

**FACTORS AFFECTING WOMEN'S PARTICIPATION IN GOVERNMENT  
PRIMARY SCHOOL PRINCIPALSHIP IN EASTERN ZONE OF  
TIGRAY NATIONAL REGIONAL STATE**

**BY**

**KAHSAY TUKUE HADGU**

**EDUCATIONAL LEADERSHIP AND MANAGEMENT STREAM**



**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
DEPARTMENT OF EDUCATIONAL PLANING AND  
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**Thesis Submitted to the School of Graduate Studies of Addis  
Ababa University in Partial Fulfillment of the Requirements  
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Leadership and Management**

**By  
Kahsay Tukue Hadgu**



**May 2011  
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## Acronyms and Abbreviations

ANOVA	Analysis of Variance
CEDAW	Convention on the Elimination of All the Discriminations Against Women
CR	Contingent Reward
EFA	Education for All
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FSS	Forum for Social Studies
IM	Inspirational Motivation
IS	Intellectual Stimulation
MBE-A	Management by Exception Active
MBF-P	Management by Exception Passive
MDG	Millennium Development Goals
MDGs	Millennium Development Goals
MLQ	Multi Factor Leadership Questionnaire
MoE	Ministry of Education
SPSS	Statistical Package /Program/ for Social Science
UN	United Nation
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Culture Organization
WEO	Woreda Education Office

## **Abstract**

The main purpose of this study was to examine the factors that affect women's participation in the primary school principalship in Eastern Zone of Tigray. To achieve this purpose, the study employed a descriptive survey method, mainly quantitative and supplemented by qualitative research methods to enrich the data. With this respect, teachers, principals and woreda education office experts were the sources of data for the study. Data gathering instruments such as questionnaire, interviews and document assessment were conducted. In addition to these, focus group discussion was held with 20 teachers in two non sampled selected schools of Gulo-Mekada Woreda. Stratified (rural & town), purposive (2 rural woredas), availability (3 WEO heads & 3 ex-female principal teachers) and simple random lottery method (300 teachers, 20 principals, & 6 WEO experts respondents plus focus group discussion & pilot test participants) sampling techniques were employed. Questionnaires were piloted in Nigste-Makda and kisanet and 0.915 and 0.847 alpha was obtained respectively which indicated a good reliability. Then, it was distributed to 300 primary school teachers, 20 principals and 6 WEO experts (totally 326). A total of 318 (97.5%) were filled, returned and used from the three occupational respondents. The data obtained was then analyzed using frequencies, mean, weighted & grand mean scores, t-test, one way ANOVA, chi-square ( $X^2$ ) and Post Hoc comparison of means. The results suggested that society's negative opinion regarding women principal's ability and competence to hold the position of educational principalship was comparatively changed to some degree. In spite of their competence, however, women have still no prevalence and are under represented at the educational administrative levels. Hence, the major causes that prevent women's participation in primary school principalship were: fear of role conflict between professional and family lives, fear of being assigned to distant schools, society's perception regarding women's role and gender role socialization, self image of women themselves, lack of visibility, lack of monitoring and evaluation of the policy in implementation, lack of Informal networking to improve the existing situation. It is concluded that women's participation is seriously restricted by the affecting factors and women are not benefiting themselves & the society to the maximum potential. Measures such as: Strengthening women's net works, women's change of outlook on their skills pursuing higher education, relocation improvement, parents' encouragement of gender equality, access of predetermined administrative activities and creation of society's awareness were recommended to be taken. Educational institutions should have clear procedures for carrier advancement and selection criteria and recruitment. Successful women principals, government and non-government organizations should create massive gender-sensitization training to all school communities and society. Finally, practitioners and government should be sensitive on the implementation of the policy of women in all fields of development by installing effective monitoring, evaluating and communicative systems with implementers at grass root level from early beginning to its end. Further in depth study was recommended in the future.

# Chapter One

## 1. Introduction

This chapter deals with the background of the study, statement of the problem, objectives of the study, significance of the problem, delimitation of the study, limitation of the study, operational definition of terms and organization of the study.

### 1.1 Background

Women cover more than 50% of the world and Ethiopian population (PMOWA, 1993; CSA, 2007) and their involvement in all spheres of development including the leadership and decision making positions is strongly encouraged (PMOWAS, 1993:19). Women's low participation in decision-making is not only burning issue of Ethiopia but also a worldwide agenda. Participation of women in leadership positions is a women's right that has international, regional and national frameworks that provides demands of women's participation in decision making (Maaza, 2010).

A great number of binding international and regional agreements, as well as resolutions and declarations provide for the equal participation of women in decision making as one of the most important civil rights of women. These concepts are more confirmed by the article 21 of the Universal Declaration of Human Rights which describes the right of every man and women to participate in the government of their country (UNDP, 1993). Article 7 of the CEDAW, 1979 requests state parties to take all appropriate measures to eliminate discrimination against women. The African women's protocol charter under article 9 requires state parties to take all necessary measures including affirmative action to ensure increased and effective representation and participation of women at all levels of decision making.

In addition to the above mentioned conventions, declarations such as Beijing Declaration and platform of Action (BDPA) have identified women's involvement in decision making as one of the 12 critical areas of interest (concern). The Beijing Declaration called upon states and all other actors to "monitor"

improvement towards the target of having women hold 50% of the managerial and decision making positions by the year 2015. This declaration under its strategic objective "G" stated the following:

- ✧ *Women's participation in decision making is not only a demand for simple justice or democracy but can also be seen as a necessary condition for women's interest to be taken into account. Without the active participation of women and incorporation of women's perspectives at all levels of decision making, the goals of equality, development and peace can't be achieved (Maaza, 2010:15).*

Moreover, women's participation in formal politics and community welfare have not been new experiences particularly in Ethiopia. Some women have always been active agents of national welfare and change. Experts on women and leadership agree that women leaders prefer cooperative, non hierarchical styles rather than vertical structures and bureaucratic approaches to conflict resolution (Abebayehu, 1995).

Women around the world have been cooperating for greater representation and participation in decision making areas (UNESCO, 2003). Women are not less than men in leadership specifically in transformational leadership and young men's interest to leadership position has been increased.

Corporating the above mentioned facts and its own fundamental concern, the Ethiopian government has invested a great deal of efforts to increase women's participation in all development sectors including the leadership and decision making aspects. Women's participation in decision making and all spheres of development has constitutional and legislative provision (FDRE, 1995). To facilitate their involvement, Ministry of Women's Affairs is established. Women's policy was adopted in 1993. Ethiopian women's development and change package has been adopted in July 2005. Women's regard was made every sectors concern. Education was given due as a key in the facilitation of women's promotion in all aspects including the decision making (MoE, 1994; ✧ UNESCO, 2003, EFA, 1990). Out of the eight key millennium development goals, three promotes gender equality and women's empowerment to enhance their all sided involvement (MDG, 2004). Incremental changes have also been achieved.

In spite of the efforts invested, incremental progress towards women's participation in public development spheres, it is generally recognized that women have largely remained outside formal leadership roles.

Women are underrepresented in leadership positions in Ethiopia (Maaza, 2010:43, UNDP, 1993) in general and educational leadership positions in particular (Abebayehu, 1995:29). Though there are manifold and interlocking factors; socio-cultural, educational, attitudinal, institutional and policy related factors are some of the most influential ones which play great roles in the exclusion of women from educational government primary school leadership positions (Abebayehu, 1995:29; Frezer, 2009:5, Yalew, 1995:21). Gender based stereo typing is one of the socio-cultural factors that influences mostly the participation of women. 'Leadership is a much gendered concept' (Brundrett, et al, 2003:39) and stereo typed as men's work culturally.

- Having the above mentioned points in mind, the student researcher wanted to make a study in Eastern zone of Tigray National Regional State on the factors that influence women's participation in the government primary school principalship.

Eastern zone is one of the seven zones in Tigray. The zone is bordered by Eritrea to the north, Ahferom to the west, Afar to the East and Enderta to the south. As it is stated in the 3<sup>rd</sup> population and housing census of Ethiopia conducted in 2007, the zone has an estimated total population of 755,633 out of which 359,727 (47.6%) are male and 395,906 ( 52.4%) are female and 609,332(80.6%) are rural and 146,301(19.4%) are urban. The population component of the zone has 2 ethnic groups called Tigrigna and Saho speakers. Based on the religion, most of them are Orthodox Christian followers and relatively fewer are Catholic, Muslim and Protestant followers in descending order. With regard to education there are 360 schools, 4892 teachers out of which 41.4% are female and 180,000 students. There are also 322 principals out of which 7 are female. With respect to the economic aspects of the zone about 80.6% of the population earn their living from rain-fed subsistence

agriculture and it is one of the most drought and food in secured areas of Tigray with a mild weather condition.

## **1.2 Statement of the Problem**

Women's various discriminations and less participation in any sector of development is an agenda of every country. Fundamentally, equality between men and women is a matter of human right and a condition for social justice, necessary and basic pre-requisite for equality, democracy, development, peace and good governance. Every human being has the right to participate in decision that defines her or his life.

Women's participation is less in most development spheres but not as less as the leadership position. Traditionally, female leaders tended to show more relation oriented and democratic styles than men where as male leaders show more task oriented and autocratic styles (Bass and Riggio, 2006). The best leaders, however, were characterized at the time as those who integrated their task and relation orientations (androgyny) in their behaviors toward their colleagues and subordinates (Bass and Riggio, 2006:114).

Mentioning various survey studies and findings, Bass and Riggio (2006:117) noted that women exceed men in transformational leadership and men exceed women in transactional leaderships. Besides, Eagly and Carli (2003:92) indicated that the number of young women demonstrating greater aspirations and concerns to positions of leadership has increased.

Ethiopian women's participation in different social and developmental sector's leadership is supported by international, Continental, regional and national conventions and agreements, FDRE constitution, leadership theories and various research findings, women's association, local and oversea NGOs, and above all, the government. Various factors that impede women's participation were identified and recommended by many researchers. Improvements are also observed although they vary from institution to institution from sector to sector etc. If we take for example women's participation in our country's parliament, they covered 2.7% in 1987; 7.7% in 1992; 21.2% in 1997; and above 30% in

2002 elections (Meaza, 2009; 42). It seems that our country has passed the 30% threshold for the women's participation in leadership positions agreed by the UN. It enables us to imagine that by 2015 the parity i.e. 50% can be achieved in accordance to the UN's convention adopted by our country.

However, women's participation in educational leadership seems very different from the country's parliament's participation.

While the student researcher was working at different levels of the education office in Gulomekada woreda, he observed that female teachers were committed in their teaching. They were democratic in their approach to students, teachers and parents. They were also eager to the salary paid and the status of primary school principalship. Their number and education was almost equal to the male teachers in the level. If some sort of clashes had been emerged, the female teachers tell the right and honest fact.

Though they fulfill all the requirements, they did not come to the competition of primary school principalship. The researcher was wondering that why the female teachers did not participate in the leadership roles having interest, leadership qualities and a good deal of government encouragements.

The researcher also observed that low participation of women in principalship was not only in Gulomekada but also Eastern zone as a whole as it was indicated in an educational report of the zone in 2002. As it was reported in the annual report of 2002 E.C, in Eastern Zone of Tigray (in which the research was conducted) women shared only 2.17% of the elementary school principalship. There were 2532(57.7%) male and 1860(42.3%) female totally 4392 teachers in the zone. Much difference was not observed in their number, profession and experience in the field in the level. They had been invited to the competition as equally as male teachers.

There were also 315(97.82%) male and 7(2.17%) female totally 322(100%) principals of 322 elementary schools in the zone where the study was conducted.

The student researcher was really eager to study the gap and started reading different related sources that inform the factors for their exclusion. From his personal experiences and the sources read, he was able to understand that women have been victims of socio-cultural, educational, attitudinal, institutional and policy related factors, as well as gender based stereotyping obstacles for many centuries. Few studies were conducted regarding women's low participation in leadership in general and in educational leadership in particular as the researcher understood it from his reading various sources.

