
Table 13: The Age of Principals when First Joined School Administration -----	62
Table 14: Aspiration of teachers and principals for teaching-----	62
Table 15: Aspiration of Teachers and Principals for School Prinicipalship-----	64
Table 16: Confidence and Self Concept-----	66
Table 17: Level of Confidence of Teachers and Principals in the Job they have Accomplished -----	67
Table 18: Rank order of Reasons: Affecting Women's Participation in Educational Management-----	69

Abbreviations and Acronyms

ECA - Economic Commission for Africa

ESDP - Education Sector Development Program

FAWE - Forum for African Women Educationalists

FSS - Forum for Social Studies

FDRE - Federal Democratic Republic of Ethiopia

MOE - Ministry of Education

SNNPR - South Nations Nationalities Peoples Republic

UN - United Nations

UNICEF- United Nations Children's Fund

WAO - Women's Affairs Office

Abstract

The Purpose of this study was to examine factors that affect the participation of women in Educational Management. In order to examine the prevailing factors, the sex role stereotypes, organizational barriers, the effect of confidence and self concept, aspirations and contribution of role models were treated in view of the objectives of the study.

Descriptive survey method was used to analyze the findings. The target population were 270 teachers and 28 school principals. Data relevant to the study was collected through questionnaire, interview and document analysis. Then the collected data were analyzed using percentage and chi square of association to see the degree of conformity between male and female teachers and school principals to the prevalence of the problem raised.

The findings regarding the participation of women in Educational Management reveals that Sex role stereotyping to some extent, has influenced women than men. As to organizational barriers are concerned, it has not been revealed as a major hindrance though has some effects. In addition to this, it was found out that, women lack aspiration and self concept and confidence to management positions in the school which hinders them to prepare themselves for leadership positions at any level in schools. Men are the ones aspiring Educational Management Positions and women to teaching. Finally, the finding shows that the culture of mentoring hasn't developed as majority of the respondents claimed to have none. Though this may have an effect in both males and females, its impact has been reflected more on females as there are very few women at the top who can be mentors or role models, developing the culture that will encourage women to go forward.

Therefore, recommendations for the alleviation of the problems were given as: focusing on schools for decreasing sex role stereo typing among children in the younger age group, empowering female teachers through skill trainings and sensitization programs on gender roles, providing opportunities to be leaders in different sections of the school, revision of curriculums to accommodate leadership and management concepts, forming forum for female teachers, and clear understanding of objectives and implementation of affirmative actions. The recommendations forwarded included suggestions for further researches to be carried out in the area.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Education is the basic indicator showing the status of a certain group in a society. The rate of enrolment and success determine income level, status, influence rate of mobility and confidence. In addition to the personal gains, education is considered to be the deriving force behind economic, social, cultural development of a country (Emebet, 2006:15).

Education emphasized both in Dakar and Beijing plat forms for action as a key to women's empowerment. It expands women's opportunities, enhances their capacity to develop their full potential, contributes to more equal gender relations ultimately enables women to benefit from development intervention. The education of women improves their living standard, reduction of population growth, decrease child mortality, further more enables to use their "voice" more effectively in decision making in the households, community workplace and public arena, and to get employed and conduct transactions in formal institutions such as banks and trademarks and get employed in different positions (UN,1996).

The more educated a person is, it would be legible for acquiring leadership positions. As women are educated, they would be capable of making decision, influencing other create ideas and managing situations. While this lies true, traditionally management has been dominated by men. Women are having a trouble breaking in to senior level management. According to a survey of female managers across the United States, approximately half of the entry-level managers and one fourth of middle managers today are women but upper management is still almost exclusively male (Kinard,1988: 531-532).

As it is also stated in Yalew, any development of a country will not be successfully achieved focusing only on half the population (males) and leaving aside the other half (females). Considering women as incapable, incompetent, and inferior to men and denying them of opportunities to take part in socio economic endeavors (specially in high status positions such as leadership will undoubtedly have a detrimental effect on a country striving for development, (Yalew, 1995: 6).

In the case of Ethiopia, right from the outset the system of education had never been encouraging for women. Policies of education were highly affected by the religious, cultural and other value which considers the education of girls low priority which destined women to marriage and household management. The type of lesson given to males and females were different limiting women's education to reading only not writing, (Ammanuel & Mulugeta, 1999:4).

The logic behind this is that, there was no need for women to acquire the skill of writing as the art of writing was meant to be used in the management of administrative affairs of the state and ecclesiastical duties- an area which was not viewed as the proper place for women to indulge. Therefore, it either excluded or minimized the participation of the female sex in the field of education which also excluded women from public activities and thereby relegated them to subordinate position. This practice shows the traditional system played an active role in the socialization processes of gender stratification in Ethiopia (Alemtsehay, 1985:47)

Many even believe that home management is the skill usually required by women, which is best acquired through apprenticeship and training at home. Thus, formal education is considered to be unnecessary for women (ILO, 1986:10).

Currently, progress has been made and Ethiopia has ratified a number of international conventions and also has national policies and legal instrument that have provisions to women education and also that will remove attitudes, stereotypes and practices that negatively affect the attitude towards women are supposed to participate in order to bring the development process to effect is education, that constituted opportunities such as teaching and educational administration. (Hoy and Miskel, 1996:333).

Though Ethiopia has a very good legal and policy provisions as well as various guidelines that promote the education of women including affirmative action strategies, studies show that compared to men, women are at disadvantageous position in accessing and succeeding in their education which may have an effect for their low number in higher educational institutions and also to administrative positions (Emebet, 2006:15).¹

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According to² the Annual Abstract of Ministry of Education, the number of women enrolled in government higher educational institutions is 18.38% in the diploma program, 16% degree program, 6.36 in the postgraduate masters degree program and there was no women enrolled in the Phd program (MOE, 2004:9).

Women's educational attainment paves the way for acquiring administrative positions and also for their participation in decision-making, which is a necessary condition for women's interests to be taken in to account (UN:1996).

One of the major areas that women could contribute a lot but has not yet seen widely because of different barriers is school administration. Historical record has shown, women have always been second choice in the selection of

school leaders. The barriers today are not much different than the barriers that kept women from becoming educational leaders previously. But it is clearly observed that women have been cosigned to teaching and men are clustered in administration. Researchers have used different models and frameworks to identify the origin of these barriers. Some classified them as external and internal which are explained as those that can be overcome by individual change (Shakeshaft, 1989: 82).

In general, despite the continuing effort that is being done by the government of Ethiopia to increase the participation of women in different decision making positions, educational management is an area which much attention has never been given to.

1.2 Statement of the problem

As stated in the gender policy dialogue, in Ethiopia education is one sector where relatively large number of women are employed. Female constitutes 27% of the primary and 11.8 of the secondary and 8.5 percent of the senior secondary teaching. The size of women's employment decreases as the level of required skill and level of education increases. Women are mostly assigned to elementary schools firstly because it is a job considered to be appropriate for women due to their roles as mothers and child carriers and secondly, because of the regular pattern of confining women to low paying jobs (FSS, 2003).

Although it was stated in the 1994 education and training policy, that special attention should be given to the participation of women in recruitment, training and assignment of teachers (FDRE, 1994:22). The number of women in professions decrease as the level of the positions increases from primary, secondary and higher educational institutions. Based on the statistical data from the City Government of Addis Ababa

Education Bureau, in the year 2005, the number of male and female government school teacher in the ten sub cities of Addis Ababa are 33.54% females and 66.46% males in the primary (1st cycle). 72.05% male and 44.31% female in the primary (2nd cycle), 85.59% male and 14.40% female in the secondary 1st cycle, and 90.59% male and 9.41% female teachers in the secondary 2nd cycle.

Though teaching is a profession that many women are involved compared to other professions, still their number is very few compared to men. This affects their appointment in Educational leadership positions. According to the data from the city government of Addis Ababa Education Bureau, the total number of administrative staffs working in the ten sub cities of primary and secondary schools of Addis Ababa are 34.39% males and 65.61% females, which shows that greater number of women compared to men are working as administrative staffs. But in higher educational leadership positions such as the sub cities, woreda's and kebele's education bureaus and schools the number of males in leadership position is highly greater than females which is stated as 58 male and 25 female coordinators for the kebele education bureaus, 157 male and 25 females for principals, 145 male and 41 female deputy principals, which may indicate that women are underrepresented in educational managerial positions not only because they are few in number but also with other factors which this paper targets to find out. Though the researchers has found neither ample researches done in Ethiopia nor the exact data on the involvement of women in educational administration. Has observed that women are underrepresented in the leadership of educational institutions except that currently progress is being made to make women participated in school administration being female parents and female teachers taking part in Women's and Youth Associations and Parent Teacher Association. Therefore, the purpose of this study is to examine some of the factors that may result in the exclusion of women from educational leadership focusing

on government primary schools in Addis Ababa. It attempts to answer the following questions.

1. To what extent does sex role stereotyping affect women's career advancement particularly in their participation in educational leadership?
2. Is organizational barrier one of the factors that hinder women from entering educational management?
3. To what extent does lack of role models and mentors affect the involvement of other women to educational leadership?
4. Does women's level of aspiration affect their participation in educational management?
5. What is the impact of women's confidence and self concept to their involvement to educational management?

1.3 Significance of the Study

Ethiopia has proclaimed national women's policy with its own objectives to improve women's lives in all directions. Some of its objectives are concerning education and employment which states as "to make education for women planned sustained process, with a new value system emphasizing equality, mutual respect and dignity for both sexes " and "to enhance women's employable skills and increase their rate of labor force participation through various steps and incentives both in the formal and informal sectors". This includes their involvement in all areas of life, administrative positions in all sectors including education.

In addition to this, one of the strategies of the ESDP III include, providing training programs for woreda officials who will pay attention to gender issues and the specific problems that girls and young women encounter in schools expanded recruitment and training of female teachers at all levels

will be put in place to increase representation of women among school directors, supervisors, teachers trainers and woreda education administrative staff.

Therefore, this study is believed to have the following significance:

1. Creates awareness about the status of the involvement of women in primary school management.
2. Paves the way to increase the participation of women in educational management at the primary school level, who could serve as role models and motivates the prospective women managers for the sector.
3. Serve as a base reference for further in-depth research on this issue in different broader areas of educational management in different parts of the country.

1.4 Delimitation of the Study

Though there are a lot of primary schools all over the country, this study focuses on the primary schools found in the ten sub cities of Addis Ababa. The city is chosen because of its significance in number of female primary school teachers compared to other urban areas. i.e. 50,95% female and 49.05% male teachers.

The study is also bounded only to government primary schools because it helps to acquire factual and tangible information easily and quickly as their close ties to the region's education bureau. Primary school is chosen because the representation of women in school principal ship is comparatively high to other education levels i.e 17.8% of female and 82.14% male principals in the primary school level but there are no female principals in the secondary school level. The reason for the greater number

of women in primary schools teaching but very few in leadership positions need to be investigated.

Among several sectors of educational leadership, only school principal ship is chosen as the focus area because the researcher believes that the principal is first line manager who carries out duties necessary to run an effective school such as managing, planning, implementing, evaluating the curricular and instructional programs, hiring, coordinating and developing staff, organizing programs of study, scheduling classes, monitoring safe school environment takes care of all school resources etc (Cunningham and Coediro, 2006).

1.5 Limitation of the study

As the research issue is a topic that very few prior researches made, it was difficult to find books or references written in the national context which forces the researcher to use foreign materials in order to overview the content. Moreover, the fact that there are no organized documentation management, makes it very difficult to find any national and regional data concerning women's involvement in the sector. Lack of Centralized Educational Management Information system made the researcher to pay female principals because the bureaus have no other information except about the sub city they belong to.

In addition, most of the teachers and principles were reluctant to fill questionnaire because of the repeated attempt to make them fill different questionnaires by other researchers whereby the data collection process has taken longer time than anticipated.

1.6 The Research Design and Methodology

1.6.1. Method

Since the purpose of this study is to identify factors affecting the participation of women in Educational Management in primary schools of Addis Ababa, descriptive survey method is used assuming that it could help educational leadership and also states some attitudes and facts in the area. It is stated by (Seyoum and Ayalew ,1989) that descriptive survey method helps in picturing the existing situation. It also allows gathering of necessary information using data collecting instruments and document analysis.

1.6.2. Source of Data

The study used data from primary and secondary sources. The secondary sources are documents concerning women's participation in managerial positions and Educational Management in particular, statistical figures, books, published and unpublished research papers, journals, annual abstracts etc were used and thoroughly examined in the review of related literature.

As the main target of the study is finding out factors affecting the participation of female school principals, female and male principals and teachers of government primary schools of Addis Ababa re also used as a primary data sources because they are the main subjects in educational administration.

1.6.3. Sample Population and Sampling Techniques

According to the data obtained from the Addis Ababa Cit administration Education Bureau, there are about 84 government primary schools in Addis

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Ababa which are founding the ten sub cities. 15 of these schools have female principals and the rest 69 have male principals. In terms of percentage, this constitutes only 17.85% females and 82.15% male principals.

For the purpose of this study, 30 schools i.e 35.7% of the total number are selected. This constitutes more than 30% sample, which is based on universal agreement of its statistically significant representative ness.

Among these schools, purposive sampling was used to get data from the female principals. This method is used because they are few in number which is 15. other 15 schools that have male principals were randomly selected because it is believed that they have similar characters as the rest of the population of schools with male principals. Therefore, all the fifteen schools from those who have female principals and fifteen of those who have male principals were chosen as a sample for this study.

In addition to the principals, 150 female and 150 male teachers were chosen from all the 30 schools to gather data on their attitude concerning sex role stereotyping. Organizational barriers, lack of role models etc. random sampling technique was employed in the selection of female and male teachers in these schools who are believed to represent the total population.

1.6.4. Data Gathering Tools

Data was gathered from both primary and secondary sources. The primary data was gathered through questionnaires. Accordingly, two sets of the questionnaires which include both, open-ended and close-ended types were distributed for male and female principals and teachers respectively.

Questionnaire is preferred because it is a convenient way to gather information from a large number of sample populations within short period of time.

Structured interview is also conducted for male and female school principals. This data gathering method is used because of their manageable size and also to gather free opinions and feelings.

Both sets of questionnaires and also the interview is developed and conducted in Amharic to avoid problems related with language ambiguity.

1.6.5. Procedures of the Study

Before the final questionnaire forms are distributed to the research respondents, pilot testing was conducted to assess the content, flow and clarity of the items in the questionnaires. This pilot testing was conducted on two government primary schools which were not included in the samples selected.

This enabled the researcher to make corrections on some ambiguous words and statements and also try out the distribution, administration and collection of the questionnaire.

1.6.6. Administration of Data Gathering Tools

After pilot testing, questionnaires were distributed to all sample schools and to the selected principals and teachers by the researcher and other assistants. Unstructured interview was also conducted with the principals by the researcher.

1.6.7. Method of Data Analysis

After the questionnaire is returned from the respondent's quantitative analysis was carried out by using Statistical Package for Social Science version 12.0, supplied by qualitative inputs from the open ended sections and interviews. This data analysis method is used because of the larger size of the sample.

Depending on the nature of the data collected, different statistical tools such as percentage and chi - square of association, frequency distribution and rank order was used to analyze the data. The information obtained through open -ended items and an interview was considered together in the analysis and interpretation. Finally, conclusions and possible recommendations were forwarded.

1.7 Organization of the Study

This paper is organized in four chapters. The first chapter included the background of the study, statement of the problem, significance of the study, delimitation and limitations of the study, definition of key terms as well as the methodology and procedures to be used to collect and analyze the data. The second Chapter presents the review of the related literature. The third chapter deals with the presentation, data analysis and interpretation of findings. Finally, the summary of the findings, conclusions and recommendations are presented in the fourth chapter.

1.8 Definition of key terms

Affirmative action: an intervention measures usually has undergone to relieve and sustain ender in equality in education

Aspiration: Ambitions of an individual, in educational usage usually seen as academic, social or occupational and concerned with performance and prestige and status.

Career Path: Pre-established total pattern of organized professional activity with upward movement through recognized participatory stages and advancement based on merit and bearing honor.

Educational Management: Theory and practice of management and organization of educational institutions and systems.

Mentor: some one who provides counsel and moral support for an aspiring administrator.

Primary School: The schools which have two grade levels. First cycle (1-4) and second cycle (5-8) or both first and second cycle (1-8)

Principal: The administrative head and professional leader of a school division or unit.

Socialization: Process of learning roles and expected behavior in relation to one's family and society and developing satisfactory relationship with other people.

Stereotype: A fixed standardized conception of the attributes of a class of persons or social values that is not readily modified by evidence of its falsity.

CHAPTER TWO

REVIW OF REALATED LITERATURE

Although there are a number of books focusing on women in management in the business world, there are very few books available on the topic of women in educational management worldwide. The researcher found no books written regarding their participation in Educational Management in the case of Ethiopia which forces to mostly use foreign materials.

To help us see what has been done so far, an attempt has been made in this review looking through books, unpublished papers, documents Journal articles.

2.1. The Impact of Sex-role Stereotyping to Women's Career development and Involvement to educational management.

Educational management emerged in schools as they were organized from one-room centers of teaching to cost efficient models of business, which made it no longer appropriate for teachers to carry out all duties. Instead, a hierarchy of roles was to be instituted so that the work of schooling could be done more efficiently which brings educational administration. School principalship, superintendence. (Shakeshaft, 1989:30)

The study of women in school administration initially concentrated on the problem of the disparity between the percentages of women in teaching and in administration. to study this further, the impact of formal and informal organizations have been focused (Adikison 1981:311) Among which the family, school, organizations, colleagues, mentors etc. are main socialization agents.

As various researchers indicated, women are underrepresented in these educational administrative positions. to understand the reasons they have examined characteristics of women and their socialization that affect carrier selection and ambition which include culturally defined norms of female identity such as sex role stereotyping, organizational barriers, their own self concept, aspiration, self confidence that are going to be discussed in this review in detail.

2.1.1 What is Sex role Stereotyping?

Sex roles can be defined as those characteristics that are attributed to individuals by different cultures based on sex. it is also defined as “constellations of characteristics that various cultures attributes to individuals according to sex, including those associated with behaviors such as cognitive skills, job choices, personality characteristics, feelings and attitudes. Sex roles involve rigid beliefs about sex roles of males and females in a culture. These sex roles are believed to be universally true and biologically natural.

Biological differences between males and females may have had an important influence on the development of human sex role divisions but that does not mean that such divisions are either necessary or inevitable. It was pointed out that the concept of genetic determination or what the genes prescribe is behaviors and more than that the tendency to develop certain behaviors and more than that tendency to develop them in various specified environments. sex role stereotyping works to define our understanding of women and men, masculinity and femininity by the creation of traditional and often idealized notation of what each sex are like and do(Harold and Leonard, 2001:106).

Socialization process brings about male and female behavior differences in a society which lastly also affects what career they choose. It was indicated that adolescent boys were highly vocationally oriented while adolescent girls were markedly unclear about career plans. This results that the sex roles individuals assimilated to their sex appropriate behavior can determine the types of occupation they choose and the social status they aspire to reach. (yalew, 1995: 13-14)

The adult women whose behavior conforms to widely held beliefs about appropriate feminine behavior, or sex role stereotypes is, passive rather than competitive and self assertive, conformist and submissive rather than independent and dominant. from the earliest childhood girls and rewarded for behavior appropriate to this adult role and consequently they do not learn behaviors essential to success in the management of large organizations their organizationally inappropriate behavior reinforces stereotypes and justifies organizational resistance to hiring them. Women who attempt managerial careers are faced with role conflict: however, such conflict is reduced if they enter occupations which have been sex typed as appropriate for people with women's stereotypic behaviors and traits. (Adkison. 1981:477, Andruskiw and Hows, 1999:477)

in general gender stereotypes is the major influencing factor in the upbringing of boys and girls which gives them different experience in that boys' experiences more relevant to spatial tasks, whereas as girls view spatial tasks as inappropriate for their gender (Kumsa, 2001.20)

2.1.2 Societal Sex Role Stereotypes

A society has traditionally specified different life roles, personality characteristics and acceptable behaviors for males and females. Norms

governing and approved masculine or feminine image are clearly defined. (Betz and Fitzgerald, 1987:29)

There are psycho-social facets of the society that made boundaries for each sex member. These psycho-social pressures would directly or indirectly dictate every sex member of the society to act according to its rules and regulations. The community spells some of the rules and regulations out clearly in black and white and their effect would be direct among which, one of it is sex role stereotypes.

Yalew stated that, the society has its own stereotypic behavior patterns where the males and females are expected to follow. These stereotypes begin to influence the behavioral and personality developments of individuals from early years of life which will have a scar on larger developmental patterns. The ways male and female children are treated and brought up in the family constellation, and the labels they receive from the society only because they are males and females color their conceptions and perceptions of themselves (Yalew, 1995: 3-4).

parents are one of the major agents which often encourage the development of sex-typed interests and behaviors in their children. for example, by providing sex-typed toys and are more likely to encourage achievement in their sons than in their daughters (Betz and Fitzgerald, 1987:30)

according to social and cognitive developmental learning theories, sex typing results, from children's attempts to match their behavior to mental standards, or stereotypes, of sex appropriate behavior children acquire mental conceptions of appropriate behavior for each sex, mainly by observing the actions of males and females and by encoding in to memory certain activities as male appropriate and other activities as female appropriate children are then believed to adopt their own references and

behaviors they have encoded appropriate for their own sex (Perry. et. al. 1984:2114-2121).

As Betz and Fiterald stated, the psychological mechanisms by which children learn sex-role stereotypes (i.e. normative expectation for the sexes and develop sex-typed characteristics include, reinforcement and punishment, modeling and adoption of rules, schemes or generalizations based on observation of others or as they are taught by other. These mechanisms operate through the influence of parents, teachers and the media including literature and television. (Betz & Fitzerald, 1987.30)

As Zenebework describes, in societies women have been oriented to be submissive and different in their interactions with men. They tend to converse with the opposite sex in a self depreciating manner. they also tend to rely on an approval seeking language one that entails speaking softly never interrupting using a questioning tone and taking on a reassurance begging phrase which cause difficulties in the women's work and communication (Zenebework, 1986:7).

In general, such sex role expectation of society highly influences and stands as a stumbling block against women choose to plan careers because of the norms they are required to follow.

2.1.2.1 Sex Role Stereotypes and Socialization Process in Schools

Young children begin learning the behaviors appropriate for their sex in infancy. While sex-role socialization continues in most formal and informal settings, schools have been singled out as especially powerful socialization agents. The nature of teacher-student interaction, textbook content, counseling, and sex typing of courses and activities is such that schools' systematically, ingeniously, and sometimes unconsciously act along the

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socially accepted norm of relegating girls and women to subordinate positions. (Adkinson, 1981:312)

Besides what students learn in schools, and the low representation of female population in schools the few girls who are enrolled in the schools are subjected to different forms of gender role socialization which is carried out through teacher, textbooks and different programs offered to boys and girls separately which also directs female students to sex stereotyped jobs or fields of study. (Wilson, ed. 1997:51)

Teachers have been cited as the main parts in often encouraging sex typed psychological characteristics. Several studies have suggested, for example, that teachers encourage different patterns of attribution of causation for success and failure experiences in boys and girls (Betz Fizerald, 1987:30).

School is also among those which widen the narrow gap difference between boys and girls. researchers note the difference between the description of achieving children in schools: boys are described in terms of reflecting ingenuity, creativity and general liveliness while achieving girls are described as "hardworking" and "careful" which implies, that the academic success requires different characters from girls than boys requires effort from girls while it is natural for boys. When this assumed difference communicated to children via comments on their work and school report, result in specific understanding about the gendering of particular forms of academic performance and work orientation, it positions young people according to gender not only with respect to their activities and attainments but also with in a wider social content. It teachers them roles and activities, emotions and relationship that appropriate to which sex (Kumsa, 2001:21).

Schools may ensure that most girls will not aspire to unfeminine careers, and that the few who do will experience guilt and anxiety. As a result,

capable women may fear success or social consequences of success in unfeminine fields. In schools and elsewhere girls are less likely than boys to engage in the team sports which teach social skills and attitudes important for success in large organizations. Boys learn how to compete, cooperate, set goals and plan strategies to meet them, bend rules and if unsuccessful, accept criticism and persist. Girls rarely have parallel experiences (Adkison, 1981:312).

Moreover, schools have potential to promote leadership in ^{many} different ways. In addition to formal qualifications, students gain many other skills and attributes during the years they spend in education. An important part of this hidden curriculum is effective schools in the provision of motivation and opportunities to learn how to be a leader. Schools can adopt and promote clearly articulated beliefs, values and expectations which equip pupils to lead in later life. They may provide leadership training through appointing pupils as prefects, class monitors and leaders of clubs and activities and may provide role models for pupils - administrators, teachers, prominent students and visitors who promote leadership by example (Speradeio, 2000: 57).

It was emphasized that, where girls are struggling to gain parity with boys in the context of educational outcomes, schools can adopt an important leadership role in promoting gender equality. They can articulate a commitment to this through rules and regulations through school philosophies and mission statements pledging commitment to ensuring equality of opportunities to all students, and to the expectation of equal degrees of success, regardless of sex. Schools can actively promote an understanding of the possibilities open to women by exposing students, through visits and the use of newspapers and television to women leaders in the professions and the community. (Speradeio, 2000:64)

In a study of elementary school children, it was found out that, the types of feedback girls receive from teachers refers almost exclusively to intellectual inadequacies where as the teacher feedback give to boy criticizes the non-intellectual aspects of their work. It was further investigated the when boys were treated like girls (i.e. evaluated negatively on their intellectual abilities as opposed to their non intellectual ones), they were more likely to believe that they did ,indeed ,lack of ability .It was concluded that the better evaluative feedback given to boys and girls in the classroom can result directly in girls' greater tendency to view failure feedback as indicative of their level of ability (Shakeshaft, 1989:85).

Therefore, schools are best places to change beliefs about women in the school which begins administrators and teachers aware of sexist attitudes, teaching materials and teaching strategies that limit female students.

2.1.3. Occupational Sex Role Stereotypes

Related to sex role stereotypes, there are occupational stereotypes, or normative views of the appropriateness of various occupations for males and females. Not only do adults stereotype occupations as appropriate for males or females, but children appear to learn these stereotypes very early. It was discovered that children as young as 2 1/2 were able to distinguish masculine and feminine occupations. Other findings also suggest that, stereotyping increases with the age of a child. (Betz and Fitzgerald.1987 :31-32)

Conflict between cultural definitions of women's role and the demands of a career make the transition from teaching, to administration, especially difficult for women. In addition, limited access to socialization structures which support men in transition forces women to struggle for achieving their career plans. (Adkison, 1981.323)

As Halford & Leonard Cited, there are four minority roles of women which is developing in organizations .First is "mothers role" resembles as comforter and sympathizer to men in the work group .Second is "seductress" an element of sexual competition .Third is the role of a "pet" as cute amusing little thing .Final is that of "iron maiden" which is given to women who fails to fall in to the first three, who overtly resist and labeled as tough feminist (Halford & Leonard, 200 1: 108-109)

In addition to this, feminist theory states that gender must be considered with in a debate about whether it is structurally determined or socially constructed .From functionalists perspective the fact that men and women have different occupations is a result of the natural order of things. They also argue that difference emerges from pattern of physical characteristics and greater male intellectual variability and sexual role plan. In the contrary, the symbolic integrationists and integrating theorists stress the social influence on gender development rather than the biological one. They see gender inequality as a social stratification that benefits the interests of the socially powerful (men) and is maintained through legal means and physical violence. For symbolic integrationist, it is the socialization process that encourages males and females to develop specific personality traits-programming individuals for behavior appropriate for their gender from the first day of life (Kumsa, 2001:17).

Sex differences in job assignments call take the form of allotting men and women different qualitative tasks. In business concerns for instance personnel officers may seek women for secretarial positions and men as management trainees. Some professions such as nursing or teaching young children are socially stereotyped as, "women's work" while other jobs like airline pilot and police officer are considered to be "men's work". In most cases jobs that are perceived as "women's work" pay less than do "men's

jobs" requiring comparable levels of skill and effort (Smith 1997:35; Kinard1988:531).

Explaining men's and women's occupational differences, different scholars approach from different perspective as kumsa summarized from Anker 1998, first ('the neo classical human capital theorists explain occupational segregation by sex as a function of difference in female - male educational levels and difference in experience. Second, the institutional and labor market segmentation theorists explain occupational segregation as a function of primary and secondary sectors. Jobs in the primary are relatively good jobs in terms of pay ,security ,opportunities for advancement and working conditions ,where as secondary sector jobs tend to be relatively poor quality jobs ,with low pay ,poor chances for promotion ,poor working conditions and little protection of job security .The former is somewhat annulated from competition ,where as the later face fierce competition ,because women workers are "overcrowded" in to this small number of "female" occupations .Third ,none economic and feminist (gender)theorists assume occupational segregation by sex and women's disadvantaged position in the labor market as a reflection of patriarchy and subordinate position in the society and family. (Kumsa,2001:26).