There was not a study known to the student researcher that was ever done exclusively in Eastern zone of Tigray, especially in the area where this study was conducted that revealed several factors which affect women's participation in education government primary school principalship and the extent to which their involvement is limited. In 1995, a very interesting research was conducted on problems of the underrepresentation of women in the Educational administration - the first of its kind by Ababayehu. In his study the reasons for women's low aspiration to educational leadership was not as such clear.

Yalew conducted a research in 1997 that attempted to investigate sex role stereotype attitudes of the society as a main contributing and crucial factors that could make the number of female leaders low in Amhara National Regional State. In his study he did not consider the other factors such as institutional and policy related ones that have roles in the exclusion of women from leadership positions.

Another study conducted by Sarah in 2007 attempted to investigate the factors affecting women's participation in educational leadership positions in AA city administration in a deeply manner. Most of the factors were assessed except the psychological, physical and biological factors that play roles in their exclusion. In addition to that the geographical hardship of Addis Ababa and Eastern zone of Tigray are not the same. Sara's study focused in primary schools, 2ndary schools, Bureau of Education Office and Sub city educational office. But this study focused only in the government primary schools leadership in which male and female teachers were almost equal in number

and level of education. In addition to these, Abebayehu, 1995; Yalew 1997; Sarah, 2007; Takele, 2007; Frezer, 2009 all recommended further researcher on the issue under discussion.

Based on the above studies, sources and his own personal curiosity, the student researcher felt further research was needed so as to answer the current status of women's participation in the government primary school principalship in Eastern zone of Tigray National Regional State to see if there are changes from the previous studies and implementation of the government's policy on women's participation, attitudinal, institutional and socio cultural factors and at last to come up with various recommendations for the improvement of women's participation by raising the following basic research questions.

1. What difference do women principals have in competence, skill and ability as compared to male principals?
2. What are the socio-cultural stereotypical factors that have contributed to the exclusion of women in primary school principalship in Eastern Zone of Tigray?
3. What are the major attitudinal barriers which affect women's participation in principalship in the Zone?
4. What are the institutional factors that play roles in reducing women's participation in the profession?
5. What are the policy related factors that affect their participation in the field of principalship?
6. How would women's participation in primary school principalship be improved?

### **1.2.1 Objectives of the Study**

#### **1.2.1.1 General Objective of the Study**

The general objective of this study is to understand the factors that affect and facilitate women's participation in primary school principalship and come up

with sound recommendations to increase their involvement in the profession in Eastern Zone of Tigray

#### **1.2.1.2 Specific Objectives of the Study**

The specific objectives of this study are to:

- Understand the extent of women's participation in the profession
- Observe if there are managerial competence difference in male and female principals
- Investigate the socio-cultural factors that affect women's participation in primary school principalship in Eastern Zone of Tigray National Regional State.
- Identify the attitudinal barriers that affect women's participation in the field
- Sort out the institutional factors that impede women's participation
- Assess the good opportunities that favor participation in primary school principalship and
- Suggest possible recommendations based on the obtained findings

#### **1.3 Significance of the Study**

Factors that excluded female teachers from participating in government primary school principalship positions were investigated and examined thoroughly in the study. Possible opportunities for the solution of the detected horizontal and vertical barriers were forwarded. To this end, the study has the following significance:

1. The study might pinpoint affecting factors and help provide insight to promote women's participation in leadership role in primary school principalship.
2. This study may provide pertinent information that help to take corrective measures on factors that have been affecting women's participation in the principalship role.
3. It may come up with valuable findings and recommendations which might initiate and simulate concerned institutions, and/or individuals to take constructive measures towards alleviating the prevailing problems

4. The study may serve as a starting point for other researchers that want to undertake in depth study.

#### **1.4 Delimitation of the Study**

In order to make its work manageable and feasible, this study is delimited to three 'Woredas' out of the nine in Eastern Zone of Tigray. It is also restricted in its scope on the women who participated in educational leadership (principalship) in the government primary schools which are accountable to 'Woreda' Education Offices. Even in the governmental educational institutions women who have participated in the assistant director level leadership are not included in this study. Out of the many influential factors that prevent women's involvement in government primary schools principalship, this study focuses on the socio-cultural, attitudinal, institutional & policy related barriers.

#### **1.5 Limitations of the Study**

This study has some limitations. One of the main problems (constraints) during this study was the reluctance of some teachers to fill out and turn back the questionnaires in time to have a very refined work. Two of the teacher respondents filled the questionnaire improperly and with some mistakes. Six teachers refused to return the questionnaire. It was also difficult to get the essential information in time from educational heads because some were reassigned to other organizations and one had resigned from his position. Another limitation of this study is that it has not included students & parents though they are important concerned bodies to the study. This research is also exposed to methodological limitation that the issue of biological- genetic makeup (brain) & physical strength would have been best measured by other experimental methods than respondents' perception.

## 1.6 Definition of Operational Terms

The meanings of some of the operational terms are presented here under as used in the study.

**Socialization** - is defined as the process by which individuals acquire knowledge, skills and dispositions that enable them to participate as more or less effective members of a group and the society (Almaz, 1991:2).

**Gender** - is an ecology, culture and period specific concept per-training to the relation of power between men and women (Tsehai, 1991:1). It is not natural but learned behavior, usually related to one's sex.

**Gender-role** - is socially learned patterns of behavior that differentiates men from women in a society (Women information center, 2005).

**Role conflict** - Occurs as individuals attempt to balance their family and home roles with their professional roles (Ababayehu, 1995).

**Androcentric** - The practice of viewing the world and shaping reality from a male perspective, the elevation of the masculine to the level of the universal & the ideal and honoring of men and the male principle above women and female (Shakeshaft, 1987:94).

**Glass ceiling** - A term coined in the 1970s to describe the invisible barriers created by attitudinal and organizational prejudices that block women from senior leadership positions (Wirth, 2001).

**Horizontal Violence** - A term used here to describe the harm that some women do to other women in the educational work place. It is a harmful behavior, via attitudes, words and other behaviors that are directed by another colleague. It controls, humiliates, degrades or injures the dignity of another as well as indicates a lack of mutual respect and value for the worth of the individual and denies another's fundamental human rights (Funk, 2000).

**Professional** - One who has acquired a learned skill and confirms to ethical standards of the profession in which he/she practices the skill (Good, 1973).

**Primary school** - first and 2<sup>nd</sup> cycle schools that teach from grades (1-4) and (5-8) or (1-8) in Ethiopia.

**Woreda** - refers to subdivision of zone and lower administrative unit that is accountable to zone and consists of some number of 'Tabias' or 'Kebeles' under it.

**Institutional factor** - factors that affect women's participation as a result of the organization's way of scheduling, structuring and arranging the jobs in the way that do not favor both genders equally (Amaniel, 2002).

**Attitudinal factors** - factors that affect women's participation from lack of personal motivation or lack motivation from other concerned bodies based on traditional attitudes.

**Socio-cultural factors** - factors that stem from societal ideology, norms, values, cultures etc. and behaviors or characteristics that are considered as typical of female and others as male (Alasebu, 1988).

## **1.7 Organization of the Study**

This study is organized under five chapters. Chapter one dealt with the background of the study, the statement of the problem, basic questions, general and specific objectives of the study, significance of the study, delimitation and limitations of the study, definitions of key terms and the organization of the study. Chapter two, review of related literature presents Competences of school principals, socio-cultural, attitudinal, and institutional and policy related factors negatively affecting women's participation in primary school principalship and actions to improve their participation.

Chapter three concerned the research design & methodology, source of data, sample size and sampling techniques, data gathering instruments, pilot testing, and procedures of data collection, as well as method of data analysis. Chapter four deals with the presentation, analysis and interpretation of data obtained from respondents. Summary (findings), conclusions and recommendations are presented in chapter five.

## **Chapter Two**

### **Review of Related Literature**

This chapter presents some of the important points that are related to the factors affecting women's participation in primary school principalship in particular and educational leadership in general. Books, journals, published and unpublished materials plus electronic sources were used to review the issue of the study. The strategies and actions which promote women's participation in the field were also assessed and discussed in the chapter.

#### **2.1. The Nature of Leadership**

##### **2.1.1. An Overview of Leadership**

An organization has its own goals to achieve. In any organization, the way where and how the leader reacts to a specific situation when dealing with colleagues and subordinates has its own influence on the work environment and the goals achieved. There are different factors that affect the achievement of the organizational goals. Managers management philosophy (nature of the people), maturity level of followers (state of person's drive need for achievement), and the situations that faces the manager (type of work, assignment, organizational functioning) are some of the factors that affect the choices for leaderships style.

Leadership has gone through many theories and study approaches to reach its today's status. These include trait (skills) theory, the behavioral approaches (based on authority, task & social relations), contingency (situational) theories, and the lately introduced transformational and transactional leadership theories. Leadership effectiveness has been the predominant concern since people started to think to ask about leadership (Yukl, 2006:3). Many theories developed to satisfy the question of leadership effectiveness. The essence of leadership has been the ability to first understand the theories & concepts and then apply them in real life scenarios. Trait(great man) theory – is a theory that states leadership is innate, in born, endowed in heritage but not made and

learned (Bernard, 1926). A successful work according to this theory is identifying and differentiating these leaders from the followers and to place them in position of leaders as they are great men on the basis of their personality, physical and mental characteristics, energy, power and influence. They assume that every society had individuals who possessed the superior personal qualities required to lead the masses. Focus on the trait theory of leadership remained dominant up to 1940 (Bass, 1990:2).

Behavioral theory, in contrast to the trait theory claimed that successful leadership behaviors are determined by what they do, instead of how they look to others. This theory attempted to see leaders in the context of an organization which they lead. Hemphill and Coons (1997) reached two primary components of leadership: initiation of structure and consideration which were supported by the Michigan, Ohio State and other universities' of leadership studies. Blake, Shepard and Mouton (1964:37) researched "Concern for people and concern for output" and added "flexible" later as a third variable. As to these studies, managers exhibit behaviors that fall into two primary categories i.e. task and relation oriented. The theory was behavioral due to the fact that it was primarily descriptive and helped to categorize leaders based on their behaviors (deeds). A leader was said to be task or people concerned (oriented) based on the most frequently observed behaviors according to the view of this theory.

According to this theory leadership is expressed in two general behaviors: "task behaviors & relation behaviors". This theory was developed in the late of 1940s and dominant up to 1970s. Specific leadership characters can be developed, taught and learned according to this theory.

✓ Another famous theory is known as contingency/situational/ leadership theory. This theory's main focus is that the leadership style has been detected by the situation at hand. The scientific management movement in the early 20<sup>th</sup> century was heralded as a panacea (the best way to lead) for organizational effectiveness. Contrary to the idea of the scientific management, the

contingency theory proposed that there is no universal best way to lead organizations, rather leading is situational. The proponent of this theory claimed that different situations are in need of different leadership styles. Yukl (1998) mentioned Hersey and Blanchard's situational theory as one of the most widely recognized and prescribed contingency theory which identified four different leadership styles: directing (s<sub>1</sub>), coaching (s<sub>2</sub>), supporting (s<sub>3</sub>), and delegating (s<sub>4</sub>).

As any phenomena, leadership is not static. It changes and develops from time to time since it is greatly associated to the development of human beings. Hence, transformational and transactional theories have been grown. Transactional style of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981. Leadership was first conceptualized either transactional or transformational by James Mac Gregor Burns (1978).

Transactional leaders are those who lead through social exchange and it is a leadership style that directs the efforts of others through tasks, (transactions), reinforcements, rewards and structures with the assumptions

People are motivated by material rewards and punishment

Social systems work best with a clear chain of command

When people have agreed to do a job, a part of the deal is that they cede all authority to their managers

A primary purpose of a subordinate is to do what their managers tell them to do. These kind of leaders focus on detailed and short term goals, standard rules, and performance procedures. Transactional leadership has four components: Contingent reward (CR), Management by exception active (MBE-A), management by exception passive (MBE-P) and Laissez-faire leadership. Reward is given based on the adequacy of the followers performance and employees exert their effort to attain the reward is the main focus of this leadership style.