Abebayehu also stated that teaching mainly at lower levels has traditionally been associated with feminine roles. Women also tend to develop self concepts consistent with 'this role. Female elementary school teachers consider their role as feminine and secondary school teachers as masculine they also tend to resort their role from feminine to masculine when the issue is administration than teaching. (Abebayehu,1995:4 7)

When reviewing concepts concerning management, it is stereotyped as a masculine area. The existence of male managerial model has been demonstrated, and women as a group as well as managers of both sexes, tend to see women as different from men on important managerial traits. The development of the profession of educational administration coincide with the "managerial revolution" in business, industry and government in the late 19th and 20th centuries. A "masculine ethic" of administration supported the rise of new profession of individuals with internal decision-making monopoly and authority over others in large organizations. The acceptance of the rational model of organizations could justify the absence of women the bearers of emotion from power. (Adkison, 1981 : 313)

The development of the profession of educational administration occurred at the same time and produce the same image of the manager. However, the educational setting differed from business in ways that make it especially important to administrators that they be perceived as rational, efficient managers. In addition, professionalization served to differentiate administrators from teachers, emphasizing the "masculine concerns of financial, organizational, and mechanical problems rather than "feminine" concerns of nurturing, imparting values, and instructing children. (Adkinson, 1981:313-314) Sexrole stereotyping of school administration combined with sex role socialization also widely serves to discourage women from preparing for an administrative career.

Stereotypes face in to work place even when women do the same work as men, they are not perceived to be as competent as men nor is the work perceived to be as prestigious. Yalew in Frieze et.al stated that men tend to overestimate their abilities and women tend to underestimate their abilities, although men and women may be equal in their abilities. further stated, sex role stereotypes do not reflect actual differences in ability and behavior between men and women. They often affect how individuals view themselves

and how they relate to other people ,as well as other areas of human behavior .Thus men are considered efficient ,competent and successful while women are perceived as inadequate ,incompetent and inefficient in some situations especially in leadership activities. This culture based stereotypes might have compelled women to evade high-status careers - particularly that of leadership and their number happened to be marginal in such activity (yalew, 1995:4)

Since management is stereotyped as a masculine area communities do not accept women in leadership positions, decision makers will not recruit and hire women for managerial positions. In addition, a study in Adkison 1981 shows that 174 male managers and staff personnel perceived women as unable to supervise men and as less dependable than men .Generally ,women are perceived as having aptitudes, skills, interests and motivation compatible with routine clerical roles not managerial roles .These Sex role stereotypes also impact women who attempt administrative careers. Acceptance of stereotypes promotes role conflict .If she has learned the behaviors appropriate for the adult woman, the aspiring or newly appointed administrator must replace them with new behaviors and develop new definition of self to succeed as an administrator. Until resolved, and Inter-role conflict creates anxiety. (Adkison ,1981:313-316)

Although the sex role stereotypes and socialization framework has dominated researches on women in administration ,other approaches have provided an understanding of the process through which attitudes towards women in general culture are actualized in organization. A phenomenon which sex role stereotypes does not predict has also been revealed which includes organizational effort to rise aspirations, structural characteristics of organizations, social status and power, psychoanalytic perspectives which states that sex inequalities in organizations are related to the process of personality development. (Adkison, 1981:319 -321).

Therefore, there are some other factors besides sex role stereotypes inclines almost every professional life to be oriented more toward males than females. Because women are expected to behave in a generally "softer way than men" they may be perceived as unsuited for the combative style expected from many professions.

When it comes to acquiring positions in Educational Management traditionally defined women's role as conforming to a feminine identity of being attractive passive, modest and pleasant as well as wife, mother and women of the community hinders their way forward. In the study of twenty five female educators, it was found out that the culturally defined norms of female identity classed with the perceived demands of administrative role which leaves a greater struggle for females to succeed. (Hoy and Miskel, 1996: 162).

The definitions of femininity emphasize on sensitivity, conformity, lack of assertiveness and dependency. However, school administrators are expected to be aggressive, assertive and competitive but at the same time, these traits manifested in women are perceived negative. For this reason, society conditions both men and women to believe that women are not as capable of holding leadership positions as men which is not supported by research (Lunenburg and Ornstein, 1991 :552).

Another bias that continued to work against women was the belief that males had a special gift for dealing with the community issues and problems. The mores and beliefs at the time tended to separate women from men, thus hiring a female administrator who would have daily interactions with local communities was often unthinkable to hiring committees (Shakeshaft, 1989:43).

A study showed that both sexes preferred that the successful woman possess masculine characteristic required for success but retain the characteristic of femininity even though they might be contradictory. In other study most men agreed that women if equally competent should be treated as equals in professional circles, but in the area of emotional characteristics, they perceived women less favorably than men. (Adkison.1981:314)

Generally, the sex role stereotypes and sex role socialization perspective relates discrimination to the prevalence of sex role and occupational stereotypes in culture. Communities do not accept women in leadership positions; decision makers will not recruit and hire women for managerial positions.

2.2 Organizational Barriers

Organizational researchers believe that employment ^{of} women is more of a covert rather than overt form of sexual stereotyping. These researchers argue that discriminatory practices discrimination against of sexual stereotyping against women are related to unconscious influence of factors in work culture, structure of organizational and particular career patterns assumed by women rather than to the conscious expression of discriminatory attitudes and preferences. The structure of organization, the homogeneity, the use of non ability criteria for managerial selection and promotion, the workings of the informal network, and the differential use of the organizational reward system, all limit women's career success. (Andruskiw and Howes. 1980: 477-478)

As described in different researches, barriers that hinder women from advancement are also noticeable in the hiring process. For example, male candidates are often particularly recruited for specific jobs, women are more

often offered lower salaries on a non negotiable basis; women are more often held in a non-performance criteria, the interviewers are commonly men, women are more frequently asked family questions involving husbands and whether they expect to have children .In addition, other studies found out that both groups worked same hours per week but women earned substantially less than men. (Lunenburg and Ornstien,1991:522; Smith,1997:32; Hoy and Miskel, 1996: 162).

Discrimination continues to plague women, not only in terms of salary on hiring stages but also in terms of access to administrative positions and sexual harassment once they make their way into the administrative hierarchy. The cause for the basic discriminatory factor is that it is men who make the appointment decisions and men tend to devalue the management skill of women .It was noted that by the end of 1880's women were dropping out of administrative positions for the reasons such as: dissatisfaction with institutional decisions, decision making processes of the current leadership, limited upward mobility, lack of mentoring or sponsorship, sexual harassment and feelings of isolation (Lunenberg and Ornstien, 1991: 521).

There are several interrelated reasons typically given for why women do not occupy top-level administrative positions in most organizations .The most general reason offered is that women are simply being discriminated against. Another reason is that negative attitudes against women administrators make it more difficult for them to assume administrative positions also women are not elevated to higher level positions because their administrative performance evaluated more negatively than men's administrative performance, since administration is viewed as a male occupation results from a culture characterized by male dominance (male dominant system). Women also thought to be constitutionally incapable of

discipline and order, primarily because of their size and supposed lack of strength(Shakeshaft 1989:39,Andruskiw and Howes ,1980:475)

In general, structural arrangements of organizational settings deprive women of legitimacy in leadership positions. They argue that authorities are less likely to backup a women in authority than a man, and consequently subordinates are less likely to accept directives and evaluations from a women. (Adkison. 1981: 325)

2.2.1. Career Paths of Men and Women Educational Managers

Traditionally, a career has been characterized as a pre-established total pattern of organized professional activity, with upward movement through recognized preparatory stages, and advancement based on merit and bearing honor. (Shakshaft, 1989: 64)

Yalew ,1995:14) stated that, people show a tendency to choose carrier types where in they consider themselves fit to that occupation .In other words, other things being equal, people will choose carriers that are consistent with their beliefs about themselves on the bases of the prospect of attaining both immediate satisfaction and long range goals. Sex role stereotypes do not usually describe the existence of actual differences in the ability to perform something but they impact the way individuals conceive of themselves in performing the activity and relationships they establish with other.

A career involves a sequence of jobs or positions ordered so that each provides experiences considered necessary to perform in subsequent positions. Career patterns consist of several types of positions that allow organizations to train, evaluate and place their employees. According to Adkison, entry positions define that minimal level of training and socialization required to enter the career: assessment positions provide

opportunities for super ordinates to evaluate performance: plateau positions serve as outlets for relatively poor performances: and exit positions define the ceiling of the career (Adkison ,1981 :321).

Women encountered barriers in organizational norms and structures that restrained their progress. Concerning the carrier differences, studies have shown that there are career differences between male and female school administrators. Teaching complements women's job as wife and mother. Women have more years of teaching experience than men and are older when appointed to administrative positions, hence women have deprived of equal access to administrative positions.(Lunenburg and Ornstien 1991 :552).They do not receive appointments to important committees that dealt with far reaching issues of finance, law, conflict and discipline. Even in those cases where the women felt they handed their tasks effectively in a style that differed from men's all too often, their style and efforts were not recognized. (Hoy and Miskel , 1996: 162)

An Examination of the literature reveals differences in male and female career paths. Men start their careers with less commitment to education and teaching. A majority of men have chosen teaching as a second option, rather than a first, whereas most women teachers know from an early age that being a teacher is what they wanted. But administrators assume that women are not committed to a career or concerned with upward mobility, while they view men as potential administrators. Thus, the transition from teaching to administration may be especially difficult for women. Studies of career mobility in education show that individual predispositions in combination with organizational processes hinder the movement of women into administration. As a result, teaching has provided an entry into administrative careers primarily for men. Therefore, men have careers while women hold majority of jobs (Adkison, 1981: 322)

On the course of progress, men move more quickly than do women into graduate study where they tend to major in different specializations than do women. Men achieve their first formal administrative position much sooner than women and in many positions come with less administrative experience. (Shakshaft, 1989:70- 71)

2.3. Lack of Role Models and Mentors for the Aspiring Women in Educational Management

In a study, it has been reported that mothers play a special, sometimes crucial role in the psychology of women as the original source of nourishment and gender identification. As Yalew describes a sense of competence develops by observing the success or failures of other people whom we perceive as similar to ourselves. Since then, only very few women get the position of leadership other women may feel as if they were incompetent. (Yalew, 1995: 14)

Research evidences show that the presence of a number of professional role models in high management posts in schools, as Mathematics and Physics teachers in high schools and colleges results less conformity to traditional gender roles and in single sex school than in co-educational sex. Moreover, girls in a single sex schools tend to show less fear of success as compared to those in mixed sex classroom. The justification given to the findings is the presence of professional role models in high management posts, as Mathematics and Physics teachers in high schools and colleges. These are some of the underlining reasons which as a result motivate women to strive for achievement in masculine endeavors. Furthermore, the absence of male competition creates a conducive atmosphere to exercise power and bring out leadership (Teklay, 1996:29).

Other researches focus on the importance of women having mentors in order to make significant advances in administrative careers. Its lack may be due to low numbers of females in executive positions in education as well as the even fewer number of females in educational administration. Female professors and executives have an important role to play as positive models and mentors for other women. They also serve as important contributors to the image of women as leaders for both school environments and public at large. (Gupton & Gloria. 1996:90-91)

It was found out that, females viewed other women who were in leadership position as competent as men and it was reasoned that the ever-changing nature of sex-role stereotypes. It was also stated that female college students are endorsing more liberal roles of women and are observing women working in non traditional (i.e male oriented) occupations. This sexual composition of occupation influences a women's perception of her likelihood to succeed in that occupation and therefore affects her career (Yalew 1995: 15).

As Adkison described, the lack of role models creates another obstacle to women's anticipatory socialization. The absence of role models dampened their own aspirations. Women who knew another woman in a higher administrative position mentioned the importance of that woman has on their career and aspirations (Adkison. 1981 :323).

The influence of lack of role models is seen in our day today life in the lives of children i.e. because of sex segregated field of studies that prevailed the feminist world, the young girls who used to see nurses, teachers, secretaries, etc. would still classify the positions to be that of women and the physicians, engineers, chemists etc. positions are classified as men's professions in the minds of the young which in effect prepare girls to choose

their career of the traditional sex segregated fields due to lack of role models.

2.4. Women's Aspiration to Educational Leadership

While many women prepare for and enter careers in education they are less express a desire to be school administrators. Even women in administration admit they were reluctant to seek their positions. Among principals, women are less likely than men to aspire to positions beyond the principalship. (Adkison, 1981 :314)

One of the reasons for women's lower aspiration to positions such as educational management is said to be the predominant cultural and social patterns within organizations that have. Historically posited women in subordinate instructional roles and men in the power roles of administration "two separate, mutually dependent professions" which implies the good old boy system thriving. (Gupton & Gloria, 1996.27-28)

Another aspect affecting women's aspirations to leadership positions frequently is said to be lack of clear professional goals. Researches often show a strong correlation between women's lack of career advancement and their lower career goals. It was also found out that many women never carefully planned their ascent to the top and seems that often opportunities had simply emerged and they pursued their options in an unplanned manner. Sometimes in an unplanned manner. Sometimes a mentor or a boss suggested that they apply for a position. Other times, their acquisition of a position was by defaults. (Gupton & Gloria, 1996.27 -28)

Still other reason for the lower aspirations of women is that, women's having lower aspirations are stated as their own attitudes that keeps them from

viewing leadership positions to themselves, fear of losing contact with teaching, and also family situations in the sense of Worry out availability in dual working world of career and family and for not losing their sense of femininity (Shakeshaft, 1989: 89)

On the other side, organizational framework enables to view women's achievement motivation in educational careers. Shakeshaft in Kanter points out that Opportunity structures shape behavior in such a way that they confirm their own prophecies. Thus, people who have very little opportunity to move up the hierarchy (women teachers) disengage in the form of depressed aspirations. Those people who are highly mobile within the hierarchy (men teachers) however "tend to develop attitudes and values that impel them further along the track: work commitment, high aspirations, and upward orientations. Thus women's so called lack of aspiration- in administration might more accurately be seen as an expected response to lack of opportunity and be more fully explained by a framework that holds organizational structure as paramount in preventing women from moving into school administration (Shakeshaft, 1989:91).

In relation to this, according to the finding, women who are planning to join administrative jobs express more concern to intrinsic aspects on the job while men on the other hand focus on extrinsic aspects.(i.e. money power, prestige etc. this inclination shows men's tendency to catch opportunities that leads to positions to authority. (Abebayehu, 1995:66)

2.5. Women's Self Concept and Confidence in Joining Leadership Positions.

Women's attitudes toward themselves and their professional roles have been influenced by culture, society, and tradition .Women have internalized the attitudes so that the external pressures have become inner pressures .They have tended to view themselves in stereotypic roles. They have had lower

self esteem, they have had doubts about their ability and competence. (Andruskiw and Howes, 1980: 476)

Abebayehu describes that, evidences show that in the index of manager's effectiveness, women managers receive higher ratings than men both from their subordinates and superiors, However women tend to see themselves as performing more poorly than their male Peers (Abebayehu, 1989:42)

Shakeshaft also stated that Low self image, lack of confidence and lack of motivation or aspiration are revealed in women as internal barriers .But Taking these barriers as an explanation for women's perceived lack of Achievement seem inadequate .Further argued that, it is not the woman's psyche that is at fault and thus needs changing but rather social structure of society that is the root cause of inequities .Internal barriers are merely camouflage for deeper societal road blocks to women's advancement which the reason other than women herself as the cause should be found Out. (Shakeshaft, 1989.83-84)

Researchers further states that from among various variables that could Bring about the difference between males and females on prominent factor is found to be self confidence. It was reported that self confidence is a key factor which could create variation in achievement related tasks between the two sexes.

The lack of self confidence is revealed through situations such us when Women tend to apply only for those jobs for which they feel highly qualified and men make a considerably more liberal interpretation of their skill can apply for many more positions. Also when a man is turned down for a position he tends to deal with it by blaming outside forces. Women, on the other hands are more likely to believe that the reason they were not hired was because they weren't good enough", internalizing negative response to a

job search can be very inhibiting the next time an interesting position comes on the market (Hoy and Miskel 1996: 162).

As Shakeshaft summarized, women evince lower performance expectancies and self evaluations of their abilities than men, which will have long lasting effects on their career choice. Besides, women themselves reported that lack of confidence and low self image are reasons preventing them from considering school administration. (Shakeshaft.1989.84)

It was also argued that although it is true that women have shown to have lower self-confidence than do men in public sphere activities, studies of self confidence often are confined to just that public sphere activities but self confidence is studied under male defined standards thus it makes it unclear whether women have less self -confidence or if they only have less self confidence in areas in which they are traditionally taught not to excel. Which might be also argued that any human will have lower self confidence in areas where he or she is not experienced than would an individual who has experience .Low self confidence might be viewed ,then as a product of a system that keeps women separated from experiences that would help build confidence in the public spheres. Looking at self confidence, from this perspective, we see that women have self -confidence in areas in which they have experience (private sphere function), whereas men have self -confidence in areas in which they have been allowed to participate (public sphere functions). In general, a person with low self-confidence is much less likely to attempt' and action than a person with high self-confidence." If a person believes than he or she is capable of performing competently, such confidence may well contribute to a positive performance. (Shakeshaft.1989.84)

Self confidence affects the way women are perceived as well as the ways they perceive themselves .It was further stated that a woman's self -

confidence" has a substantial impact on an individual's chances of being perceived as a group's emergent leader. Thus, what has often been seen as a personal failing of women -lack of self confidence - might be more accurately seen as a consequence of sex-structured society that generates a belief in females that they lack ability -a belief reinforced by an organizational system that prevents women from developing confidence in public sphere activities through both lack of opportunity and lack of positive feedback (Shakeshaft, 1989:85)

One of the determinant factors for capacitating women to reject the traditional notion that the "the good mother remains home to care for children and also career progress of women is that the educational attainment of worker. As they attain education and once succeed to power, they will come to realize their potential and tend to reject the hitherto accepted femininity norm that relegate women to lower positions. However, if women reject the stereotyped sex roles, it is evidenced that they can make important decisions in their career and vocational choice and accomplish what have planned (Yalew , 1995.15)

2.6. Attitudes towards Male and Female school administrators

Some researchers stated that success in administration depends on one's overall leadership ability. An administrator's leadership to a large extent determines how successful his or her organization will be in delivering appropriate services and winning community support. (Cunningham and Cordeiro, 2006: 155)

Others stated that administrative effectiveness is measured by factors other than leadership style. Appropriate behavior varies with task structure, the organizational level of the position and the organization's need for change. Relationships with superordinates and peers are crucial both to an

administrator's success and to subordinates' satisfaction.(Adkison. 1981 :319)

It was also stated by Gupton and Gloria that traditionally men's style of leadership has tended to be more authoritarian and direct, giving orders, directing, overseeing all transitions, as well as being the final worked in all decisions regarding operational procedures ,are the typical characteristics of men's leadership style. The authoritarian style of leadership has prevailed for so long in the profession that any departure from such has often been viewed as weak and ineffective .According to many sources however; women do have their own style of leadership that tends to be more transformational than authoritarian. They engage others in decision making: they share power and information, thereby providing a type of leadership that involves all concerned and affected by professional decisions which motivates members of the organization by transforming their self-interest into the goals of the organization (Gupton and Gloria. 1996: 134).

Research comparing the administrative behavior of men and women in principalship appears to support stereotypes about administrator performance. Women are not typically employed in administrative positions because their femininity is perceived to be in conflict with the masculinity required in executive roles. Men filled administrative positions because they are believed to possess the desirable and necessary characteristics: aggressiveness, independence, competitiveness, and ability to solve problems. Women did not fill those roles because they were believed to have characteristics such as passivity, non competitiveness, submissiveness and dependence. (Andruskiw and Howes. 1980:476)

Historically, it has often been assumed that women managers were inclined "naturally" towards people, relationships and transformational management approaches. While men would adopt more tasks oriented transactional

approaches. However, this emphasis might also be perceived as masking traditional perspectives that women are simply "deficit" versions of male leadership models and need to achieve the "norm" of male behavior. (Law and Glover, 2000:30)

Another research evidence view that gender similarities are greater than their differences, with both genders able of display masculine and feminine characteristics in leading and managing, often depending on the specific work context. On top of this, women are apparently more consensual and people-oriented managers which likely to make them better educational leaders. In addition, another study of women head teachers argues women may more readily resist a managerialist stance than male colleagues because they are particularly concerned to preserve the integrity of the educational enterprise and its ultimate goal: young people's learning and development. (Law and Glover, 2000:30-31)

On the contrary, researches stated that it is indeed possible for women to succeed in a male dominated organization with out "being one of the boys". Feminine leadership brings characteristics that are increasingly important in the complex modern organization. Relative to a traditional male style, she argues, the female manager's operating style emphasizes cooperation (win win) rather than competition (win-lose) participation, intuitive artistic decision making rather than rationalistic, hierarchical control and developing personal rapport through empathy and sensitivity rather than strict role relationships (Hanson, 1996: 163).

On the other side, while coming to educational management, some school board members believe that women cannot stand the emotional and physical stress that school administration demands and also women's small and supposed lack of strength have been presented as reason for their

inadequacies for managing student disciplinary problems in schools (Abebayehu, 1995:37).

Different literatures put the administrative behavior of male and female managers in different ways, some said there is no difference, and showed women performing better than males on a number of variables, ended with the conclusion that men should "probably" not be favored over women for administration positions in school (Shakshaft, 1989: 168)

A research has been made on administrative behaviors from gender perspectives. On the categories of work environment, leadership, communication, decision making and conflict resolution and evidence that demonstrates women's and men's approach on the job of school administrator differently and consequently respond in ways that are often dissimilar. This points that emphasis should be given in formulation of theories to include women's ways of managing because women tend to have a different administrative style than do men and that effectiveness for a female may depend upon this altered approach. (Shakeshaft, 1989: 167 - 190).

Research on the relationship between performance evaluation and sex in other organizational settings has produced uncertain results. Some studies have shown that women receive more praise than men for lower performance, other studies show that evaluations of the same work are lower when the work is attributed to a women than when it is attributed to a man though women may be unexpectedly successful but they may be evaluated negatively if their behavior diverges from that expected for their sex. Other research shows that the way members of a group value a leader's behavior is influenced by the leader's 'sex. (Adkison, 198 :318)

In addition to these, research findings comparing profiles of men and women principals stated that ,women in all levels of administration are older than men in similar positions, are less likely to be married ,fewer women principals than men are married, the average ages of women principals have been higher than those of men, similar to women in other administrative positions ,women principals enter teaching earlier than do men but attain the principalship later .Carlson (1972) note that men seek the principal ship in their mid- to late 20s and research on women finds them pursuing such jobs in their 30s and later(Haven, Adkinson &Bagley, 1980) (Shakshaft .1989:61-63)

In general, though there are different attitudes and research findings on the administration performance of male and female principals, it has been evidenced that women have been evaluated from males perspective of assessment of managerial abilities which greatly impacts women's career advancement and aspiration to educational management.

CHAPTER THREE

Presentation and Analysis of Data

This chapter deals with presentation, analysis and interpretation of the data through questionnaire from primary school teachers and principals accompanied by an interview with selected principals. The collected data was organized and tabulated using SPSS version 12.0 and analyzed using descriptive method of research analysis such as percentages, chi square and rank order.

For this research, a total of 330 questionnaires were distributed. From this, 30 were for principals and 300 were for teachers. From the total distributed questionnaire 28(93.3%) and 270(90%) from the teachers and principals respectively were filled and returned. Moreover, interviews were conducted to get additional inputs from school principals.

Table 1: Profile of Respondents

		Principals		Teachers	
		N	%	N	%
1	Sex				
	Male	14	50	131	48.3
	Female	14	50	139	51.7
	Total	28	100	270	100.0
2	Age group				
	Below 30	1	3.6	113	41.9
	30 - 35	1	3.6	22	8.1
	36 - 39	4	14.3	10	3.7
	40 - 45	9	32.1	43	15.9
	46 - 50	5	17.9	22	8.1
	51 - 55	6	21.4	36	13.3
	56 - 60	2	7.1	24	8.9
	Total	28	100.0	270	100.0
3	Marital Status				
	Married	21	75.0	133	49.3
	Single	5	17.9	127	47.0
	Divorced	2	7.1	10	3.7
	Total	28	100.0	270	100.0
4	School Level				
	Primary (1-4)	2	7.1	30	11.1
	Primary (5-8)	4	14.3	50	18.5
	Primary (1-8)	22	78.6	190	70.4
	Total	28	100.0	270	100.0
5	Field of specialization				
	Mathematics	3	10.7	22	8.1
	English	3	10.7	42	15.6
	Amharic	3	10.7	24	8.9
	Science	3	10.7	41	15.2
	Social Science	6	21.4	31	11.5
	TVET	1	3.6	13	4.8
	School admin/management	4	14.3	14	5.2
	Self contained	3	10.7	69	25.6
	Others	2	7.2	14	5.2
	Total	28	100	270	100.0
6	Year of appointment to the present post				
	1-5	23	82.1	117	43.3
	6-10	3	10.7	37	13.7
	11-15	1	3.6	21	7.8
	16-20	1	3.6	18	6.7
	21-25	-	-	5	1.9
	26 - 30	-	-	28	10.4
	31- 35	-	-	20	7.4
	36 - 40	-	-	24	8.9
	Total	28	100	270	100.0

As shown in table 1 above, 50% of the respondents are female and 50 % male principals. As for the teachers, 131(48.3%) are males and 139(51.7%) are females. As the data indicates, the response rate is greater for females than males which may be an indication of their interest in the topic of the research.

The table of the profile depicts; the age group for the significant number of school principals i.e. 33.1% lies between 40-45 years and the majority of teachers 49.3% are below 30 years old. Regarding their marital status, 21 (75%) of the principals and 133(49.3%) of the teachers are married while the rest are single or divorced. Majority of the teachers and principals have 1-5 years of working experience in their respective positions. This accounts 82.1% of the principals and 43.3% of the teachers.

Largest share of the respondents, 22(78.6%) of the principals and 190(70.4%) of the teachers are in primary (1-8). With regard to the area of specialization, 96(21.4%) of the principals have specialized in the Social Sciences and 69 (25.6%) of teachers have studied self-contained stream and only 4(14.3 %) of the principals and 14(5.2%) of the teachers have studied school administration. This shows the lack of training of professionals in school administration from those who are in the position and also would be school administrators i.e. teachers. There is also a contrast witnessed in the figures which demonstrates that there are more teachers who have studied school administration compared to that of the principals who are currently holding the positions.

Table 2: Education Level and Sex of Respondents

	Teachers						Principals					
	Male		Female		Total		Male		Female		Total	
9 - 12	2	0.74	22	8.15	24	8.89	-	-	1	3.57	1	3.57
12 + 1	37	13.70	59	21.85	96	35.56	-	-	-	-	-	-
Diploma	90	33.33	58	21.48	148	54.81	12	42.86	13	46.43	25	89.29
Degree	2	0.74	-	-	2	0.74	2	7.14	-	-	2	7.14
Total	131	48.52	139	51.48	270	100	14	50.00	14	50.00	28	100.00

As shown in table 2, the highest level of educational attainment for majority of the teachers 148(54.81 %) and principals 25(89.29%) is diploma level. This constitutes the greater number of males in the teacher's case (33.33%) and a slightly greater number of females (46.43%) in the principals case. Moreover, the number of male principals holding first degrees are relatively higher than females. i.e. 2 (7.14%) males and no female principal degree holders. On the contrary, female teachers and principals with the lowest educational attainment in this case, 9-12 are higher than that of males. This could partly be explained by the national educational statistics that shows significant gender imbalance especially as one goes higher from primary to secondary then tertiary levels. (Hadija, 2002).

Given this background about respondents, the following section will focus on the description and analysis of the findings from the questionnaire and interviews when applicable.

3.2. Analysis of the Findings

Table 3: Attitudes of Teachers and Principals Towards their Respective Gender / Sex

Responses	Teachers						Principals					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Advantaged	22	8.1	39	14.44	61	22.59	4	14.29	5	18.5	9	33.3
disadvantaged	4	2.48	11	7.91	15	5.56	4	14.29	4	14.8	8	29.6
Neither advantaged nor disadvantaged	102	37.7	85	31.48	187	69.26	5	17.85	5	18.5	10	37.0
No responses	3	1.11	4	1.48	7	2.59	1	3.57	-	-	-	-
Total	131	48.52	139	51.48	270	100	14	50	14	50	28	100

As shown in the above table, an absolute majority (69.26%) of the teachers have expressed that there is no advantage and disadvantage they face as a result of their sex. 22.59 % of the teachers feel advantaged, 5.56 % feel disadvantaged because of their sex. Some of the explanations from the male teachers who feel advantaged include the better respect given to male teachers thereby enabling them to better discipline the students. This poses a question as to how discipline is understood in the school context especially relating to physical punishment and threat. For the female respondents, 8(43.3 %) responded that they think they are advantaged because being female helps them to understand the problems of female students and also to develop motherly love to the students in general.

On the side of the principals, 33.3% feel advantaged while 29.6% feel disadvantaged. A higher percentage still feel that they are not either positively or negatively affected because of their sex. Few male respondents explicitly stated their reasons for feeling disadvantaged because opportunities and promotions are better provided for women just because they are female and overlook the men which makes them lose opportunities

they are supposed to get. The prevalence of such ideas has also been supported in other studies, as a common challenge that opponents raise against affirmative action referring to it as "reverse discrimination". It involves treating people differently by considering some characteristics in order to compensate for the initial act of discrimination. In an attempt to increase the number of women, men are reversely discriminated and men are denied positions for which they are qualified, while less qualified women are offered a position. (Meron, 1998:42)

On the other hand, few principals who think that they are advantaged is because they have been liberated from the gender discrimination which could have affected them negatively. This shows their acknowledgment to the fact that women are being discriminated against. 60% of the females think they are advantaged. They gave the reasons because they can be role models to other females and also benefit out of the opportunities provided for females.