Contrary to the transactional leadership, transformational leadership does more with colleagues and followers than setting simple exchange or agreement. Transformational leaders motivate subordinates to perform beyond desired expectations by inspiring, stimulating, and developing a higher collective purpose, mission and vision (Bass, 1985). According to the definition of Bass and Avolio (2004) transformational leaders are regarded as being characteristic and proactive –they exchange subordinates awareness of what is important, and move them to see themselves and opportunities and challenges of their environment in a new way. These two authors delineated that there are four components of transformational leadership. These are idealized influence (II), Inspirational motivation (IM), intellectual stimulation (IS) and individualized consideration. Transformational leaders can be directive or participative and may show authentic or inauthentic qualities. Transformational leadership has the highest degree of universality from those ever seen leadership styles. Burns (1978) described that an authentic transformational leadership has an impact in all cultures and institutions because transformational leaders have goals that transcend their own self-interests and work toward to the common goal of the followers.

There is a large and growing body of evidence that supports the effectiveness of transformational leadership over the transactional leadership. Bass (1997) described that transformational leadership should be a more effective form of leadership globally because the transformational leader is consistent with people's prototype of an ideal leader. Various researches confirmed that transformational leadership typically provides a positive augmentation in leader performance beyond the effects of transactional leadership. Yukl (1999:285) argued that theories of transformational leadership provide important insights about the nature of effective leadership. Moral of employees is high in this leadership. The moral of subordinates is taken high road by the transformational leaders. Transformational leadership is measured by the most widely accepted multifactor leadership questionnaire (MLQ) which includes the components of transformational leadership and transactional leadership elements (Bass & Avolio, 2004). Transformational leadership is intensively

related to culture. According to Shein (1985) "Leadership is intertwined with culture formation." Therefore, transformational leader considers values, norms, understandings & attitudes of organizational culture and attempts to change & improve them.

### ✓ 2.1.2. The Definition of Leadership

Many research findings and leadership theories indicated that there have been almost as many definitions as the number of persons attempted to define the term leadership based on their individual perspectives and interests to them. (Stogdill as cited in Yukl, 2006:3). It has been defined in terms of behavior, influence, interaction patterns, individual traits, perception of others regarding the legitimacy of influence and occupation of administration position (Ibid, 2006). Quite a number of researches have been conducted about leadership topics; however, there is no single universally accepted definition for the term leadership. Though researchers, and theoretic do not argue on the definition of leadership, it is important to assess some of the important definitions of leadership given by different educators in Yukl & others. These are:

- ✓ Leadership is "the ability to step outside the culture to start evolutionary change processes that are more adaptive" (Schein, 1992:2).
- ✓ Leadership is "the process of influencing the activities of an organized group toward goal achievement" (Rauch & Behling, 1984:46).
- ✓ Leadership is "the behavior of an individual directing the activities of a group toward a shared goal" (Hemphill and Coons 1957:7).
- ✓ Leadership is "exercised when persons mobilize institutional, political, psychological and other resources so as to arouse, engage, and satisfy the motives of others" (Burns, 1978:18).
- ✓ Leadership is "the process of making sense of what people are doing together so that people will understand and be committed" (Drath & Palus, 1994:4).
- ✓ Leadership is "multi-directional influence relationship between a leader and followers with the Mutual purpose of accomplishing real change" (Rost, 1991:51)

Definitions of leadership are too many to accommodate in one general definition and they are arbitrary and subjective. Some of the definitions are narrow and others are broader. One of the broader definitions is that "Leadership is the process of influencing others to understand and agree what about needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2006:9).

### **2.1.3. Leadership in Educational Institutions**

So far, we dealt with what leadership is in general, the various theories' that played a good role in the development of leadership and the purpose & importance of leadership in educational organization. Though what has been said about leadership in general is applicable in educational organizations, leadership in education has some unique features that differentiate from other fields' leadership.

Educational leadership differs from leadership in other areas. Educational leadership is different from non-educational leadership because educational leaders demonstrate two qualities. First, they symbolize leadership quality directly related to instruction and curriculum. Second, they possess the ability of inducing people to wards shared education goal. Educational administrators, unlike instructional leaders, deal with both administration routine and instructional issues focusing more on administrative process. Hence, Educational leaders unlike administrators are servant leaders that administer the needs of school community in their environment. Sergiovanni (2001:357-358) says, educational leaders share values and purpose to school community; and encourage followers to be leaders that endeavor to achieve common educational goals.

Management of educational institution is unique as compared to corporate organization. The authorities like Chambal & others 1962, Bush, and others 1980, and Graff and Strect 1995, cited in (Ayalew, 1991:14; SouthWorth, 2004:97) ascertained that school organizations have educational objectives and value system difficult to define easily. Because, schools have human beings as

their inputs that cannot be processed, staffs that have similar training and qualification that makes evaluation difficult. Above all unlike non-educational organizations; school goal achievement is not easy to measure with respect to changes observed on the student's behaviors. So, the unique features foresaid and others characteristics differ school instructional leadership roles and responsibilities from non-educational organizations' (Ayalew, 1991:6-12).

✓ Some of the points that make schools different from other organizations as it is indicated by the above authors are: Professionalism, the dual role model, mission/Vision, educational values, difficult to appraisal/evaluation, crucially to society, public visibility & sensitivity and intimacy of necessary relations etc. Schools are complex social organizations including even the small ones because the connections that exist among members of a school are many, subtle dynamic (South Worth, 2004:97). Even sometimes, it is more sophisticated to understand who is influencing whom since influence is not always a function of organizational hierarchies and not only restricted to the people occupying positions of responsibility. It is also implied that schools' culture has a bearing in educational leadership. Educational leadership demands participative decision-making. Somech (2010:194) mentioning many scholars research, indicated that the increasing emergence of participative decision-making may be even more crucial today, when schools struggle to reinvent themselves to respond to growing demand for flexibility concern for quality, and the requirement of high degree of commitment by teachers to their work. Ayalew (1991:10) affirmed that if decisions are to be implemented, consideration of the staff's decision is very essential. This indicates that participation of staff in decision making is more beneficiary in schools than other organizations. All the above aforementioned points show us that educational leadership needs unique qualities & skills that enable us to deal with properly as it has unique features from other organizations.

#### **2.1.4. Principal Leadership and its effects on students' achievement**

There have been so many thorough review of the literature on relationship between school leadership – mostly defined as the efforts and activities for

school principals – and student outcomes. Halloger & Heck (1998) synthesized 43 studies conducted between 1980 and 1995 that investigated evidences of the relationship between principal leadership and student achievement. They organized the studies into three categories: direct effects of leadership practice on student outcomes, mediated effects studies in which leadership was mediated by other people, events on organizational factors; and reciprocal effect studies (in which the relationship between leadership efforts and school & environmental, factors were interactive. The various writers concluded that principals have a measurable but indirect effect on school effectiveness and student achievement.

A second synthesis of the literature on the relationship between school leadership practices and student outcomes was conducted by Waters, Marzano, and Mc Nalty (2003), cited in Hallgor & Heck (1998) who synthesized 70 research studies relating principal leadership to student achievement. In these studies a substantial relationship between leadership and students achievements was found.

From the above studies, we can understand that there is a very close relationship between leadership effectiveness and students outcomes indirectly. The role of principal leadership is essential in order the school to work properly to achieve its intended objectives.

#### **2.1.5. Leadership styles**

A leadership style can be defined as a pattern of behavior designed to integrate organizational and personnel interests in pursuit of some objectives (Frezer, 2009:12). Various situations and organizations entail different leadership styles. Managers develop a style of leading or inspiring followers. Mc Gregory's theory "x" and theory "y" Fiedler's task oriented and relations oriented, Ohio State University's initiating structure and consideration oriented, Blake and Mouton's authority obedience and paternalistic, and Heresy and Blanchard's task and relation behavior are all styles of leadership that emphasis either people (democratic) or task (autocratic). These styles show us the frame works

of leadership styles is consisted of a simple continuum from total autocracy to almost total democracy (Flippo, 1980 cited in Frezer, 2009:12). Most behavioral leadership styles sway between autocratic style and democratic style.

✓ Transactional (based on the exchange of services for kinds of rewards) and transformational (based on framing clear vision with subordinates) are the two modern leadership styles in our world. "A new paradigm of leadership has captured widespread attention" (Bass & Riggio, 2006:3). James Mac Gregor Burns 1978, in Bass and Riggio, conceptualized leadership as either transactional or transformational. These two are worldwide leadership styles. Bass 1997 in Bass and Riggio (2006:17) described that transactional and transformational leadership are found in all parts of the globe and in all forms of organizations. Though both of them are used, many studies affirmed in our world situation that transformational leadership has positive influence beyond the effects of transactional leadership. Even though there are cultural contingencies and organizational factors that influence the effectiveness of transformational leadership, charismatic transformational qualities are valued in all countries and cultures (Bass & Riggio, 2006:26).

#### **2.1.6. Men versus Women Transformational Leadership**

Traditionally, most of the noted leaders have been men. Some examples of these can be mentioned as Mahtema Gandhi of India, Martin Luther King of German, Nelson R.Mandela of South Africa, and John F Kenedy of America from the social charismatic transformational leaders. Transformational leadership is not only limited to the honest or socials charismatic ones. Adolf Hitler of German, Johseph Stalin of Russia, Bin Laden and ID Amin Dada can be listed as some of the notorious charismatic transformational leaders. Charismatic transformational leadership style is not only the province of males. Though little in number, females such as Eleanor Roasevelt of Russia, Queen Elizabeth I of GB, and Golda Meir has been some of the women charismatic transformational leaders in our World (Bass & Riggio, 2006:12). This shows us that women have been participating in charismatic transformational leadership

positions despite of their being low in number as compared to their male counter parts.

One of the qualities of transformational leaders is the ability to inspirationally motivate subordinates. This needs communicative skill. It is evidenced that women as a group are better emotional communicators than men (Depaula & Fried Man, 1998; Hall, 1984 as cited in Bass & Riggio, 2006:12). Women are also better in interpersonal skills and they are considerate than men as it is confirmed by various researches though the differences and similarities between them are controversial up to now. In the past, women who have succeeded to possess leadership were considered as persons who have adopted masculine behaviors and attitudes (op.cit). There are so many factors that influence leadership styles. Describing the factors (Bass & Riggio, (2006:15) stated:

*The flattering of organizational hierarchies, the empowerment of followers, and the growing emphasis on quality loads-follower relations has all influenced leadership styles. To be effective in today's world, leaders need to be more transformational and there is growing evidence that women as a group are more disposed to transformational leadership behaviors.*

This idea is evidenced by anecdotal survey, collaboration survey and meta-analytic evidences. As educational organizations are complex, associated greatly with culture and needs continuous change, transformational leadership seems more important to them. "Transformational leaders are essential to the process that fosters, facilitates and cultivates continuous improvement in both climate and culture of public schools." (Marshal, 2010:2). Schools are organizations which demand more communication and democratic style leadership. Hence it seems that women are more preferred to school leadership in contrary to their actual representation.

Women school leaders' emphasis on instructional leadership in supervisory practices and are interested with the individual differences of students, teaching techniques and the goals of teaching learning process (Conner, 1992, cited in Frezer; 2009:13). According to Conner (1992) as women's central focus

is relation, they are more interactive and facilitative than men with teachers, students, parents, non-parent community members, colleagues and superordinates. Women favor contributive and consensual decision-making. They are more participative.

In contrary to women, men are task oriented, focus on concrete reward, emphasize the product and the goal, follow the majority rule etc.