Additional reflection gathered at the interview conducted for the principals is that though affirmative action encourages most women, a lot has to be done for the desired outcome and create awareness on the very essence of affirmative action and the ultimate goals desired thereof.

Table 4: Degree of conformity to Occupational Stereotypes

		Response s	Teachers							Principals						
			Male		Female		Total		X2	Male		Female		Total		X2
No.	Items		N	%	N	%	N	%			N	%	N	%	N	
1	School principalship can be done successfully by both sexes	Yes	106	39.26	120	44.4	226	86.9	1.68	10	35.7	11	39.3	21	75	0.19
		No	20	7.41	14	5.19	34	13.1		4	14.3	3	10.7	7	25	
		No Resp.	5	1.85	5	1.85	10	3.7		-	-	-	-	-	-	
		Tot	131	48.51	139	51.48	270	100		14	50	14	50	28	100	
2	Women are fit to teaching than school administratio n	Yes	50	18.7	76	28.15	126	46.85	1.52	2	7.1	1	3.6	3	10. 7	0.37
		No	79	29.5	61	22.59	140	52.09		12	42.9	13	46.4	25	89.3	
		No Resp.	2	0.74	2	0.74	4	1.48		-	-	-	-	-	-	
		Tot	131	48.51	139	51.48	270	100		14	50	14	50	28	100	

Statistically significant at 0.05, df = 1

As indicated in table 4, the respondent's conformity to occupational stereotypes for educational administrators has been considered. Majority 226(86.9 %) of the teachers agreed that school management can be done successfully by both sexes. Among these 44.4% of them are women and 39.26 % are men.

Moreover, looking in to the biased view that effectiveness on school administration varies with gender, more males tend to believe so. Such an attitude shows the prevalence of stereotype among some teachers. Generally however, the calculated Chi square result shows $x^2 = 1.68$ which is below the critical value 3.841, shows no statistically significant opinion difference between female and male teachers in their degree of conformity to "school principal ship can be done successful by both sexes.

Similarly, 75% of the principals confirmed that school principalship can be done by both sexes. Among the respondents to this question, the greater number (39.3%) are females and from those who have disagreed the greater number 14.3 % of them are males. The chi square result for the association of male and female principal's responses is $\chi^2 = .190$, below the critical value 3.841 shows lack of statistically significant opinion difference between male and female principals.

Regarding item no.2, majority of teachers and principals have disagreed to the stereotype "women are fit to teaching than school administration". Their number constitutes 140(52.09%) teachers and 25(89.3%) principals.

Considering the responses sex wise, the number of males who have agreed to the stereotype is more than the number of females among both the teachers and principals. This implies that relatively more males are influenced by stereotypic attitude towards females involvement in occupations such as teaching and school administration. The reason may be as Shakeshaft stated, because of the tendency of male teachers to stand in favor of stereotypes that promote male "value" in management. (Shakeshaft, 1987). Observing the chi square result of teachers and principals calculated separately, $\chi^2 = 1.52$, and, $\chi^2 = .373$, in both cases is below the critical value 3.841 shows no statistically significant difference between male and female principals.

In general, what both male and female teachers and principals responded on occupational stereotypes is encouraging. This may be an outcome of the awareness programs focused. However, it is still not to deny that there is a room for more to be done to bring shift in attitude on the few who still believe in occupational stereotypes.

Table 5: Degree of influence of "upbringing and socialization to jobs"

	Teachers						Principals					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Positively	22	8.15	12	4.4	34	13.1	8	28.6	3	11.1	11	40.7
Negatively	21	7.8	28	10.4	49	18.8	-	-	6	22.2	6	22.2
Has no influence	83	30.7	94	34.8	177	68.1	5	17.8	5	18.5	10	37.0
No responses	5	1.85	5	1.85	10	3.7	1	3.5	-	-	1	3.57
Total	131	48.5	139	51.6	270	100	14	48.1	14	51.8	27	100

An attempt has also been done to look at the attitude of teachers and principals on how much upbringing, socialization and orientation to jobs have affected their current performance. As shown in the above table, 68.1% of teachers responded that upbringing and socialization to jobs has no influence on their current performance, while 18.8 % have confirmed that it has negative influence on them and 13.1% stated it has positive influence. Out of those who have stated that it has negative influence, 7.8 % are males and 10.4 % are female respondents.

As the data from principals shows, 37% responded that their upbringing and orientation to jobs has no influence on their current performance, 40.7% responded that it has positive influence, and 22.2% said it has negative influence. All of the respondents who agreed that it has negative influence, are females i.e. 6(22.2%). This data generally shows that socialization has negative impact more on females than males. General studies also indicate that (Adkison 1981) the widely held beliefs and sex role stereotypes on the behavior of adult women making them more passive rather than competitive and self assertive, conformist and submissive rather than independent and dominant in line with cultural definitions of women's role make women's struggle for progress difficult. In other words, upbringing and socialization have direct influences either positively or negatively in line with the cultural

definitions of roles of men and women. However, majority of the responses in the above data shows that majority of male and female teachers and principals have not realized the impacts of socialization on their performance.

Table 6: The opinion of male versus female teachers on some commonly observed sex role stereotypes.

No	Responses		Strongly agree		Agree		Disagree		Strongly Disagree		No Response			
			N	%	N	%	N	%	N	%	N	%	Tot	X2
1	Successful women must Possess masculine character	Male	5	1.85	9	3.33	48	17.7	62	22.96	7	2.59	131	5.41
		Female	3	1.11	5	1.85	41	15.18	85	31.48	5	1.85	139	(df = 3)
		Total	8	2.96	14	5.18	89	32.88	147	54.44	12	4.44	270	
2	Occupations in general can be classified in to male's and females	Male	5	1.85	14	5.18	63	23.33	44	16.29	5	1.85	131	7.98,
		Female	3	1.11	17	6.29	50	18.51	68	25.18	1	0.37	139	(df= 4)
		Total	8	2.96	31	11.47	113	41.84	112	41.47	6	0.37	270	
3	Primary school teaching is a Feminine role	Male	4	1.48	9	3.33	56	20.74	58	21.48	4	1.48	131	18.34
		Female	2	0.74	3	1.11	35	12.96	98	36.29	1	0.37	139	(df = 3)
		Total	6	2.22	12	4.44	91	33.7	156	57.77	5	1.85	270	
4	Secondary school teaching is a masculine role	Male	1	0.37	10	3.70	53	19.62	63	23.33	4	1.48	131	27.38
		Female	6	2.22	-	-	30	11.11	98	36.29	5	1.85	139	(df = 3)
		Total	7	2.59	10	3.70	83	30.73	161	59.62	9	3.33	270	
5	Management is a masculine area	Male	2	0.74	8	2.96	55	20.37	61	22.59	5	1.85	131	22.08
		Female	2	0.74	2	0.74	28	10.37	101	37.41	6	2.22	139	(df= 3)
		Total	4	1.54	10	3.86	83	32.05	162	62.55	1	0.37	270	

Statistically significant at 0.05,df =3,

The above table shows some commonly heard and observed occupational stereotypes that largely affect women's entry to educational management. It is organized in such a way that it can show the perception of male and female teachers towards these sex role stereotypes.

As can be seen in the above table item number one, under the stereotype "successful women must possess a masculine character", 40.6% of male and 46.6 % of female teachers have disagreed to the stereotype. Though the number of females who have disagreed is greater than males, the calculated chi-square value shows lack of statistically significant difference between the male and female respondents as the obtained value is less than the critical 7.815. Thus, it shows that both respondents have disagreed to the stereotype.

Similarly, with regard to the second item, majority of total respondents (83.31%) have disagreed to the stereotypic attitude "Occupations can in general be classified in to male's and females". The computed chi-square result $X^2 = 7.98$, is below the critical value 9.488 which shows lack of statistically significant difference between male and female respondents. Therefore, though the majority of the respondents agreed that occupations in general can be classified in to males and females. This can evidence the existence of sex role stereotypes.

Concerning the stereotype, "Primary school teaching is a feminine role" majority of the respondents disagreed. Among these, 42.22 % were males and 49.25 % females. The computed chi-square $x^2 = 18.34$, which is greater than the critical value 7.815. Thus, shows statistically significant difference between the opinions of male and female teachers. This implies that although greater number of both male and female teachers disagreed to the stereotype "Primary school teaching is a feminine role" female teachers confirmed their disagreement more strongly than male teachers. This may be due to the impact of the stereotype on females.

In item no. 4, 42.95 % of males and 47.4 % of female teachers expressed their disagreement concerning the stereotype "Secondary school teaching is a masculine role" Although both disagreed the computed chi-square result

$\chi^2 = 27.38$,is greater than the critical value which shows statistically significant difference i.e. females have confirmed their disagreement more strongly than males .

As discussed in the literature, management has been considered as a masculine task. As the degree of conformity of male and female respondents are investigated in item no.5, 42.96 % of male and 47.78 % of female teachers have disagreed to the stereotype. As to those who have argued that management is masculine area, 3.7% are males and 1.48 % females. Though majority of the teachers disagreed the computed chi square, $\chi^2 = 22.08$, is greater than the Critical value 7.815 shows statistically significant opinion difference between male and female teachers. i. e women confirmed their disagreement more stronger than men.

Table 7: Occurrence of Sex Role Stereotyping Among Students as Observed by Teachers and the Efforts Made to Decrease it.

No	Responses	Teachers		Principals	
		N	%	N	%
1	Yes	139	51.7	20	71.4
	No	131	48.3	8	28.5
	Total	270	100	28	100
2	Efforts made				
	Yes	170	64.4	22	78.6
	No	100	38.6	6	21.4
	Total	270	100	28	100

Schools have singled out as especially powerful socializing agents where sex role socialization grows and stereotype evolves. Table 8 provides the information on awareness of school teachers and principals on sex role

stereotypes observed among students and the extent efforts are made to address it.

As the level of awareness of teachers and principals is concerned, majority 71.4% of the teachers and 51.7% of the principals stated that they have observed sex role stereotypes among students in their respective schools. From these 78.6% of teachers and 64.4% of the principals agreed that efforts have been made to decrease sex role stereotypes among students. As (Kumsa , 2001) states, schools widen the narrow gap difference between boys and girls, form and frames their attitudes for gender. Other studies also confirm that teachers are the main agents to encourage different patterns of attribution of causation for failure and success experiences in boys and girls. (Betz and Fitzgerald, 1987). Therefore, noticing the problems and making efforts, is an encouraging step forward to decrease problems of sex role stereotyping in schools.

Table 8: Leadership and Assertiveness Trainings Given for Female Students

	Response	Teachers		Principals		
		N	%	N	%	
1	Yes	135	50	21	75	
	No	128	47	7	25	
	No Responses	7	3	-	-	
	Total	270	100	28	100	
2	If your answer is "Yes" rank order the answers				%	Rank
	Encouraging female students to participate in various clubs				48.1	1
	Make them classroom coordinators and team leaders				22.2	2
	make them participate in forums and discuss and provide them counseling sessions				25.9	3

As table 8 shows, leadership and assertiveness trainings are given to students. In the above data, 50 % of teachers and 75 % of the principals underlined that there is training for female students only. The nature and methodology of the trainings and encouragement for female students have also been reviewed. Most teachers and principals indicated that the trainings focused on encouraging to take part in various clubs. Besides, some focused on encouraging them to participate in forums and discussions and provide them counseling sessions and giving them responsibilities such as class room coordinators, team leaders in descending order.

Looking into women in educational administration also requires a fair focus on organizational situation. The following section focuses on such challenges.

Table 9: Frequency of Male and Female Teachers and Principals Exposure to Administrative Posts

Responses	Teachers			Principals		
	Male	Female	Total	Male	Female	Total
	N	N	N	N	N	N
Home room teachers	91	102	193	9	9	18
Department Head	59	41	100	9	12	21
Unit Leader	39	6	45	9	3	12
Finance Head	5	-	5	-	1	1
Academic Head	14	3	17	9	2	11
Other administrative posts	19	3	22	5	3	-
Total	227	155	382	41	30	71

The first issue under consideration is, the exposure of male and female teachers and principals to different administrative positions in the school. As the above table shows, except for the homeroom teachers position which females constitute greater number i.e. 102 and males is 91, all the other administrative sections are mainly held by males. On the principals side, though both male and female principals participated almost equally in the homeroom teachers post, i.e. 9 each and slightly greater number of females in the department heads position i.e 9 males and 12 females, the number of males who had prior experience holding other administrative positions are still greater. In general, the above data shows that more males have exposure to most administrative posts. As the position goes higher the number of women decreases. This indicates that as long as opportunities are not provided at the institutional level for women to participate in lower management positions in different sectors of schools, it would be far fetched to see women's number significant in educational managerial positions.

Table 10: Organizational-Sex-role Stereotypes

			Teachers							Principals						
No	Item		Male		Female		Total		X2	Male		Female		Total		X2
			N	%	N	%	N	%		N	%	N	%	N	%	
1	In connection with job applications	Yes	3	1.11	10	3.7	13	5	3.47	1	3.57	1	3.57	2	7.14	.013
		No	122	45.18	124	45.92	246	91.1		11	39.28	13	46.43	24	85.7	
		No. Res	6	2.22	5	1.85	11	4.07		2	7.14	-	-	2	7.14	
		Tot	131	48.51	139	51.47	270	100		14	49.99	14	50	28	99.98	
2	From colleagues	Yes	3	1.11	7	2.59	10	3.7	1.85	1	3.6	5	18	6	21.4	3.39
		No	126	46.6	128	47.4	254	94.07		13	46.4	9	32	22	78.6	
		No.Res	2	0.74	4	1.48	6	2.22		-	-	-	-	-	-	
		Tot	131	48.51	139	51.49	270	100		14	50	28	100	28	100	

Statistically significant at 0.05 ,df = 1

Occupational sex-role stereotypes are normative views of the appropriateness of various occupations for male and females. As indicated in table 10, 91.1 % of the teachers and 85.7% of the principals have confirmed that they have not faced any kind of stereotypes during employment or nomination to educational management. Among the 5% of teachers who claimed to have faced such a challenge during employment, 3.97% of them are females and 1.1% are males. This indicates that, from those who feel discriminated against, females are more affected than males. The Chi square result in both the teachers and principals cases computed separately $\chi^2=3.477$ and $\chi^2=.013$, in both cases is below the Critical Value 3.841 which shows no statistically significant difference between the responses of male and female teachers and principals. Thus, this indicates that discrimination during job application hasn't been observed as a major problem for both male and female teachers and principals.

Similarly, in item no.2, on the sex role stereotype that male and female teachers and principals have faced from their colleagues or peers, it shows that more females have been stereotyped than males i.e. 3(1.1%) males 7(2.7%) females teachers and 1(3.6 %) male and 5(17.9%) female principals have felt stereotyped. As the chi - square result shows $\chi^2= 1.858$ for teachers and $\chi^2=3.394$ for principals were calculated which shows no significant difference between the responses of the teachers and principals.

Table 11: Sex Preference of Principals for Encouragement

Items	Principals			
	Male		Female	
	N	%	N	%
Male	-	-	3	10.7
Female	-	-	2	7.14
Both sexes	13	46.43	8	28.57
No Response	1	3.57	1	3.57
Total	14	50	14	50

Table 11 above is organized with the intention of finding whether the sex preference for encouragement varies between male and female. As found out 75 % of the principals encourage both sexes, they made no distinction between sexes for encouragement.

As the above table also depicts, from the female respondents who have chosen that they usually encourage one of the sexes, 10.7 % of them responded that they encourage males and 7.14 % responded female. This reveals that more males are encouraged than females even by females themselves. This may be because those who are in management positions (including women) consider males viable for promotion than females. Administrators assume that women are not committed to a career or concerned with upward mobility while they view men as potential leaders (Adkison,1981) This also may have an impact to the finding in table 9 above, which shows low exposure of females to administrative posts in schools. One of the reasons as identified here can be lack of encouragement.

Table 12: Encouragement obtained by Male and Female Principals and Teachers to Apply for Promotion or Aspire Principalship?

No		Teachers						X2 1.18	Principals						X2 0.61
		Male		Female		Total			Male		Female		Total		
		N	%	N	%	N	%		N	%	N	%	N	%	
1	Encouraged	39	14.4	44	16.2	83	45		6	21.4	7	25	13	28.1	
	Not encouraged	84	31.1	85	31.4	169	62.5		8	28	5	17.85	13	48.65	
	No Response	8	2.9	10	3.7	18	6.6		-	-	2	7.14	2	7.14	
	Total	131	48.4	139	51.3	270	100		14	53.9	14	46.1	26	100	
If encouraged, by whom?															
		N	Rank	N	Rank	N	Rank		N	Rank	N	Rank	N	Rank	
	Partner or family	11	2	12	2	22	3		4	2	4	2	6	2	
	Senior managers	2	4	3	5	5	5		1	4	-	5	1	5	
	Former school principals	14	1	10	1	24	1		1	4	1	4	2	4	
	Colleagues at work	8	3	15	3	23	2		5	1	6	1	10	1	
	others	2	4	4	4	6	4		3	3	2	2	5	3	
	No Response	1	-	-	-	1	-		-	-	-	-	-	-	
	Total	39	-	44	-	-	-								
2	Have you had mentors or role models who have encouraged or inspired you?														
	Responses	Male		Female		Total		1.71	Male		Female		Total		1.34
		N	%	N	N	%	N		N	%	N	N	%	N	
	Yes	62	22.9	70	25.92	132	48.82		7	2.5	10	35.7	17	60.7	
	No	62	22.9	50	18.51	112	41.41		7	2.5	4	14.3	11	39.3	
	No Response	7	2.5	19	7.03	26	9.53		-	-	-	-	-	-	
	Total	131	50.8	139	50	270	100		14	50	14	50	28	100	
If you have is it male or female?															
	Male	88	40.8	54	20	142	60.8		5	17.85	8	28.57	13	46.42	
	Female	41	9.9	76	28.14	117	38.04		2	7.14	3	10.71	5	17.85	
	No Res	-	-	9	33.3	9	9		7	25	3	10.71	10	35.71	
	T total	131	50.7	139	100	270	100		14	50	14	50	28	100	

Statistically significant at 0.05,df= 1

Mentoring is one of the important aspects for developing new leaders and managers. Researches focus on the importance of women having mentors in order to make significant advances in most careers, especially

administrative ones. In most researches, it is found that the absence of females in executive positions in education results on low number of women in educational administration.

Item no. 1 of the above table is compiled with the intention of finding out the extent of role models support for women's attraction and aspiration to educational management. As the data in table 12 shows, the level of encouragement received by male and female teachers and principals for promotion and aspiration to Principalship. In the case of teachers 62.5% of them have no one who has encouraged them to aspire promotion or principalship. Among those who have been encouraged, 16.2 % are females and 14.4% are males. Female teachers obtained greater number of encouragement from colleagues at work followed by partner and family whereas; male teachers are encouraged by school principals followed by partner or family.

Similarly, as for the principals, more than 50 % of them have confirmed that they were encouraged to apply for promotion. Both male and female principals stated that they are mainly encouraged by colleagues at work followed by partner or family.

As the data of teachers and principals shows, though the encouragement of colleagues and partners may have a positive contribution as they are in the same profession, principals' coaching could contribute more to the development of women's management skill as they can serve as role models and mentor them with more experience in school management. Moreover, the data also indicates that, as one of the socializing agent, lack of families or partners support might be a strong challenge for women to go up the ladder. Therefore, if women's participation in management has to be improved, partners or families should be involved in supporting women for further progress. The chi square result, $\chi^2 = 1.183$, and $\chi^2 = .619$, in the

teachers and principals cases respectively shows lack of statistically significant difference as the obtained value is less than the critical 3.84 in both cases.

Concerning the role models and mentors who have encouraged or inspired them in item no.2, 48.82 % of the teachers had someone who encouraged and inspired them and 45.9% have no one. Among these 25.4% are males and 20.5% of them are females. As indicated in the table further, most male teachers have been inspired and encouraged by males and most female teachers by females. This may be caused due to as (Yalew, 1995), stated, a sense of competence that develops by observing the success or failures of other people whom we perceive similar to ourselves. Thus, while males follow a pattern of same-sex modeling, the lack of female occupational role models contributes to the females lower career development.

As for the male principals 25% of them have been encouraged and inspired by some one, 17.85% of them have no one to encourage or inspire them. Among the female principals in the other hand, 23.1% of them have someone who have encouraged and inspired them and 28% of them have no one who have encouraged or inspired them. Contrary to the teachers responses in this case, majority of both male and female principals have been encouraged and inspired by males. Which may indicate the higher the post, the more difficult it would be to find women who can be role models. The chi-square result shows $\chi^2 = 1.705$ in the case of teachers, $\chi^2 = 13.48$ in the case of principals at a critical value 3.84 this indicates that their responses does not have significant difference gender wise.

Table 13: The Age Principals when First Joined Administrative Positions

	Principals					
	Male		Female		Total	
	N	%	N	%	N	%
Below 30	3	10.71	-	-	3	11.11
30 - 35	2	7.14	2	7.41	4	14.81
36 - 39	4	14.28	6	22.2	10	37.04
40 - 45	1	3.57	3	11.1	4	14.81
46 - 50	2	7.14	3	11.11	5	18.52
51 - 55	2	7.14	-	-	2	3.70
Total	14	48.15	14	51.9	28	100.00

While looking at the age of principals when joining school administration, 5 (18.52 %) males and only 2 i.e. (7.14%) females assumed when they were below 35 years of age. This indicates that males pursue their ambition in leadership positions earlier than women. As (Lunenburg and Orntein, 1991; Adkison, 1981) confirmed, men achieve their first formal administrative position much sooner than women and in many positions, women have usually more years of teaching experience than men and are older when appointed to administrative positions.

Table 14: Level of interest of teachers and Principals when joining Teaching profession

	Teachers							Principals						
	Male		Female		Total		x ²	Male		Female		Total		x ²
	N	%	N	%	N	%		N	%	N	%	N	%	
By choice	56	20.7	67	24.8	123	45.6	.80	7	25	9	32.14	16	59.3	1.03
By chance	75	27.8	72	26.7	147	54.4		7	25	4	14.28	11	40.7	
No Res.	-	-	-	-	-	-		-	-	1	3.57	1	3.57	
Total	131	48.5	139	51.5	270	100		14	50	14	50	28	100	

Statistically significant at 0.05, df =3

Table 14 was organized with the purpose of identifying the initial desire of teachers and principals when they enter into their profession (teaching) Which may have an impact on their performance. According to the findings from the above table, 123(45.6%) of the teachers have chosen their profession while 147(54.4 %) joined by chance. When reviewing their responses sex wise, among those who have chosen their profession, 56(20.7%) are males and 67(24.8 %) females. On the other hand, among those who happened to be teachers by chance, 75(27.8%) of them are males and 72 (26.7 %) females. This shows more females than males have joined the teaching profession out of interest. Moreover, this confirms a study by (Adkison, 1981) which has stated, as men start their careers with less commitment to education and teaching .women wanted to be teachers since childhood but most administrators assume that women re not committed to a career or concerned with upward mobility.

Similarly, as for the principals, 59.3 % have chosen teaching while 40.7 % have joined by chance. Among those who have entered by choice, females constitute the greater number and among those who have joined by chance, males constitute greater number. When we see the Chi square result to the responses of teachers and principals i.e. $\chi^2 = .809$ and $\chi^2 = 1.033$ which in both cases is below the critical value 7.815 shows lack of statistically significant difference among the responses gender wise. This shows that even if greater number of women aspire teaching, it is men who have secured the administrative positions with lesser aspirations to the profession.

The reasons given by those who do not aspire to become principals as rank ordered in descending order are, don't want to argue and have conflict with people as management is communication with people, don't have interest in school management at all, and because they love teaching. The chi square result shows $\chi^2 = .624$ at the critical value 3.815 shows that responses of males and females do not have statistically significant difference.

Besides lack of interest, the reasons given for not including principalship in their career plan indicates lack of leadership skills such as risk taking, the ability to work in teams, interpersonal skills, coordination etc because a great number of the teachers showed their fear of conflict and argument with people.

The stages Principals formulated school principalship in their career plan as shown item no.2 is: 32% on gaining the post of responsibility, another 32% never thought about being a principal, 17.7% in higher education and 10.6% on becoming a principal.

Among the respondents majority of males have formulated school principalship on gaining post of responsibility which is an indication that the opportunities they get make them realize and aspire principal ship where as females never thought about being a principal before they came to the position. This shows women did not aspire principal ship as men did. Which may affect their overall preparations for leadership positions and aspiration for further progress. This also can be a result of lack of opportunities and overall stereotypic threat on women. The chi-square result $X^2 = 5.022$ at critical value = 7.815 shows no statistically significant difference between the responses of male and female principals because the obtained value is less than the critical.

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Table 17: Level of confidence of Teachers and principals in the job they have accomplished

Responses	Teachers							Principals							
	Male		Female		Total			X2	Male		Female		Total		
	N	%	N	%	N	%			N	%	N	%	N		%
Highly successful	24	8.8	44	16.2	68	27	11.69	4	14.3	3	10.7	7	25	8.28	
Very successful	47	17.4	49	18.1	96	38.1		9	32.1	5	17.9	14	50		
Less successful	37	13.7	24	8.8	61	24.2		-	-	6	21.4	6	21.4		
Not successful	18	6.6	9	3.3	27	10.7		1	3.6	-	-	1	3.6		
No Response	5	1.8	13	4.8	18	6.6		-	-	-	-	-	-		
Total	131	48.3	139	51.2	270	106.6		14	50	14	50	28	100		

Statistically significant at 0.05, df =3

As can be seen in the above table 17, teachers and principals stated their degree of satisfaction in their performance. 65.1 % of the teachers think they are highly successful or very successful and 34.3 % of them think they are less successful or not successful at all. Among the teachers who think that they are less successful, 55 (20.3%) of them are males and 33(12.1 %) are females. Among the reasons given in the open ended part of the questionnaire for their being less successful or not successful, include not working hard, low academic achievement, and lack of support from others in descending order.

This shows that male teachers feel less successful than females do. This may result because majority of females joined teaching by choice and loved teaching more than men do. As (Adkison1981) also confirms with such an attitude in that, majority of men choose teaching as a second option, rather

than first, whereas, most women teachers know from an early age that being a teacher is what they wanted. The chi square results statistically significant difference among male and female teachers. As the obtained value $\chi^2 = 8.28$ is greater than the critical 7.815 which shows .This indicates that females feel successful in teaching much more than males.

As for the principals, 75% of them think they are highly successful or very successful while 25 % of them think they are less successful. From those who have said they are less successful, 3.6% of them are males and 21.4%females. This perception of success is reverse compared with the responses of female teachers. As for the reasons for their being less successful, principals gave similar reasons to teachers i.e .not working hard and low academic achievement being the two major reasons followed by the fact that they don't really know what they should accomplish in life.

The chi square result, $\chi^2 = 8.28$, which is geater than the critical value 7.815 shows significant difference between males and females. That is, women principals feel less successful in what they have accomplished than males do. This must have resulted because of the challenges faced by female principals as they try to climb up the ladder on a largely male dominated system. Individual predispositions combined with organizational processes and their own self concept hinders their movement which may also affect their confidence and perceptions of their success. As (Ababayehu, 1989) describes, though women managers receive higher ratings than men both from their subordinates and superiors, they tend to see themselves as performing more poorly than male peers.

Table 18: Rank Order of Reasons for Women's Exclusion from Educational Management

	Teachers		Rank	Principals		Rank
Items	N	%		N	%	
Lack of confidence	93	34.4	2	14	50	2
Lack of Aspiration	77	28.5	3	12	42.9	3
Low academic achievement	42	15.6	4	5	17.9	4
The system in Education bureaux	10	3.7	8	4	14.3	5
Other women/ men colleagues	24	8.9	6	2	7.1	7
Men who are their immediate bosses	97	35.9	1	15	53.6	1
Low self image	28	10.4	5	3	10.7	6
Other reasons	11	4.1	7	1	3.6	8

Based on the responses given by teachers and principals, the reasons for exclusion of women from Educational management is rank ordered in the above table 18.

As both Teachers and Principals stated, the Men who are their immediate bosses, Lack of confidence, lack of aspiration and low academic achievement are four of the major causes ranked in descending order. The responses to this question is similar to the main findings of this research paper. Which has been already stated as low or no involvement of school

administrators to mentor their staff, lack of women's aspiration to educational leadership, lack of confidence. This shows that focus should be given to the problems that hinder women's participation in educational management if women should be active contributors in educational management and school administration in particular.

Chapter Four

Summary, Conclusions and Recommendations

Summary

The main purpose of this study was to find out some of the factors that have contributed for the exclusion of women in educational administration.

In order to do this, basic questions were prepared focusing on specific issues which the researcher thinks are important such as the effects of sex role stereotypes on part of male and female teachers, the influence of organizational barriers, impacts of women's self concept and confidence, level of women's aspiration and impact of role models and mentors.

This study was conducted in 30 primary schools found in the ten sub cities of Addis Ababa. 15 schools were selected randomly and other 15 of the schools were all with female principals selected using purposive sampling method. The subjects of this study were 270 teachers and 28 principals. This constitutes 131 male, 139 female teachers, and 14 male 14 female principals.

To analyze the data descriptive method with qualitative and quantitative approach was employed. The data obtained were analyzed using statistical tools such as percentages and chi-square. The findings of the analysis are summarized below followed by conclusions and recommendations.