### **2.1.7. The Role of Women in Educational Leadership**

The more things change, the more they stay the same Coleman's account (2007) of discrimination against women in educational leadership in England indicates that little head way has been made toward shifting the biases against women in the work place. As Coleman noticed, although there are many women working in the field of education, there is disproportionately lower representation of women in positions of leadership. The glass ceiling, it seems, is still firmly in place. Despite broadly recognized laws and policies that support equal opportunity in the work place, deeply held stereotypes & beliefs continue to hinder the ready progress of women in to positions of higher authority in the field of education.

In the cases cited by Coleman, men in decision making positions tended not to be supportive of the idea of women in leadership roles, maintaining that the demands placed up on them as wives & mothers would make it difficult for them to shoulder leadership responsibility. Generally speaking, male leaders tended to be largely free of the pull of any household or child-rearing responsibilities.

Increasingly, some of the women themselves mentioned the difficulties that they had with balancing both roles. Coleman's research also noted that men who shouldered significant levels of care taking responsibility at home experienced similar difficulties with balancing work and family, and similar biases against them from the more traditional male decision makers. In fact, it is difficult for any one, whether male or female, to balance professional & family roles and responsibilities. From this very practical perspective, Coleman

noticed that there is a need for a cultural and structural shift that would provide more support for women (and men) with family and home responsibilities, freeing up more of their time and energies to devote to their work as leaders. At the same time changes also be would necessary in the work environment to create a culture that recognizes the validity & importance of employees' family responsibilities (Coleman, 2007).

As we look at the issue of stereo types, it is important to remember that not only men, but women as well, frequently hold negative stereotypes about women. Some of these stereotypes may surface in our consciousness when we consider appointing a woman to a top level, high-stress position and ask ourselves if she can handle the pressure. Others may come to mind when we wonder if we should assign a woman to handle an account with a firm that is headed by 'good boys', we ask questions whether should be as effective in the role as a man.

#### **2.1.8. Women's Leadership Abilities, Skills and Competencies**

Women do not have significant difference in ability, skill and competence in leadership or principalship. Leadership qualities are the most essential things in the field of leadership irrespective of sex-difference. The most important competences include both professional and personal skill. Leaders are expected to have leadership competences such as administrative skills, communication skills, decision-making skills, human relation skills and conflict management skill competences.

Administrative skill competence is one of the important competences to be held by a leader. Administrative skills can include implementing rules and regulations, promoting maximum use of material, financial, human and time resources; effective planning and coordinating activities to attain the intended organizational objectives and delegating duties and responsibilities to followers properly. Based on the above skills, women and men have been perceived as they have almost enough and equal administrative skills (Sarah: 2007:59).

Another important skill of administration/leadership/principalship/ is the communication competence. The way leaders & managers transfer messages and the level of influence they gain over the members of the organization is broadly determined as a function of their communication competence (Abebayehu, 1995:76). One of the communication skills is language ability. Women seldom use slang and are more precise with standard grammatical usage (Ronald, 1992:41). Shakeshaft (1989:180) indicated that women show varieties in intonations, pitch, loudness, politeness, listen more & change in the rate of speaking looking at the speaker. In addition to these Shakeshaft noted that women reflect the written language differences from men. In the non-verbal communication, women take up less space than men while they are sitting, (Collwill, 1989:109). On the whole, the aforementioned discussed points show the appropriateness of the communication styles of women for organizational success.

Besides to their administration and communicative skills, women excel men in their decision makings. Researchers like Eagly & others, 1992:72; Heller, 1982:3 and Shakeshaft, 1989:187 cited in Abebayehu (1995:80) find out that women are perceived as more democratic and participatory than men in their styles of decision-making. There is a trend in our world to the democratic and participatory leadership styles. Evidences show that the work of female principals as more characterized by asking followers for information more often than their male counter parts (Shakeshaft, 1989:187). It is also highly observed that women principals are competitive in meetings and are less formal in hierarchy (Berman cited in Shakeshaft, 1989:188).

According to Morsink (1979:84) women evaluate their decisions more often than their male counter parts in on the top of their exercise a more participative and inclusive strategies in decision-making.

Women are also more conflict re-solver than men in the educational administration (principalship). Many researchers realized that women and men have variation in conflict resolution (Abebayehu, 1995:82). Schools are social organizations in which handling students disciplinary problems is one of

the most important areas in which administrator's adequacy in conflict management is measured. It is evidenced that the response of men administrators for students' problems is authoritarian. "Aggression by students met by counter aggression by administrators"(Grambs, 1978:41). The difference observed between men and women is outgrowth of the socialization process.

In summary, as schools are social institutions where a collaborative effort of teachers, parents, students, community and administration interaction take place, the interactive, colleague and affiliate styles of women educational administrators (managers/principals) is of great help in order to achieve its intended objectives.

## **2.2. Barriers to Women's Participation in Leadership**

### **Position**

A wide variety of factors are responsible for the current low level of women's participation in leadership. Some of these are:

#### **2.2.1. Socio-cultural Barriers**

Different researches show that socio-cultural factors are one of the barriers for the low participation of women in leadership position of educational institutions. It was indicated that women are marginalized in decision making and leadership by a variety of process that begins in infancy (Cubillo and Brown, 2003; ShakeShaft, 1989).

In most societies, women lack experience of decision making and leadership in the public area because girls, in contrast to boys, are socialized to passive roles and given little opportunities to make decisions or develop leadership skills outside the family context (Cubillo and Brown, 2003).

Similarly, Kalifumu (as cited in Otunga and Ojung, 2004) mentioned that, in Tanzania most employers including in educational organization are reluctant to

promote women to leadership positions because they are considered weak, unable to work as men, and require maternity leave at inconvenient times.

According to Otunga and Ojung (2004) similar to other parts of the developing world, women in Kenya were socialized for a domestic life of child rearing, home management, and the care of the sick and the elderly, whereas males were prepared for the public arena, which affects their progress towards schooling and then to engage in education in every aspect.

#### **2.2.1.1. Persistence of Traditional Gender Roles**

Women are stereotyped as followers not leaders (Yalew, 1995; Hirut, 2004). Perhaps the most resilient obstacle to women's political empowerment is gender stereotypes concerning women and leadership. Seemingly to be commonly held across countries by both women and men, these stereotypes are of two categories. The first regards women as unsuitable for leadership positions; the second demands that women in power and authority be capable of, and excel at, everything the 'wonder woman syndrome.'

Women's primary family traditional gender roles make women primarily responsible for children's upbringing and home maintenance tasks (Hines, 2010; Leo, et al., 1993; Tsehai, 1991). Women are expected to focus their lives on taking care of their families to the detriment, or exclusion, of other concerns. Boys are given priority for schooling over girls whom, it is assumed, will later be provided for by husbands. As adults, women are expected to care for children, spouses, parents and relatives. They are responsible for keeping the family together. Their involvement in community, church, social and political organizations are deemed secondary to obligations at home and the demands of earning a living (Powell, 1993; Shakeshaft, 1992; Otunga & Ojuang, 2004).

But today women's earnings are considered essential, rather than supplemental, to the family income. The reality is that women are no longer confined to the domestic sphere. Their space has expanded: they are regular

bread-winners who actively engage in community, church and other social activity. Women are not qualified to take on leadership positions since women are excluded from leadership roles; they are deprived of opportunities for leadership skills training. Girls have fewer chances for schooling, and opportunities are drastically limited for them to develop skills and talents in the public sphere. They are praised for obedience and subservience, implicitly dissuading them from aspirations to leadership (Otunga & Ojuang, 2004).

The public sphere is men's domain by tradition. Men venture into the world as workers and traders, academics and artists, inventors and scientists, legislators and enforcers of law and order, as well as spiritual and secular leaders. Women, on the other hand, have been confined to their homes and relegated to the background. But women have overcome this circumscription by claiming their equal right to participate in the public sphere.

As half of the world's population, women cannot remain isolated from the public domain, particularly with the sweeping effects of globalization. Women have increasingly made their presence felt in the public sphere. But men continue to dominate that sphere especially at the top levels of government; business, social institutions and religion.

Leadership resting on more masculine-identified qualities continues to be the dominant paradigm. Qualities deemed essential for leadership such as toughness, aggressiveness and control are considered male attributes. Women who want to gain leadership find that they need to fit into the man's world which asks them to be male clones (Otunga & Ojuang, 2004).

Stereotyped positions open to women in the leadership hierarchy of governments, the private sector, political parties, trade unions and social movements are often in positions that are an extension of their roles in the private sphere. The positions of secretary, treasurer, public relations officer, or person in charge of logistical support echo the care-giving and home maintenance functions traditionally ascribed to women (Yalew, 1995). Premised

on the assumption that housework is of inferior value to paid work, assigning women to quasi-domestic roles in the public sphere strengthens the stereotype that they are suited for lesser responsibilities. Women's multiple burden blocks political participation though women have an equal right with men to participate in politics and assume leadership roles (Maaza, 2010). But the demands of traditional gender roles and social obligations leave them little time and energy to pursue this.

#### **2.2.1.2. Gender-socialization**

Socialization is a lifelong process by which individuals learn the culture of their respective society through interaction, and become functioning members of the society. Gender-socialization is part of the entire socialization process by which each member of a given society learns gender appropriate 'feminine' and 'masculine' behaviors and act accordingly.

In fact, gender appropriate behaviors are uniform throughout all society of the world but there are also similarities in their regard (Linda, 2005).

Gender socialization is a continuous process that begins at home in early childhood. In most cases, parents socialize female children; socialize to be passive, polite, shy, gentle and courteous. Boys on the other hand are encouraged to be aggressive, active, independent, confident, and to view themselves powerful. Hence male children view themselves as powerful while girls tend to feel powerless.

#### **2.2.1.3. Family Attachment**

Various studies confirmed that family attachment is one of the main causes for women's under-representation in Education leadership posts. Women do not apply for school headship positions because they do not want to be far away from their family. They do not want to take up positions away from their husband and children. In fact, given a choice between career advancement in place away from their family and staying with one's family, most women appeared to prefer the latter. This is adopted just from their early ages. Women are conditioned

from an early age to believe that they are inferior to men and that their place is their home. Women are in a dilemma (role conflict) between family and educational headship positions (career advancement) though their last choice is family.

Another reason to their under-representation in educational leadership position is that women do not decide alone about their career development. They are forced to consult their husband. Their husbands could not be willing to take house and family role responsibilities.

Women are also influenced by the attitudes & role expectations of the society. Their multi-role is difficult to be substituted. They grew up in families where women were not leaders. Leadership posts are also considered as challenging and have so many problems. This leads them to lack of self-confidence. Male cultural domination has been observed to contribute to women's lack of support in seeking leadership posts (roles). The ideology of andocentric patriarchy plays the highest role ( Shakeshaft, 1989:17 ) The patriarchal & andocentric tendencies hold male values in great esteem and female values and experiences as less significant. (Coleman, 2003:187). All the above mentioned factors relate to socialization that what positions and roles of men and women in the power hierarchies associated to each sex.

Family roles and stereotypes play a role in the prohibition of women's participation in leadership positions. It was noted that women teachers prefer to be near the home and the family at the expense of their career advancement because women are stereotyped as nurturance caretakers. Traditionally jobs are stereotyped as compatible (acceptable) and incompatible (unacceptable) to female and male roles (Shakeshaft, 1989:320). Hence women's participation seems highly influenced by personal & family constraints, society stereotyping and role expectations.

#### 2.2.1.4. Lack of Visibility

Principalship as any profession requests different degree experiences. Visibility is mostly a precondition for leadership positions being other thing equal. Men tend to be more visible in school life than are women (Shakeshaft, 1989; Abebayehu, 1995, Sarah, 2007). Studies indicate that women are less likely to be given the opportunity to take on informal leadership posts with in the school than are men. Men are more likely to be asked to chair committees or to represent the school than are women. This visibility gives men a chance over women when it comes hiring, as these men already have been seen in school headship positions.