4.1. Summary

4.1.1. Background

Regarding the respondents, 50% of them are male and 50 % female principals whereas for teachers 132(48.3%) are males and 139(51.7%) are

females. As the data indicates, the higher response rate of women teachers may be an indication of their interest in the topic of the research.

Concerning personal profiles, the age group of the majority of school principals (33.1%) lies between 40-45 year and the majority of teachers (49.3%) are below 30 year old category. As to their marital status, 21(75%) of the principals and 133(49.3%) of the teachers are married which the rest constitutes single and divorced. It has been 1-5 years for the majority of the teachers and principals since they have started working in their respective positions. This accounts, 82.1% of the principals and 43.3% of the teachers. As to the school level of school and area of study is concerned, 22 (78.6%) of the principals and 190(70.4%) of the teachers are in primary (1-8) which comprises of the majority. Reviewing their area of specialization, 96(21.4%) of the principals have specialized in Social Sciences and 69 (25.6%) of teachers have studied self-contained stream and only 4(14.3 %) of the principals and 14(5.2%) of the teachers have studied school administration. This may be an indication to lack of trained professionals in school administration from those who are in the position and also would be school administrators i.e. teachers.

Majority of teachers 148(54.81 %) and principals 25(89.29%) are diploma holders. This constitutes the greater number of males in the teacher's case i.e 90(33.3%) males and 58(21.48%) females and a slightly greater number of females in the principals case i.e.12(42.86%)males and 13(46.43%) females in addition to 2(7.14%) male degree holders. Which is self evident that the higher the education level the lower the number of women

4. 1.2. Sex-role stereotypes

a) Regarding the perceptions of teachers and principals towards their respective sex, 22.59% of the teachers feel advantaged, 5.56%

disadvantaged and 69.26 % consider themselves neither as advantaged nor disadvantaged because of the sex they have. Principals on the other hand, 33.3% of them agreed that they feel advantaged because of their gender and 29.6% of them feel disadvantaged and 37% neither advantaged nor disadvantaged. On the open ended question they were further asked as to why they feel advantaged or disadvantaged, male teachers gave the reason that it helps them to discipline students while females think 'it helps them to love and understand female students. In addition to this few males think they are disadvantaged because opportunities are given for women while they are qualified for and whereas women responded they think they are disadvantaged because of the gender discrimination they face.

b) As to their conformity to stereotypes, "school principal ship can be done successfully by both sexes" and "women are fit to teaching than school administration" though the majority (89.6%) of teachers have expressed their conformity, 44.4% of them are women and 49.6% are men. Majority of women expressed their disagreement to the stereotype. As for the principals, 75% of them confirmed that school Principalship can be done by both sexes. Among the respondents to this question, the greater number (39.3%) are female. Regarding the stereotype "women are fit to teaching than administration" 169(63.1 %) teachers and 25(89.3%) principals have disagreed to the stereotype. The chi square result in both cases shows no statistically significant difference between the responses of males and females.

c) 68.1% of teachers responded that upbringing, socialization and orientation to jobs has no influence on their current performance, 18.8 % have confirmed that it has negative influence on them and 13.1% agreed it has positive influence. Out of those who have stated that it has negative influence, 8.1 % are males and 10.8% female respondents.

As the principals data shows, 37% responded that their upbringing and orientation to jobs has no influence on their current performance, 40.7% has positive influence, and 22.2% has negative influence. Among those who have responded that it has negative influence, all of them are females 6(22.2%) . As we can see from the responses of both principals and teachers, socialization has negative impact more on females than males. The geranial overview of this finding shows, majority of them responded that their socialization and orientation to jobs does not have influence on their perforce. This may be due to the fact that they haven't realized its impacts on their performance.

.d) Regarding some commonly heard and observed sex role stereotypes

40.18 % of male and 46.6 % of female teachers have disagreed or strongly disagreed to the stereotype "successful women must posses a masculine character". Similarly, 83.3 % of the total respondents disagreed to the stereotypic attitude "Occupations can in general be classified in to male's and female's". Which in both cases, the calculated chi-square value shows lack of statistically significant difference between the male and female respondent. Concerning the stereotype primary school teaching is a feminine role 91.4 % of the respondents disagreed. In Parallel, 42.9 % of males and 47.4 % of female teachers expressed their disagreement on the stereotype "Secondary school teaching is a masculine role".

Finally as to the stereotype, "management is a masculine area", majority of females i.e 47.7 % expressed their disagreement to the stereotype. Moreover, statistically significant opinion difference has been observed between make and female teaches which illustrates females strong disagreement to the stereotypes that underestimates females professional values.

E) As schools are one of the socializing agents, majority of the teachers and principals i.e. 51.7 and 71.4 respectively are aware of the sex role serotypes

among their schools and confirmed that steps to decrease are being taken including assertiveness trainings and gender sensitivity awareness seminars for students and counseling session

4.1.3 Organizational Barriers

a) concerning the exposure of male and females to different administrative positions in the schools, in the data of teaches, except for the homeroom teaches position which females constitute the majority 102 and males 91 all of the administrative sections are held by males. As for the principals, though both male and females principals participated almost equally in the homeroom teachers post i.e. 50% each and slightly greater number of females in the department heads position i.e. 12, the number of males who held other administrative positions are still greater.

b) 95 % of the teachers and 91.1 % of the principals have confirmed that they have not faced any kind of stereotypes during employment or nomination to educational management. Among the 5% of teaches who have been stereotyped during employment, 3.7% of them are females and 1.1% are males which shows females are more affected than males. The chi square result shows no statistically significant difference. Similarly the data shows that the discrimination from peers were very low both for teaches and principles, more females have been discriminated by their peers than males which constitute, 3(1.1 %) males and 7(2.5%) females teachers and 1(3.6 %) male and 5(18 %) female principals. Generally, though majority of teaches and principals haven't faced any discrimination sex wise in connection with job application and from peers, among those who have been discriminated, women constitutes the great number

c) It was evidenced that majority of principals prefer to encourage both sexes, followed by males and then females. This constitutes 80%, 10.7 %, 7.14 % respectively. According to the finding all male teachers encourage both sexes but females prefer to encourage males than females.

4.1.4 Self Concept and Confidence

As the level of self concept and confidence is concerned, majority of male principals were confident that they will perform the job successfully when nominated than women do. Among these, (14) 46.43% were males and 7(25%) were females. In the other hand from those who have responded that they did not have confidence (1) 3.57% was male and (7)25% females. Similarly, while performing their jobs the number of female principals who have felt that they would not achieve success in principal ship is greater than males. This comprises 7(25.93%) females and 4(14.81%) males. The above finding shows that female principals have less confidence and self concept than men do during nomination and while working as a principals.

In the contrary, female teaches think they are highly successful or very successful in teaching. Whereas, female principals feel they are less successful. The chi square result shows, statistically significant difference between the responses of male and female. This may be the result of lack of encouragement and motivation of women when reaching to administrative positions, which drives them to think they are less successful in what they are doing.

4.1.5 Aspiration

a) Observing the ages of principals when joining school administration sex wise, 5(18.52%) males and 2(7.41%) females assumed principal ship when they were below 35 years of age. Shows, males have joined school administration in earlier age than females.

b) As the issue of interest is concerned, 123(45.6%) of the teachers chose their profession while 147(54.4%) joined by chance. When reviewing their responses sex wise, among those who have chose their profession, 56(20.7%) are males and 26(24.8%) females. 59.3% of the principals chosen teaching while 40.7% have joined by chance. Among those who have entered by choice, females constitute the greater number.

c) As for career plan is concerned, 176(66.9%) of the teachers have never included principal ship in their career plan and 87(33.1%) have planned to be principals. Among those who have aspired principals ship 14.5% of them are females and 18.3 % of them are males. This indicates that greater number of males aspire principals ship than females unlike teaching. Among the reason they gave for not including school administration in their career plan, avoiding conflicts during communications showed to be the first reason selected by the majority followed by lack of interest in school management and love for teaching. The stages principals formulated school principaship in their career plan as indicated in the data collected is: 9(32%) on gaining the post of responsibility, another 9(32%) never though about being a principal, 5(17.2)(in higher education, and 3(10.6%) on becoming a principal

4.1.6 Role Models and Mentors

a) According to the data obtained, in the case of teachers 62% of them have no one who had encouraged them to aspire promotion or principal ship. Among hose who have been encouraged, 16.2 % are females and 14.4% males. Female teachers obtained greater number of encouragement form colleagues at work followed by partner and family whereas; male teachers are encouraged by school principals followed by partner or family. Similarly, as for the principals, 46.4 of them have confirmed that they were encouraged to apply for promotion. Both male and female principles stated

that they are mainly encouraged by colleagues at work followed by partner or family.

b) Finally, among the major factors that contribute for the exclusion of women from educational management, men who are their immediate bosses, lack of confidence, Lack of aspiration and low academic achievement were rank ordered as the major reasons in descending order.

4.2 Conclusions

Based on the above findings, the following conclusions are drawn.

- a) The average age of the majority of teachers is below 30 year old and principals between 40-45 years old. The number of principals and teachers who have studied educational management is very few and discouraging. This shows those who are administering schools are not qualified academically. Though the number of teachers who have studied educational management is greater than the number of principals, the general figure darkens the emergence of trained school demonstrators.
- b) Regarding the educational attainment, majority of the respondents are diploma holders with two degree holder's the number of male diploma holders is much greater than females. On the other hand, the number of females with the lowest academic attainment in this case (9-12) is greater than the number of males. This shows unsatisfactory academic accomplishment of females which may hinder their progress and involvement to different leadership positions in the schools including schools principalship.
- c) The other interesting finding of this study is that greater number of respondents haven't been stereotyped because of their sex. This is an encouraging achievement which may be the result of awareness and sensitizing events done in schools. Among the few who had been

stereotyped, the number of females is greater than males. Which still may have an impact to their progress. Few males have also reported that they have been stereotyped. This is also an evidence that the commonly observed stereotypes which society have traditionally specified divert life roles, personality characters and acceptable behaviors influences both women and men who are working with them.

- d) Regarding the conformity of teaches and principles on the most commonly observed stereotypes, majority of the respondents expressed their disagreement to the stereotypes which underestimates females value in managerial positions and occupations in general. Females in this case disagreed more strongly than males. Which still may have an impact to female's progress unless both sexes are aware of the stereotypes.
- e) Regarding influence of upbringing and socialization, significant number of principals and teachers reported that their upbringing, socializing and orientation to jobs do not have influences in their performance. Among the few who have said that it had negative influence, women constitute greater number. This shows that the impacts of socialization more on women than men which can be a hindrance to their involvement in education management.
- f) Other interesting responses have been observed concerning the awareness of teachers and principals on the issue of sex role stereotyping and the efforts being made to decrease it. According to the data, majority of teachers and principals confirmed that they are aware of he sex role stereotypes among students which effort is being done to address it. This is crucial because what is done in schools shapes the way children, grow. As schools constitute majority of the

society only through them as sex-role stereotyping can be decreased if not totally addressed. Unless acknowledging and appreciating the differences of both sexes and benefiting from both sexes at early age develops in schools, women's involvement in leadership posts may not be achieved easily.

- g) Sex role stereotyping is also extended to normative views of appropriateness of various occupations for males and females. As a result, it makes teaching a feminine profession and women confined to classrooms which made it hard to move in to administrative ranks. An alternate way to view women's achievement in educational management can be organizational framework which provided little or great opportunity to move up the hierarchy. According to the finding of this research, the exposure of males in different leadership positions of schools is greater than females. Except for the homeroom teachers position the number of females in other leadership position is very low. This will have an impact in their readiness to assume educational administration. Unless women are given chances in different school leadership positions to exercise and develop leadership skills, their participation in educational Management remains very low.
- h) Concerning stereotypes in connection with job applications and from peers in the school, majority of the respondents have not faced stereotyping. Among the few who have been discriminated, females constitute greater number, which leaves a room to be worked on in order to prepare female educational managers.
- i) As to the preference of principals for encouragement, it was shown in the data that majority of principals prefer to encourage both sexes followed by males and then females. This indicates that, females lack

encouragement than males do. Lack of encouragement may have and impact in their aspiration to educational management

- j) As the level of confidence is concerned, most women principals reported that they lack confidence when nominated for principalship, they also have low self concept that they felt they would not achieve principals even after joining the profession. Another interesting finding of this research is that in the job they have accomplished so far; female teachers think that they are successful more than males do. On the other hand, as for the principals, more females think that they are less successful than males do. This shows that the more they go up the hierarchy females need supportive systems that builds their capacity and confidence and make them ready for another position., Moreover, the reason why women lack confidence and self esteem can be rooted to their experience and positive reinforcement in non-traditional activities, types of feedback given to girls and boys. This may indicated that, what has been seen as a personal failing of women might be more accurately seen as a consequence of sex-structured society that generates a belief in females that they lack ability.
- k) Regarding the aspiration of the respondents to teaching and educational management, greater number of women aspire teaching whereas men aspire principalship. This is also evidenced in the age of the principals when joining school principalship i.e. more males join at their younger age than females. Generally the aspiration of both male and females teachers for being school principals is very low. The two of the major reasons they stated are: lack of interest I the profession itself (School management), fear of argument and conflict with the staff they are going to manage.

l) Though it is true that the presence of other women administrators acting as role models and mentors serves as an insurance policy and a source of motivation and information regarding the pursuit of an administrative position for women, the finding of this study shows women in the education sector lack role models or someone who encourages them for promotion. The very few, who said they do have a role model and mentor have identified their colleagues at work as their prior enters. Moreover, in both teachers and principals case the data shows the very low participation of families and partners in pushing women forward for promotion and also very low support from former school principals.

m) Finally, according to the responses given regarding factors contributing for the exclusion of women in Educational Management, the following has been stated and rank ordered in descending order. In which most of it corresponds to what already has been stated above.

- Men who are their immediate bosses
- Lack of confidence
- Lack of Aspiration
- Low academic achievement
- The system in the education bureaus
- Low self image
- Other colleagues

4.3 Recommendations

On the bases of the findings and conclusions drawn, the following recommendations are made

- If the attitudes toward women are to change substantially, people need to change. Therefore, the best place to begin to change beliefs

about women is in the school. To do this change must be directed at two groups of people. First teachers and administrators must be made aware of sexist attitudes including teaching material and strategies that limit female students. Second, students must be made aware of the sex role stereotypes that should be addressed. The programs of schools should focus on identifying the unique talents of men and women, creating enabling conditions for both types of contributions to be made and looking for synergy-ways in which boys and girls' ability is brought together to make up a powerful involvement,. Provision of gender sensitive training programs for teachers and students should be included in the schools annual schedule.

- Female teachers and principles must be empowered, further education opportunities must be provided to develop their skills and become effective in decision-making roles. This and be effective through in service, on-job trainings.
- Management development intuitions and organizations should offer sensitization programs on gender roles on women in Educational management by providing seminars, symposiums and workshops. This should be part of the schools' annual program.
- School curricula should include leadership and management concepts and portray the great des of female role modes balancing the gender reprehension in the text books.
- As the organizational framework is concerned, authorities must back up females who are in different school management poison, provide opportunities based on equity to open doors for the involvement of

women in educational management so that they would aspire school administration higher educational management positions.

- The objectives and implementation of affirmative action should be made clear and evaluated. Equal representation of women in educational management. Alongside, awareness creation programs should constitute to create harmony in the implementation process and avoid antagonistic feelings.
- Career counseling work groups should be found which develop training courses and workshops aimed at equipping women to meet the demands of higher level of professional and managerial jobs. This can be grouped in to three levels such as: for young professional women in exploration phase of their careers, for professional women aiming at higher level management posts and for senior women for contemplating further on the career.
- Assertiveness training for female teachers will help them develop self confidence and also be role model to their colleagues and students. In order to do this, manuals should be provided which incorporate objectives and policies. This can be applicable for male and female students, teachers, principals.
- Support system should be created to encourage achievements acquired. For example, the ministry of Education should take the initiative to promote best female educational managers and provide awards.
- Forum for female teachers should be established. This will help to identify the needs, share exercises, and develop the culture of

mentorship and networks. (the existing forum is only for female teachers at the tertiary level which also include women's Affairs officers and Regional education Bureau gender) focal points across the county)

- The curriculum of teacher training colleges should focus on leadership elements and encourage female trainees to participate in educational leadership positions and school administration.
- Further researches should be done to investigate more on factors that hinder women's participation in Educational management.

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Appendix I

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
Interview questions for School Principals

1. What do you think is the best way to decrease sex role stereotypes among students in the school?

2. What are the strategies used in your school to decrease sex role stereotypes among staff?

3. What do you think should be done to develop mentorship and share experiences among female teachers?

4. Is there any one among your staff that you are mentoring and enabling him/her for greater responsibility among your staff? How? Is it male or female?

5. Are there any encouragement made for the best performing staff, especially female teachers and principals? Please give example.

6. What do you think is the cause of Lack of confidence in working as a school administrator?

APPENDIX II

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
Questionnaire for Male and Female School Principals

Dear Respondents,

The aim of this questionnaire is to find out factors affecting the participation of women in the leadership of primary schools. This research is done for the partial fulfillment of Master of Arts in Educational Planning and Management. Therefore, the information you gave will be kept confidential and will only be used for academic purposes. This research is believed to be meaningful based on the extent that each respondent shows to answer all the questions thoroughly and carefully.

Instructions:

- There is no need of writing your name on questionnaire
- Answer the question with choices using "✓" on the choice of your answer
- Please put your answers for the questions that requires your explanation and opinion
- Please attempt to answer all the questions given

Thank you for your cooperation in completing the questionnaire

PERSONAL PROFILE

1. Sex

Male ☐

Female ☐

2. Education

9-10 ☐

Degree ☐

11-12 ☐

Other ☐

Diploma ☐

3. Marital Status

Single ☐

Married ☐

Divorced ☐

4. Age group

Below 30 ☐

40-45 ☐

56-60 ☐

30-35 ☐

46-50 ☐

Above 60 ☐

36-39 ☐

51-55 ☐

5. Please indicate which of the following apply to your school

Primary (1-4) ☐

Primary (5-8) ☐

Primary (1-8) ☐

6. Please indicate your field of specialization

English ☐

Science ☐

Amharic ☐

Social Science ☐

Mathematics ☐

TVET ☐

Others ☐

7. Year of appointment to the present post

1-5 ☐

6-10 ☐

11-15 ☐

16-20 ☐

21-25 ☐

26-30 ☐

31-35 ☐

36-40 ☐

above 40 ☐

8. Which of the following posts have you held?

Homeroom teacher ☐

Academic head ☐

Administrator ☐

Finance head ☐

Department head ☐

Other ☐

9. How old were you when you first held the principalship position

Below 30 ☐

40-45 ☐

56-60 ☐

30-35 ☐

46-50 ☐

Above 60 ☐

36-39 ☐

51-55 ☐

10. You have joined the teaching profession

By choice ☐

By chance ☐

PART I -Stereotype

11.As a primary school principal have you found your gender Yes

An advantage ☐ A disadvantage ☐ Neither advantage nor disadvantage ☐

State some of the reasons for your answer

a. _____

b. _____

c. _____

12. Do you think that school principal ship can be effectively performed by both sexes?

Yes ☐ No ☐

Please give your reason/s

a. _____

b. _____

c. _____

13.Your up bringing and socialization to jobs influenced you :-

Poslitively ☐ Negatively ☐ Have no influence at all ☐

14.Do you believe that women naturally fit to teaching than school principalship

Yes ☐ No ☐

15.Have you been aware of any sexist attitudes or sex role stereotypes among students?

Yes ☐ No ☐

16.Are there any efforts made to decrease the sex-role stereotypes observed among the students in your school ?

Yes ☐ No ☐

If yes. Please give some examples.

a. _____

b. _____

c. _____

17. In the school you are working, is there any kind of course or counseling given to female students so that they could be able to be good managers in the future or develop their leadership ability at primary school level.

Yes ☐

No ☐

If yes, please specify some

situations. _____

PART II - Organizational barriers

18. Have you ever been aware of sexist attitudes toward you in connection with job applications or promotion?

Yes ☐

No ☐

If yes, please indicate the circumstances

19. Have you been aware of sexist attitudes toward you from your peers or from those you

work ☐

☐

Yes

No

If yes, please indicate the circumstances

20. The colleagues who are working with you, whom do they usually prefer to encourage for promotion?

Males ☐ Females ☐ Both Sexes ☐

PART III – Role models and mentors

21. Before becoming a school principal was there some one who had or encouraged you to go for promotion and pointed that you have the capacity to manage a school?

Yes ☐ No ☐

If your answer is "yes" which one of the following

Parents or guardians	☐	Teachers	☐
Friends	☐	Former school principals	☐
Colleagues	☐	Administrative workers	☐
Others	☐		

22. Which one of the following do you think have contributed positively to your being school principal ?

Partner or family	☐	Colleagues at work	☐
Senior managers at work	☐	Former school principals	☐
Friends	☐	Others (please specify)	☐

23. Is there anyone who has contributed negatively to your being school principal ?

Yes ☐ No ☐

If yes which one of the following is it

Parents or guardians	☐	Teachers	☐
Friends	☐	Former school principals	☐
Colleagues	☐	Administrative workers	☐

24. Have you had a mentor, or role model who encouraged or inspired you ?

Yes ☐

No ☐

If yes, Please indicate their role

25. If you had a mentor, please indicate if they were male or female

Male ☐

Female ☐

Part IV. Self Concept and Confidence

26. When you held a position of principalship, were you confident that you will perform the job successfully?

Yes ☐

No ☐

27. Was there a point in your career when you thought you would not achieve principalship?

Yes ☐

No ☐

If "yes" when and why?

28. In your performance as a school principalship you are

Highly successful ☐

very successful ☐

Intermediary successful ☐

less successful ☐

If you feel you are less successful why do you think is the reason?

Not working hard

☐

low Academic Achievement

☐

Lack of Support from others

☐

other (please specify)

Not knowing what you wanted from life

☐

Part V. Aspiration

29. At what stage of your life did you formulate a career plan that included headship or deputy headship? ☐ ☐

At school (as a student)

On gaining a post of responsibility

On becoming a teacher ☐

Never thought about being school principal ☐

In higher education ☐

Other _____

If your answer is "never thought about being a school principal" for question no.34, state the reason/s

a. _____

b. _____

c. _____

30. What do you think is a major factor that hinders teachers from engaging in school administration?

Please tick to those qualities that you feel apply to you.

Lack of Confidence ☐

Other male colleagues ☐

Lack of aspiration ☐

Men who are their immediate bosses ☐

Academic achievement ☐

Low self image ☐

The system in Education Offices ☐

Other female colleagues ☐

Others (please specify)

31. What do you think is essential to be good school administrator?

a. _____

b. _____

c. _____

32. What do you think should be done to make more women participate in school administration?

- a. _____
- b. _____
- c. _____

33. What do you think should be done in schools to unleash the leadership ability of female students?

- a. _____
- b. _____
- c. _____

APPENDIX III

Addis Ababa University
School of Graduate Studies
College of Education
Department of Educational Planning and Management
Questionnaire for Male and Female Teachers

Dear Respondents,

The aim of this questionnaire is to find out factors affecting the participation of women in the leadership of Educational Institutions. This research is done for the partial fulfillment of Master of Arts in Educational Planning and Management Therefore, the information you gave will be kept confidential and will only be used for academic purposes. This research is believed to be meaningful based on the extent that each respondents show to answer all the question thoroughly and carefully.

Instructions:

- There is no need of writing your name on questionnaire
- Answer the question with choices using "✓" on the choice of your answer
- Please put your answers for the questions that requires your explanation and opinion
- Please attempt to answer all the questions given
-

Thank you for your cooperation in completing the questionnaire

PERSONAL PROFILE

1. Sex

Male ☐

Female ☐

2. Education

9-10 ☐

Degree ☐

11-12 ☐

Other ☐

Diploma ☐

3. Marital Status

Single ☐

Married ☐

Divorced ☐

4.Age group

Below 30 ☐

40-45 ☐

56-60 ☐

30-35 ☐

46-50 ☐

Above 60 ☐

36-39 ☐

51-55 ☐

5.Please indicate which of the following apply to your school

Primary (1-4) ☐

Primary (5-8) ☐

Primary (1-8) ☐

6.Please indicate your field of specialization

English ☐

Science ☐

Amharic ☐

Social Science ☐

Mathematics ☐

TVET ☐

Others _____

7.You have joined the teaching profession

By choice ☐

By chance ☐

8. Year of appointment to the present post

1-5 ☐

6-10 ☐

11-15 ☐

16-20 ☐

21-25 ☐

26-30 ☐

31-35 ☐

36-40 ☐

above 40 ☐

9.Which of the following posts have you held?

Homeroom teacher ☐

Academic head ☐

Administrator ☐

Finance head ☐

Department head ☐

Other ☐

PART I: Perceptions to Sex Role Stereotype

10. As a primary school teacher have you found your gender

An advantage ☐

A disadvantage ☐

Neither advantage nor disadvantage ☐

State some of the reasons for your answer

a. _____

b. _____

c. _____

11. Do you think jobs should be classified for different sexes?

Yes ☐

No ☐

12. Do you think that school principalship can be done successfully by both sexes?

Yes ☐

No ☐

13. Your socialization or upbringing has influenced you while performing your job

Positively ☐

Negatively ☐

has no influence at all ☐

14. Do you agree that women are naturally fit to teaching than school administration?

Yes ☐

No ☐

15. Have you been aware of any sexist attitudes or sex role stereotypes among students?

Yes ☐

No ☐

16. Are there any efforts made to decrease the sex-role stereotypes observed among the students in your school?

Yes ☐

No ☐

17. In the school you are working, is there any kind of course or counseling given to female students so that they could be able to be good managers in the future or develop their leadership ability at primary school level.

Yes ☐

No ☐

If yes, please specify some situations.

Part II.Organizational Barriers

18.Have you ever been aware of sexist attitudes toward you in connection with job applications or promotion?

Yes ☐

No ☐

19.Have your been aware of sexist attitudes toward you from your peers or from those you work with

Yes ☐

No ☐

If yes, please indicate the circumstances

PART III Role models and mentors

20.Are you encouraged at any time to apply for promotion or work as a principal?

Yes ☐

No ☐

If so, by whom? (Mark all those that apply)

Partner or family

☐

Former school principals

☐

Senior managers at work

☐

Colleagues at work

☐

Others(please specify) _____

21. Have you had a mentor, or role model who encouraged or inspired you?

Yes ☐

No ☐

If yes, Please indicate their role

22 .If you had a mentor, please indicate if they were male or female

Male

☐

Female

☐

Part IV: Self concept and confidence

23.As a teacher you think you are

Highly successful

very successful

Intermediary successful

☐

less successful

☐

If "less successful" why do you think is the reason?

Through hard work

☐

High Academic Achievement

☐

Support from others

☐

other (please

specify)_____

☐

Knowing what you wanted from life

24.Have you ever planned your career path destined to school principalship ?

Yes

☐

No

☐

If your answer is "No"Please write the reason/s.

a.

b.

25. What do you think is major factor that hinders women from involving in school administration?

Lack of Confidence

☐

Other women

☐

Lack of aspiration

☐

Men who are their immediate bosses

☐

Low academic achievement

☐

Low self image

☐

The system in Education Offices

☐

Others(please

specify)_____

26 .What qualities do you think are necessary to be a good school principal?

a. _____

b. _____

c. _____

27.What do you think should be done to make more women participate in school administration?

a. _____

b. _____

c. _____

28.What do you think schools should do to produce good female leaders ?

a. _____

b. _____

Mark the following

SA -Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

	SA	A	D	SD
Successful woman must possess masculine character				
Occupations in general can be classified in to male's and Females				
Primary school teaching is a feminine role				
Secondary school teaching is a masculine role				
Management is a masculine area				
Prejudices against women are noticeable during nomination process for school Prinicipalship				

Appendix IV
List of Sample Schools

		Schools with Male principals	Schools with Female Principals	Sub City
1	Abiot Ermija		✓	Kirkos
2	Abisinya	✓		Addis ketema
3	Addis Fire		✓	Lideta
4	Balcha Aba Nefso	✓		Lideta
5	Belay Zeleke	✓		Gulele
6	Eshet		✓	Addis ketema
7	Ethiopia Tikdem		✓	Arada
8	Finfine		✓	Kirkos
9	Furi		✓	Akaki
10	Hiber		✓	Nifas Silk
11	Kaliti	✓		Akaki
12	Karalo		✓	Yeka
13	Kelem Wrok	✓		Arada
14	Kolfe	✓		Kolfe
15	Lafto	✓		Nifas Silk
16	Megabit 28	✓		Nifas Silk
17	Misrak Ber no.1	✓		Bole
18	Misrak Ber no.2		✓	Bole
19	Saylayesh		✓	Yeka
20	Selam Ber	✓		Kolfe
21	Selam Fire		✓	Akaki
22	Temenja Yage		✓	Kirkos
23	Tesfa Kokeb	✓		Lideta
24	Tinsae Berhan		✓	Kirkos
25	Tsehay Chora		✓	Gulele
26	Umer Semeter	✓		Addis ketema
27	Urael	✓		Kirkos
28	Wtat Tefategnoch		✓	Lideta
29	Yalem Berhan	✓		Akaki
30	Yekatit 23	✓		Addis ketema

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name : Gelila Tesfaye

Signature : 

Date: April 9, 2007