#### 2.2.1.5 Women and School Leadership in Ethiopia

Though their participation is low, various attempts have been made. Ethiopian women have demonstrated considerable leadership in community and informal organizations, as well as in public offices; however due to, socialization and negative stereotyping, women have reinforced the tendency for leadership and decision making to remain the domain of men. The society manifested women's in capability to participate in leadership positions by differential saying. Seyoum (1986) noted that, in Ethiopia there are many saying/stereotypical proverbs that reflect the inability of women to play leadership roles such as:

- **ሴት ብታውቅ በወንድ ያልቅ” Set Betawk bewend Yalk**

Whatever knowledgeable a woman may be the final decision rests on a man?

- **ወንድ የወለደ እንደግዜር ከበደ ” wend yewelde inde egzir kebede** meaning the one who gave birth to a boy is respected as God.
- **“ሴት ልጅ ለማጀት ወንድ ልጅ ለችሎት ” set lej wend lej lecelote**

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

These and other culture-based stereotypes might have compelled women to evade high status career, particularly that of leadership and their number is very small compared to their male counterpart (Yalew, 1995:24). To reduce these problems affirmative action in all fields are requested. Women are highly invited to participate though they do not participate by different factors. Aster, (2009:37) noted that as increasing the participation and representation of

females in different sectors (education, business, leadership etc) is a fundamental issue, it is supported by governments policy makers and practitioners.

#### **2.2.1.6 Psychological, physical and Biological Factors affecting Female Principalship Participation**

##### **2.2.1.6.1 Psychological Factors affecting Female**

The traditional socio-cultural and other influential factors result psychological influences on women. Sex Stereotyping is more of social and is often accompanied by psychological attacks that are aimed at suppressing women's leadership and other public aspirations. Otherwise, the logic behind sex role stereotyping is generally unsubstantiated.

Yet, it is widely alleged women are so sensitive and dependent that they require assurance from men. Other study showed that women are kept alien from public spheres in leadership, and hence, are deficient in such experiences (Yealky, 1986). Lack of experience undoubtedly can lead to poor self-confidence in leadership. Among many psychological factors, the researcher selected three of them for practical reasons. That is with the premise that if these three had any setback on their leadership responsibilities, other associated factors would have similar impact.

##### **2.2.1.6.2 Physical and Biological Factors affecting Female Principalship Participation**

The influence of physical and biological factors on management capacity of females is at times controversial, but it is generally believed that its significance is negligible. However, some researchers reported that sex stereotyping may be grounded on biological factors. It is said that men are physically stronger than women (Marini and Berinton, 1984). On the other hand, as Collwill, 1989) states, although trait differences between men and women are not that wide, women career progress seems to have always been affected by the belief attached to the norm women are different from men. This idea is supported by another researcher, Grambs (1978). According to him,

feminine traits are considered, mainly, as irrelevant for ones progress to administrative and managerial positions. In this context, the school community sometimes tends to believe that the complex problems in school management require principals' physical strength.

### **2.2.2. Educational Barriers**

Education is generally viewed as crucial to the development of the individual, family, nation and the world at large ( Otunga and Ojung, 2004) acknowledged the fact that education is an empowering experience for both men and women. However, since girls are treated as second-rate citizens in many societies of the world, they often don't receive education of parity with boys. Achievement motives, dependency, sex, personal and family roles are some of the factors which create achievement successes differences (Leo, 1980:14). This in turn affects women participation in leadership.

Moreover, Otunga and Ojung 2004 mentioned that in Kenya, study of gender disparities revealed that gender in equalities in educational achievements at higher level was a historical problem, which translated in to fewer women occupying leadership positions at the institutions of education. Most women also prepared to concentrate on teaching and home management, which in turn make them fail to acquire the necessary qualifications needed for promotions and appointments (Otunga and Ojuang, 2004).

The gender gap in education is also evidenced in Ethiopia. As the different statistics show the enrollment rate of female students in the primary schools has started to narrow the gender gap. Yet, the difference is significant.

### **2.2.3. Attitudinal Barriers to Women's Participation in Educational Leadership**

The current under-representation of women in top leadership positions is reflected in several research studies conducted on women in educational administration, which reveal many critical problems facing women when they try to enter or advance in administrative carriers (Gradiner, Enomoto, and

Grogan, 2000; Gupton and Slick, 1996; Shakeshaft, 1989 cited in Sarah, 2007:29), Women face many problems in participating in educational headship. The problems begin from getting in the job. These problems are sourced from various directions and contexts. This part of the research attempts to address the issues and reasons for the shortage of participation of women in educational leadership. In addition to these, it indicates also the dominant setbacks and barriers women encounter in acquiring primary school principalship posts.

#### **2.2.3.1. Setbacks Attributable to Women Themselves**

Women have so many problems that emanate from themselves in the participation of educational leadership/principal ship position). One of the barriers women encounter in getting leadership positions is influenced by barriers created within the women themselves, their perception of the idea and their self-concept. Through the earlier socialization process, women themselves acknowledge the world as masculine and perceive themselves as compliant, submissive, passive, and weak, less skill full than their male counter parts. Horner (1989) indicated that females fear success in competitive achievement situations for the reason that their failure may lead to negative consequences, such as loss of feminist, unpopularity and degrading. This "failure/success dilemma" is the self-image women have regarding their lack of acceptance by male and female peers, supervisors, subordinates and the social community they live in.

Women themselves show different forms of behavior that impede them from taking leadership positions in the educational system. Confirming this idea Ndongko (1994:31) stressed many factors attributing to the women's disadvantage:

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

Coopers & Davidson (1984) further confirmed that women tend to think that by working very hard and doing a good job, they will be noticed and promoted. In practice however, women are left behind due to 'politics' and 'masculine organizational games' in which men put more effort into getting along with the boss and preparing for the next job (Sarah, 2007:31). Women also suffer from role conflict between the expectation how should women behave and how a leader should behave. This conflict creates confusion a woman leader how to behave in an educational leadership position in general and principal ship in particular.

#### **2.2.3.2. Attitudes of the Society as a Barrier**

Women's participation to educational leadership is not only influenced by the women themselves, but- it is highly affected by the attitude of the society. Women are marginalized in decision-making and principal ship by a variety of process that starts in early child hood (Corner, 1997). A newly baby girl studies the behavior of her mother and sisters slowly. Girls' earliest education makes them into 'second class individuals'. Both parents and teachers such consciously play a harmful role of making distinction b/n their children and their pupils on the basis on whether they are boys or girls. (Borcelle, 1985). Such a kind of socialization process in the society determines and shapes the personality, roles and expectations which identify the individual.

The society shapes its children based on gender stereotyped ideas. For instance a little girl is given a female toy in order to adopt the work for mother. A little boy is given a toy rifle, a lorry and a pistol. This mentality does not remain in the family rather it is also practiced by school teachers. Girls are stereotyped to knitting and boys to be engaged in rough games. Then, if a boy is engaged in knitting, he is called 'Sissy' and if a girl is engaged in rough game; she is called 'boyish'. This type of sex-role socialization and differential treatment will eventually impede women's aspirations, visibility and competitiveness in principal ship in particular and in educational leadership in a broader sense. Generally speaking, human, learn the behavior that expected of males &

females within their society just from an early age and the society classifies the jobs as 'suitable' for women and men. This leads to the development of occupational segregation.

As a patriarchal society, the society accepts male supremacy. The patriarchal was institutionalized and incorporated in constitutions. This prohibits women from taking up status & leadership positions.

### **2.2.3.3. Barriers Attributable to Men**

Traditionally, male are considered as capable, efficient, adventurous, strong, knowledgeable, superior, outgoing, forceful, agentic, analytical, objective, dominant, active, logical, ambitious, self-confidence, rough, able to lead and make-decision, competitive etc. Whereas female are considered as incapable, incompetent, timid, shy, tenuous, weak, inferior, dependent, emotional, nurturance, sensitive, humanitarian, helpful, considerate, unable to lead and decide etc (Yalew, 1995:21). Hence, prestigious and superior-posts were assumed to be given to men. Leadership position is one of the prestigious and challenging positions. Then, leadership position was stereotyped to male or men. Therefore, it was worthy and remarkable to recruit men to fit the existing male norms. Supporting the idea of men superiority, Marshal (19 85:133 cited in the Abebeyehu 1995:5) has this to say:

*Administrative positions demand nearly total impression, long hours, many evening meetings, and high personal visibility. Men have met these expectations with wives support. For women the norm conflicts with women's roles. Women are less likely to have spouses, community associates who tolerate, support and reward them for immersing themselves in their careers.*

It is though this ideology that men are grown up. Men see women as inferior to them. Different anthropological, psychological, biological and political literature supported a theory of the world in which men, in most cultures occupy the most prestigious positions (Shakeshaft, 1989). Even though there are differences among various cultures and societies, in all cultures men and women divide labor on the basis of sex, and male tasks are more valued than female. This male world view is called andocentric, which elevates masculine to

be ideal in the leadership positions. This idea considers men as superior. Then, if women come in to the leadership positions there will be a considerable opposition (Smith, 1979). Men do not think that women have equal ability with them and see them differently. If a woman is assertive for example, they would call her "unfeminine" or bitchy (Sarah, 2007:37).

In general, quite a number of researches confirmed that the serious obstacles to women's participation and advancement in the primary educational organization echelon includes the negative attitudes of men, women and society; sex stereotyping by their male managers and being excluded from informal networks, the so-called the 'boy net work, horizontal violence, Queen be Syndrome, marginalization, sex role socialization, andocentric and patriarchy ideology.

#### **2.2.4. Institutional Barriers**

Women's barriers to educational headship positions are not only limited to socio-cultural and attitudinal ones. Though they are under improvement from time to time, institutional barriers also play roles. Women were discriminated against and kept from promotion by the educational systems just because they are women. They felt that discrimination was implicit in the organizations structure or in the attitudes of those in authority. For example panels of interviewers are mainly men and they are biased. The old boys' net work is not won yet.

Women are employed at the lower levels of an organization easily but difficult for them to be employed in the middle and higher organization echelons. Well qualified women that fulfill the requirements look up through the glass-ceiling and can see what they are capable of achieving, but invisible barriers prevent them, breaking through (Sarah, 2007:38). Institutions are expected to create conducive environments for women's participation in the field but remains a lot.

#### **2.2.4.1. Institutional Sex Segregation & Discrimination**

Institutions organize, delegate and assign tasks to achieve their organizational goals. Schools are social organizations which fulfill their organizational goals by assigning and delegating their employees. However, their assignments are sex segregated (Abebayehu, 1995:110). They assign male teachers to different activities than female teachers. The female assigned ones are allocated simply to the easy tasks than the heavy tasks. Even the female teachers' interests are not priority considered in the distribution task assignment. This leads to the dissatisfaction of the female assigned and affects their capability in the organizational effectiveness which in turn impedes their participation. Chacko (1982:1123) indicated that employees with satisfaction increases organizational effectiveness and vice-versa.

Women in educational organizations are also assigned to different nature of tasks from men. Women are not assigned to anticipatory administrative activities in schools. The traditional societal expectations (roles) in female teachers are not assessed & planned for their improvement a head. Women are treated differently in the work place of educational institutions.

Gordin (1990) emphasized that although women's participation in work place has continuously increased along with a history of political and legislative action designed to eliminate or ease it, such inequalities and discriminations, gender differences remain constant.

#### **2.2.4.2. Absence of Role Models**

The absence of role models in various decision making areas remains the covert obstacle for women aspirants to assume leadership and managerial posts. This is affirmed by Shakeshaft (1989:115) as:

*The lack of opportunity to see other women in variety of administrative position, to hear how these women describe their lives, and to compare themselves with women just one step farther up the hierarchy have been sighted as reasons women have not moved in to administrative positions in large numbers.*

The absence of sufficient role models led women who might aspire to leadership position to think only women who are exceptionally talented and skillful can be

leaders and the aspirants may doubt their talent and skill. Consequently, many aspirant women will choose not to aspire.

#### **2.2.4.3. Lack of Encouragement and Supportive Educational Systems**

Women are not directly encouraged to participate in educational leadership positions in general and primary school principal ship in particular where there are almost equal number of male and female teachers.(Sampson, 1987:37). They are less encouraged by principals, supervisors, male and female teachers. The organizations could not able to create conducive environment for female teachers in the principal ship and other educational leadership positions. They are mostly less encouraged than male principals by peers, and administrative bodies of the schools.

At times even women are discouraged (discriminated) in competition to the leadership positions. Certain questions are asked of women and not of men, such as, whether or not they plan to get married or have children which in essence don't have any relation to the intended job to be performed. Women are considered as temporary, reluctant, short hour workers. Hence, educational organizations are reluctant to higher women (Chan and Lee cited in Abebayehu, 1995:39).

#### **2.2.4.4. Lack of Professional Networks**

Net working is a means of making long term contract which serves as an insurance for one's profession. Professional networking increases career promotion and advancement. Career advancement implies productivity. Hence organizations' encouragement of female professional networking helps the betterment of organizational effectiveness. Therefore, lack of professional networking is perceived as more of a barrier to women's career advancement. Female administrators feel that they are excluded from the informal socialization process in to the profession known as the "good old boy net work" (Allen et al., 1995).

Profession networking has many advantages. Discussion with other women can help decrease feelings of powerlessness. It enables to identify common problems faced by women leaders. It can help them to impact the culture and policy of organizations and professions Frezer, 2009:21). Women primary school principals need support, encouragement and a sense of connection with others who understand the world in which they work and interact. Lack of professional networking benefits not only the women but also the organization. As a result organizations which are not enable women to create professional networking are barriers themselves to women's participation in the leadership positions.

#### **2.2.4.5. Appointment without Consideration**

Appointment is the act of appointing a person to a job or selecting somebody to for a position of responsibility (Crowther, 1995:48). Leadership positions are widely related to appointment. Appointments are expected to be made by great consideration and criteria. In contrast, educational institutions are not guided by any objective criteria mostly. Most of the time due consideration is given to personal relationships and recommendations made by well-placed personalities and friends. Due to these selection criteria & procedures, in some countries, appointment is politicized.

Since women are not mostly, in high positions, they can't have a good relationships and recommendation with the people in higher positions and do not have opportunity of getting headship posts. Ndongko, (1994), indicated that it was apparent that women appointed were neither competent, experienced, nor did their background meet the requirements for the positions. Thus, most of the qualified, competent, professionally better trained and equipped with requisite skills and with more experience, women may never have the opportunity of being appointed to decision-making positions. As a result, they are discouraged and can't contribute effectively to the development of the country and themselves.

Women may be also appointed without consideration though they are very few. Women, who are appointed without any consideration for qualifications and professional expertise, may realize that among their staff, are other women who are better qualified, and these may lead to a feeling of insecurity. Such insecurity will surely direct them to make many mistakes and perhaps develop dictatorial tendencies, which will most likely prohibit them from functioning effectively (Ndongko, 1999).

### **2.3. Actions to Promote Women's Participation in Principal ship**

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

Visibility is very important for advancement and leads to advancement. Women need to show their talent and accomplishment that people with power to make decisions, know about them and think for them for opportunities. Some of the actions that should be done to solve the problems of women in principal ship participations are:

#### **2.3.1. Awareness Creation and Attitudinal Change**

Many of women's problems are rooted on gender based stereotyping socio-cultural factors. These are mostly solved by creation awareness & bring change of attitudes. Attitudes are formed at any early age and are reinforced by

prevailing traditions and societal process. Influencing attitudes are the most important activity that can be undertaken. Many research findings tell a number of policy statements, direction to management and monitoring statistics will afford any benefit for women if the attitudes of both men and women are changed.

Lougheed (2000), pointed out in her study, women and men need to be aware of the attitudes held towards women leaders and the extent to which gender bias, that set attitudes which creates a set of expectations of another's ability by sex and occupations influence attitudes problems of gender bias exist in the classroom in the curriculum and throughout various levels of the education system. In addition Coopers and Davidson (1984), stated that changing of attitudes applies to senior management and the organization climate as a whole-openness and receptivity to change is what organizational development and career development is really about. In order, to accomplish this, it needs the power, resources and commitment of those at the top to make it happen. They conclude by saying "if there is a will, the ways are not difficult to find." Of course, if someone is willing he/she can do even incapable things.

### **2.3.2. Strategy for female Schooling and Professional Development of Women**

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

career and increase the awareness of teachers by eliminating the negative attitudes of teachers towards the ability of girls.

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

### **2.3.3. Increase their Participation in the Working World of Men**

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

Effective communication is a must for all leaders' at all organizational levels. Communication is at the core of each interpersonal experience at the same time, it is often the major stumbling block to meaningful interactions. Working effectively with other needs fundamental skills women leaders should possess. The fact that the individual is a focal point of human relations each individual is unique in his/her beliefs, values and attitudes. Women leaders should therefore learn as much as possible about their flowers positive feelings about

the work and members of the work group to accomplish the organizational task.

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

#### **2.3.4. Develop Support Systems**

Cooperation and coordination are some of the ways by which women can be empowered. Some women leaders, who work in a men dominated field, are reluctant to join networks of women and consequently have few means to develop a strong identity of leadership. Women need to build multiple support net works that will help women's progress towards their goals. Networks can manage their personal and family responsibilities and provides emotional support to enable them to balance their daily lives (Hadary & Sharon, 2003). In summary, for advancement, women need to connect with and help each other on a one to one basis. Though they are not many & practical attempts were made to create women's professional net works in school levels in Ethiopia.

#### **2.3.5. Policy Interventions**

Main problems of any country are made a policy issues in order to tackle in their solving. Policy makers and development specialists are faced with the challenge as to identify, which barriers are the prime ones in specific setting and which policy measures are appropriate. Usually policy and programs choice are not always rational or based on cost-benefit calculations by government. Choices are often made in the ground of social and community pressures. In order for policy interventions to be successful, there has to be a clear and transparent policy along with a strong central leadership needed. King and Hall (1993) suggested broader guide for the policy to be a sustainable

program must be administratively feasible, cost effective and be consistent with other development objectives in the educational sectors. Sound research and information to underpin policy prescriptions are solely needed and raising women's education should be the concern of national educational policy, not just of special projects and must be influenced or supported by other policies as well.

In summary, to strive and to advance women's education often means proceeding with best guesses, guided by what has worked well under similar circumstances or what theoretically important and essential.

### **2.3.6. Endorsement of the New Constitution**

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

*The historical legacy of inequality and discrimination suffered by women in Ethiopia is taken into account, women, in order to remedy this legacy, are entitled to affirmative measures. The purpose of such measures shall be to provide special attention to women so as to enable them to compete and participate on the basis of equality with men in political, social and economic life as well as public and private institutions (FDRE, 1995:93).*

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

### **2.3.7. Educational Policy Regarding Women**

Education is a key to reduce and avoid women's problems in all sectors of development. High participation of women highly influences positively the development of a country. The low participation of women in education hinder countries not only from fully benefiting from female playing in the development of the respective country, but also hampers from attaining international and national declarations and goals of education (Frezer, 2009:30). To address this problem, many countries including Ethiopia formulated legislations on gender equity issues.

The main policy response is the declaration of universal primary education. In MoE (1994), it was stated that apart from ascribing in 1964 to the universal declaration of human right which declares that everyone is entitled to the basic rights of literacy, Ethiopia in 1990 participated in the worlds conference on "Education for all" and along with other signatories pledged to devote renewed efforts to providing education for all with particular attention to promote the participation of females in education. The policy presents that by providing administrative, financial and material support, the Ethiopian education will promote the participation of women in education and it will be an instrument to aware societies and change their attitude about the role of women in development (MoE, 1994). The government has also established the women's affairs department in MoE and regions, zones and woredas have also formulated the women's affairs department and units to address gender issues

in education, to create awareness and initiate attitudinal change. In addition, a number of awareness creation programs, training at different levels were conducted by MoE, government and non-governmental organizations. Researches were also conducted to identify the problems that hinder the participation of females in education and possible recommendations are given and implemented to different degree.

Formal and informal education programs are expanded to have a good access to the society particularly to female participants. Adult and non-formal education is under-implementation in addition to the formal education to attain the universal primary education (MoE & IIZ/DVV, 2006:13).

A summary of what is known and understood about leadership is important to conduct a research analyzing the facts related to women and leadership. In light of this idea, this review has presented some of the important qualities of leadership and factors negatively affect women's participation in governmental primary school principal leadership positions.

Based on the literature reviewed, it is found that women do not have significant difference in administrative ability, skill and competence; rather they excel men in communication, participative decision-making, conflict management, human relations and transformational leadership mostly. On the other hand, educational leadership demands the above mentioned leadership qualities which are mostly possessed by women. Laws and policies support equal opportunities of both sexes in the work places including the principal leadership positions.

However, women are seriously underrepresented in the educational leadership positions. A wide variety of factors are responsible for the current low level of women's participation in educational administration. Some of the main ones are socio-cultural traditional sex stereotyping, family and profession dual role conflicts, lack of visibility, attitudinal, institutional and lack of policy proper implementation. Some strategies to promote women's participation in principalship positions have been also assessed and different degrees of improvements have been observed.

## **Chapter Three**

### **Research Methodology and Design**

This chapter deals with the methodology, source of data, sample and sampling techniques, data gathering instruments, pilot testing, procedures of data collection as well as method of data analysis.

#### **3.1 Research Method**

The study focused at investigating some of the factors affecting women's exclusion from primary school principalship in Eastern Zone of Tigray National Regional State.

As it was indicated in the objective part, the aim of this study was to assess the factors that affect women's participation in primary school principalship in Eastern Zone of Tigray Region and to suggest possible solutions. Descriptive survey was employed since it is used to obtain pertinent and precise information concerning the existing status of the phenomena and to draw valid conclusions from the facts discovered from larger geographical area (Koul, 1984:430). The appropriateness and possibility of this method to such kind of research has been stated by (Seyoum & Ayalew 1989; Cress Well, 2009:3).

#### **3.2 Sources of Data**

Both primary and secondary sources of data were used in this study.

##### **3.2.1. Primary Data**

Primary data was collected from personnel working in educational organizations in the woreda and school levels including teachers, principals, ex-female principal teachers, WEO experts & heads . As these personnel were greatly associated with the factors that affect negatively the participation of women in the sphere, the data obtained were from reliable sources.

##### **3.2.2. Secondary Sources**

Relevant literatures such as books, journals, magazines and electronic source were reviewed to substantiate the study. Important documents accessible at

zone, woreda and school level such as reports, plans and educational pamphlets had been thoroughly assessed.

### **3.3. Sample Size and Sampling Techniques**

It is highlighted fact that the time, money and effort involved do not allow a researcher to study all possible members of a population mostly. The greater the sample sizes the more representative it is to be expected to be of the population from which is drawn (Ary et al 2002:160-263). The more important than size is the care with which the sample is selected (Best, 2005:18). So, sampling was indispensable for this researcher by considering the above mentioned researchers' idea.

In the study, multi-stage or different sampling techniques were employed. Eastern Zone, which is one of the six zones in Tigray Region, is branched into nine woredas. These woredas were stratified into seven rural woredas and two town administration for the study purpose. From the seven rural woredas, two were selected purposively named Gulomekada and Irob due to the student researcher's familiarity & unique feature of Irob. Gulomekada was selected because the student researcher had a long personal work experience and familiarity with considerable number of teachers which in turn helped him to obtain genuine and reliable data response. He also knew the depth of the problem in the woreda. Irob woreda was selected deliberately because it has a geographical area with the greatest hardship out of the nine woredas in the zone. Since, the researcher does not have/know/ any unique quality of the towns, out of the two town administrations Wukro was selected by simple random sampling technique in order the study to consider rural and town areas.

In order to obtain representative sample from the population, the schools in Gulomekada and Irob rural woredas were grouped into two based on the proximity they have to the woreda education offices using the stratified sampling technique & then, each school was selected by simple random technique. The town schools were grouped based on their density of teachers

and students by a stratified sampling technique & each school is selected randomly. Then, the schools were selected proportionally to the woredas by their quantity half from the remote and half from the nearest ones through simple random. The town ones were one from the denser and one from the low density. Therefore, the sample includes 3 woredas and 20 schools (Gulomekada 12, Irob 6, and Wukro 2) which consider town and rural, proximity and population density.

Likewise, from each school 5-26 teachers with equal number of females and males were involved and the sample covers 30% of the population though the number of teachers varied proportionally to the number of teachers in each woreda. Here under were the different participants of the sample in the three woredas.

*Table 1: Teacher Sample Size and Population of the Study*

No	Woreda	Teacher population			Teacher Sample			%
		Male	Female	Sum	Male	Female	sum	
1	Gulomekada	366	225	591	92	91	183	30%
2	Irob	130	87	217	32	33	65	30%
3	Wukro	89	84	173	26	26	52	30%
	<i>Total</i>	585	396	981	150	150	300	30%

**Source: Educational Annual Report of Easter Zone, 2002**

In addition, 20(26.3%) government primary school principals out of which 4(100%) were female and 6(37.5%) woreda education office experts out of which 1(100%) was female in the three woredas were selected by simple random lottery sampling technique. Besides, 3(100%) woreda education office heads and 3(100%) ex-female principal teachers were made members of the study sample through availability non-probability sampling technique.

Generally speaking, 30% of the teachers, 26.3% of the principals and 37.5% of the WEO experts were participants of the quantitative data collected through questionnaire and 3 WEO heads, 3 ex-female principal teachers and 20 focused

group discussion teachers were included in the qualitative data of this study. Besides, document assessment, open ended questionnaire and observation were supportive sources of data.

### **3.4. Data gathering instruments**

Five basic kinds of data gathering tools were employed in this research:

#### **3.4.1. Questionnaires**

Researchers noted that to prepare a good questionnaire, it is necessary to get enough and detailed information. Sarantakos (2005:261), however, stated that the smaller the size of the questionnaire the more likely it is to be completed reducing the boredom of respondents. Taking these facts in to account, the student researcher prepared closed and open ended questionnaire since they were the appropriate data gathering tools from respondents that were scattered over larger geographical area. To design the questionnaire, an assessment of all the necessary documents, related literature and other questionnaires were consulted. The questions were prepared first in English and then translated to the local language of the study area (Tigrigna). The translated questionnaire was piloted in in two schools and 0.915 & 0.847 cronbach alpha was obtained. The questionnaire contained seven main parts.

The first part was designed to collect data on the biographic information of the target groups that pertain to the demographic features. Part two has 7 sub-parts and was prepared in the form of Likert scale type and the level of agreement was indicated on five-point scale ranging from strongly agree to strongly disagree. This helped to get information regarding the attitudes towards women principals' ability, skill and principalship competence in sub part one. Besides, this section examined variables such as women principals' style of leadership, conflict management and communication skills, Decision making in sub parts of 2, 3 and 4 under the same five-points scale level of agreement.

Sub part five of part one was designed to obtain information about the selection criteria and placement of school principals. Lists of different selection

criteria were provided and respondents were asked to respond from the five alternatives that are, from fully considered to not considered at all.

Sub parts six & seven of the same part designed to get information about physical, biological and psychological factors that might affect women principals with the level of agreement of five-point Liker Scale ranging from strongly agree to strongly disagree.

The third part of the questionnaire was designed to collect information about socio-cultural factors that prevent women's participation in the profession of primary school principalship with level of agreement from strongly agree to strongly disagree.

Part four was prepared to collect information about societal (attitudinal) factors affecting women's participation in primary school principalship. Lists of different indicators were given about the attitude (factors) of the society, men and women themselves and respondents were asked to respond from five choices ranging from strongly agree to strongly disagree.

Part five was designed to gather data about institutional that affect women's participation in primary school principalship with the level of conformity ranging from strongly agree to strongly disagree.

Part six was also designed to gather data about policy related factors that affect women's participation in primary school principalship with the level of conformity ranging from strongly agree to strongly disagree.

Part seven, the last part of the questionnaire was containing suggested open items and close ended i.e. to get supplementary information regarding female school principals.

### **3.4.2. Interview**

Semi-structured interview was conducted with some people working on related fields of the school and the woredas about competences; socio-cultural, attitudinal and institutional barriers to elicit information that make the study

comprehensive. The interview was designed in such a way that it was possible to react accordingly, as to Merriam (1988:48) this format allowed the researcher to respond to the situation at hand, to the emerging world view of the respondent and to new ideas on the topic. Short notes were taken during the interview and full account of the story was written immediately after the interview.

#### **3.4.3. Document Analysis**

Documents such as reports, requirements of recruitment, literature reviews were thoroughly consulted to make the study complete.

#### **3.4.4. Focus Group Discussion (FGD)**

Semi-structured focus group discussion guide that contained issues related to the women's participation in school principalship (leadership) was used as supplementary data generating source and cross checking reference. In describing the advantage of FGD, Flik (2002) stated that in FGD corrections by the group concerning views that are not socially shared or extreme are available means for validating statements and views. Based on this, Focus group discussion was held with 20 teachers i.e. 10 from Zala-Anbessa and 10 from Fana primary schools in Gulamekada woreda.

**Observation** was another data collecting tool employed in this study.

#### **3.5. Pilot Testing**

Pilot testing is employed by quantitative researcher before actual data collection commences to ensure the planning of the main study and its study tools are correct, suitable, reliable, and valid (Sarantakos, 2005:255). Based on the above mentioned ideas, questionnaires were well prepared & translated to Tigrigna. Then, to avoid ambiguity and unclear statements the translated questionnaire was administered to 20 teachers in two selected schools of Gulomekada (Nigeste Makeda primary school 10 teachers) and Wukro (Kitsanet elementary school 10 teachers). The questions were split by the half split method in both schools & fed in to the SPSS 15 programme. A Cronback alpha of 0.915 and 0.847 was obtained from the two schools respectively. Based on

their feedback, one item was added, and one was modified and corrected. Some points were considered to be added in one question.

### **3.6. Procedures of Data Collection**

326 questionnaires were prepared for teachers, principals and WEO experts in English and then translated to Tigrigna. The translated questionnaires were piloted. Research assistant was trained and assigned to collect the questionnaire. First, the researcher (assistant) asked willingness of the subjects to fill the questionnaires by explaining its purpose, advantage and importance. When the subjects were willing, an agreement when, where and how to be filled the questionnaire was reached. The research assistant stayed there to collect the papers. Woreda education office heads & ex-female principals were interviewed side by side with questionnaires administration by the student researcher or research assistant.

### **3.7 Data Analysis Methods**

Statistical tools that are employed in the data analysis of a study have their own preference depending on their usage and nature. Some are easy and convenient to use as it is not laborious in calculations and their calculations are not cumbersome. Some of them are useful for simple and explanatory experiments with their limits, yet some are advanced (strong to analyze) and with short limits. Some cover the others' limits. Some can be used but many steps to pass through.

Some calculate limited but some calculate comprehensively. Some match to some aspects but not to other aspects. Still, some requests assumptions but some others do not (Bluman, 1992; Aggarwal, 1998; Gravieter, 2000; Hinkle et al. 1994; Brace, 2000).

Based on the tools and techniques employed, the type of data to be collected, levels of measurement scales and the nature of the topic, the student researcher used quantitative and qualitative data analysis methods. Quantitative data analysis method was employed as the study's main

technique since it deals with the organization of quantitative data on selected samples and provides certain modes and modern computational mechanical aids that enhance making good interpretation, conclusion and generalization Koul (1984:207). Descriptive and inferential statistics were employed.

From the descriptive statistics percentage and frequency counts were used to analyze the personal characteristics of the respondents (sex, age, work experience, qualification, marital status, occupation, number of children and salary). Further, these descriptive statistics were used to order (rank) the assumed excluding factors. Measures of central tendencies such as mean, standard deviation, weighted and grand mean scores were used to measure and compare the perceptions of the respondents on the affecting factors.

From the inferential statistics parametric and non parametric statistics were employed to test the statistical significant difference of group means. A "t" test parametric statistic test was used to identify if there was significant differences of perception between the male and female group means of the dependent variables (affecting factors) of women principals ability, style of leadership, conflict management, decision-making skills. Since there are 154 & 164 male which were almost equal respondents in general, it is good to observe if they have perception differences on the affecting factors and t-test requests nearly equal respondents.

One way ANOVA test was another parametric statistics that used to observe the existing difference of opinions among the three occupational groups (teachers, principals and WEO experts) on the affecting factors such as selection criteria, psychological, women's attitude, physical and biological factors. Post Hoc comparison test was also used to identify in which group the difference lies in the selection criteria. In addition to these, ANOVA was used to observe the statistical significant difference of the male and female respondents on the socio cultural, societal, men, institutional and policy related affecting factors.

At last, chi- square ( $\chi^2$ ) test was employed from the non- parametric tests to measure the statistical significant difference between the male and female respondents on the preference of male or female principal to their own school as an appropriate leader.

✓ Qualitative data analysis method was also employed as a supplementary data analysis technique in this study for triangulation and justification purpose. The data collected from focus group discussion, interviews, open ended questions and document assessment were transcribed first in to their corresponding topics. The, data expression and opinion obtained was categorized and combined to describe the items both as expressed by the respondents and as understood by the researcher. The data was analyzed in narration form when the need arises.

✓ Therefore, the data collected was analyzed, discussed and interpreted using quantitative method mainly and supplemented by qualitative data analysis technique to assess the extent of women's participation in primary school principalship in Eastern Zone of Tigray National Regional State.

## **Chapter Four**

### **Data Presentation, Analysis and Interpretation**

This chapter is concerned with the presentation, analysis and interpretation of data that are categorized into two main parts. The first part presents the characteristics of respondents. The second part deals with the analysis and interpretation of factors that affect women's participation in the primary school principalship in the Eastern Zone of Tigray National Regional State.

#### **4.1. Characteristics of the Study Population**

Three groups of respondents were included in this study. The data were collected from education office experts, primary school teachers and principals of both genders. The total questionnaire distributed for the study constituted 326, of which 300 was distributed to the teachers, 20 to principals and 6 to experts. A total of 318 (97.5%) questionnaire were filled and returned, of which 292 (97.3%) were returned from the teachers, 20(100%) from principals and 6(100%) from experts.

The data gathered through interviews was also incorporated in the analysis. The interview was administered to 3 education office heads, and 3 ex-female principal teachers that were appointed to other governmental offices in the three woredas. Focus group discussion, held in 2 primary schools of two woredas, with 20 teachers of both genders was also included in the study.

As indicated in table 2 below, concerning sex, 149 (51%) were female teachers and 143 (49%) were male teachers. 16 (80%) and 4(20%) were male and female principals respectively. From the woreda experts 5(83%) were male and 1 (17%) was female. This statistical data showed that lower number of females work in the educational leadership positions in the Eastern Zone of Tigray even when there are nearly equal number of women teachers in the primary schools.

Table 2A: Respondents' profile with respect to sex, age, qualification and experience

Indicator	Teachers				Principals				WEO experts				Total		Total	
	M	%	F	%		M	%	F	%	M	%	F	%	M	F	
Sex	143	49	149	51	318	16	80	4	20	5	83	1	17	164	154	
Age																
1. 20-25	22	15.4	38	25.5	62	1	6.25	1	25	-	-	-	-	23	39	
2. 26-30	52	36.4	55	36.9	113	4	25	2	50	-	-	-	-	56	57	
3. 31-35	24	16.8	22	14.8	57	10	62.5	1	25	-	-	-	-	34	23	
4. 36-40	26	18.2	21	14.1	50	1	6.25	-	-	1	20	1	100	28	22	
5. 41-45	13	9.1	10	6.7	23	-	-	-	-	-	-	-	-	13	10	
6. 46-50	4	2.8	2	1.3	8	-	-	-	-	2	40	-	-	6	2	
7. 51-55	2	1.4	1	0.7	5	-	-	-	-	2	40	-	-	4	1	
Total					318									164	154	
Educational level																
TTI	25	17.4	52	34.8	77	-	-	-	-	-	-	-	-	25	52	
Diploma	118	82.6	97	65.2	230	9	56.3	4	100	2	40	-	-	129	101	
Degree	-	-	-	-	11	7	43.7	-	-	3	60	1	100	10	1	
Experience																
1-5	45	31.5	63	42.3	121	9	56.3	4	100	-	-	-	-	54	67	
6-10	44	30.8	38	25.5	83	1	6.3	-	-	-	-	-	-	45	38	
11-15	28	19.6	28	18.8	63	5	31.2	-	-	1	20	1	100	34	29	
16-20	20	14	17	11.4	39	1	6.3	-	-	1	20	-	-	22	17	
21-25	3	2.1	3	2	8	-	-	-	-	2	40	-	-	5	3	
26-30	3	2.1	-	-	4	-	-	-	-	1	20	-	-	4	-	
Total					318									164	154	

As it is depicted in table 2A, the age distribution of respondents, female teachers 93 (62.4%) lies between the age ranges 21-30 and 43(28.9%) between the ages 31-41. Only 13(8.72%) of the female teachers were between the age limits of 41 and 50. On the other hand, 74(51.6%) of the male teachers were in the range of 21-30 and 50(34.9%) were in the age limits of 31-40. The remaining 17(11.9%) and 2(1.4%) are in the age ranges of 41-50 and 51-60

respectively. This indicates that the number of female teachers was less than the male teachers even in the past as they were compared to their male counterparts.

With respect to the principal respondents, 3(75%) of the female principals were between ages 21-30 and 1(25%) was in the age between 31-40 whilst 5(31.2%) of the male principals were under 30 and 11(68.8%) were between the age ranges of 31-40. 4(80%) of the male experts were above 41 and 1(20%) male and 1(100%) female experts lied between the 31 and 41 age ranges. This showed that female principals had less service than male principals. Male experts have greater work experiences when we compared to female experts. It seemed that female had no chance to be experts and principals in the past.

In qualification, large portion of 215(73.6%) and 77(26.3%) of the teachers were diploma and TTI holders respectively. But when we analyze them in terms of sex, 118(82.6%) male and 97(65.2%) female were diploma holders. Whereas 25(17%) Male and 52(34.8%) Female were TTI holders. 4(100%) of the female principal respondents were all diploma holders whilst 9(56.3%) diploma and 7(43.7%) degree holders were male principals. With regard to the WEO experts 5(80%) male and 1 female were degree holders. This showed that the female participants were low in number when we go up in qualification. This problem in its turn may implicate low participation of females in the principalship positions in particular and in educational leadership in general.

Concerning the service years, when we compare the service years of the teachers, it showed that 89(62.2%) male teachers and 101(67.8%) female teachers have service years less than 11 years and 54(37.8%) male and 48(32.2%) female teachers respectively have served for more than 11 years. Male teachers seemed that they were more experienced even in the teaching. 4(100%) of the female principals have served below 6 years in the principalship. 10(62.5%) of the male principals served less than 11 years and 6 (31.3%) of them served for more than 11 years. One male and one female expert have served for less than 20. This indicated that the number of females decrease when the service years increase especially in the educational leadership

positions.

In addition to sex, age, qualification and experience respondents are also described in terms of marital status, possession of children and monthly salary as follows.

Table 2B: Respondents profile with respect to marital status, possession of children and monthly salary

Indicator	Teachers				Principals				WEO experts		Total		Total		Total
	M	%	F	%	M	%	F	%	M	%	F	%	M	F	
Marital status															
Married	89	62.2	130	87.2	9	56.3	3	75	5	100	1	100	103	134	237
Single	54	37.8	19	12.8	7	43.7	1	2	-	-	-	-	61	20	81
No of children															
None	61	42.6	39	26.7	4	25	1	25	-	-	1	100	65	41	106
1-4	72	50.3	101	67.8	12	75	2	50	1	20	-	-	85	103	188
Above 4	10	6.9	9	6.0	-	-	1	25	4	80	-	-	14	10	24
Salary															
601-800	19	13.3	29	19.5	-	-	-	-	-	-	-	-	19	29	48
801-1000	52	36.4	62	41.6	-	-	-	-	-	-	-	-	52	62	114
1001-1200	29	20.3	34	22.8	1	6.3	1	25	-	-	-	-	30	18.3	35
1201-1400	17	11.9	12	8.0	-	-	3	75	-	-	01	100	17	10.4	16
1401-1600	12	8.4	8	5.4	-	-	-	-	-	-	-	-	12	7.3	8
1601-1800	14	9.8	4	2.7	3	18.7	-	-	-	-	-	-	17	10.4	4
Above 1800	-	-	-	-	12	75	-	-	5	100	-	-	17	10.4	-
Total													164	100	154

Table 2B showed that 89 (62.2%) and 130 (87.2%) male and female teachers were married respectively where as 54(37.8%) male and 19(12.8%) females were single. All the experts were married. 3(75%) and 9(56.2%) of the female and male principals respectively were married, too. This indicated that the female teachers and principals got married earlier than their male counterparts. Furthermore it was shown in table 2 that 61(42.6%) male and 39(26.7%) female teachers do not have children at all. 72(50.3%) and 101(67.8%) male and female respectively owned children from 1-4. 10(7%) male and 9(6%) female teachers have children more than 4. 7(43.7%) male and 1(25%) female principals were single and 9(56.2%) male and 3(75%) female principals owned from 1-4 children. The female expert does not have children where as 3(60%) and 2(40%) of the male experts owned children 1-4 and above 4 respectively.

As it is observed above, female teachers get married early and owned children in the study area. This may have influence in their exclusion from principalship or educational leadership as this field requests more time, expertise and dedication.

Table 2 further showed also the salary contribution of the respondents to indicate how female gets the privileged positions with higher salaries. 71 (49.7%) and 91(61%) male and female teacher respondents have salary less than 1001 and 46(32.2%) male and 46(30.9%) female teachers own monthly salary between 1000 and 1400Eth Birr. 26(18.2%) male teachers and 12(8%) female teachers have a monthly salary range from 1401-1800. 12(75%) male principals and 5(100%) male experts have salaries above 1800. This shows that female are less in the privileged positions.

From the above facts one can deduce that female respondents are less in age, years of experience, salary and level of education and high in being married early and possessing children even in the primary teaching profession in which male and female teachers nearly are equal. This might have an adverse effect in women's participation in educational positions.

## **4.2. Analysis and Interpretation on Factors Affecting Data Women Participation in Primary School Principalship**

This section of the fourth chapter, presents the analysis of the data collected through the questionnaires, focus group discussions, interviews and document assessment. The analysis focuses on the responses towards the ability, skill, competences of and human relations of women principal leaders; the leadership style; the selection criteria used for the selection and placement of primary school principals; and lastly possible factors affecting women's participation in governmental primary school principal leadership in terms of physical and biological, psychological socio-cultural, societal, institutional and policy factors.

### **4.2.1. Women Principals Ability, Competence and Skills**

To assess the view of the respondents on the overall women's principalship competence 9 factors were included in the questionnaire of the study. Based on these indicators, the responses of teachers, WEO experts and principals were rated and summarized in the table below.

As it can be seen on the table below, regarding women principals' ability to success in leading and managing as well as the ability to promote optimum use of resources had weighted mean values of 4.46 and 4.15 rating their competences as "High". Both group of respondents rate the indicators with individual mean scores of 4.40(4.14) for male and 4.60(4.17) for females respectively. Therefore these findings indicated that both groups of respondents show strong agreement on the issues. These findings agree to the literature that women possess enough administrative skills & competences and excel men in communicative & democratic participative decision making & conflict management (Grambs, 1978; Morsink, 1979; Abebayehu, 1995; Sarah, 2007) Regarding 2 and 3 on the same table, respondents view on women's ability to plan and coordinate the desired abilities, and in implementing rules and regulation in the work place were ranked 4<sup>th</sup> and 5<sup>th</sup> with weighted mean values of 4.11 and 3.92. Both respondents rated the indicators as "Highly competent" with individual mean values of 4.04(3.79) for male and 4.20(4.03)

for female respectively. From the result obtained it is clearly understood that both genders have a uniform level of agreement.

Table 3: The View of Respondents on Women Principals Ability, Competence and Skill.

No	Women principals Ability & competence on	Respondents Response				Grad mean	T-value	Sig	Rank
		Mean values							
		Male 164	STD	Female 154	STD				
1	Success in managing & Leading	4.40	0.87	4.60	0.76	4.46	0.52	0.184	1
2	Capacity to plan & coordinate	4.04	1.01	4.20	0.57	4.11	0.81	0.33	4
3	Implementing the school rules & regulations	3.79	1.30	4.03	1.03	3.92	1.00	0.29	5
4	Promote optimum use of resources	4.14	0.984	4.17	0.913	4.15	13.20*	0.01*	2
5	Delegate duties & responsibilities	2.31	0.52	2.46	0.61	2.39	14.11*	0.02*	8
6	Create better working atmosphere	2.04	0.31	2.41	20.72	2.23	8.00*	0.00	9
7	Develop positive attitude towards change	4.01	0.68	4.29	0.84	4.15	0.72	1.13	2
8	Provide professional counseling	2.61	0.81	3.02	0.742	2.81	0.12	0.13	7
9	Treat all staff or students on equal ground	2.56	9.45	3.40	0.89	2.98	0.96	0.06	6

**N.B.** \*Level of agreement:  $\leq 2.50$  = "Poorly Competent"; 2.50-3.50 = "Moderately competent" and  $> 3.50$  = "Highly competent"

\* Indicates that there was a statistical significant difference between the groups of respondents on the issue under discussion at  $\alpha = 0.05$  and T-critical value= 1.96

As can be seen on Table 3, items 5 and 6, ranked 8 and 9 with the grand mean values of 2.39 and 2.23, rating women's competences in the issues as "poorly competent". Women's ability to create better working atmosphere, and ability to delegate duties and responsibilities, were rated as poorly competent according to the individual mean scores of 2.31 (2.04) for male and 2.46 (2.41) for females. Both sexes unanimously agree that women's ability to create enabling environment and delegate duties and responsibilities were slightly below

average. According to the interview secured from education heads and ex-female principals was also found that women were very much competent with respect to adhering strictly to the rules and regulations, and maintaining definite standards of performance in order to accomplish the organizational goals, instead of breaking/go beyond the status quo. These might be because women are solely concerned with getting the job done, paying less attention to informal networks as well as strongly resisting/fighting corruption. One can infer from the above findings that the overall leadership/Principalship skill of women was found to be highly competent.

From the same table, item 7 assess women's ability to develop positive attitude towards change within the schools. The grand mean value was 4.15 rating the competence level of women by both respondents as "Highly competent". Both male and female respondents had individual mean values also above four, rating the presented indicator as "Highly competent". When leaders have good relations with co-workers and community at large, they will have the power, which in turn will enable the tasks to be simple and clear as well as help the teaching learning process to be carried out successfully.

As depicted on table 3, the items 8&9 which states the ability to treat all staff or students on equal grounds and to provide professional counseling whenever deemed necessary has grand mean values of 2.81 and 2.98 ranking the cases as 7<sup>th</sup> and 6<sup>th</sup> respectively. It indicates that both respondents were found to have a "Moderately competent" level of agreement that women exhibited in the two indicators. However, female's individual mean values 3.02(3.40) show a slightly higher mean values than their male counterparts who scored 2.61(2.56) for the two indicators.

To check if there was any statistically significance difference between the two respondent groups, t-test was carried out. A significant difference in perception was seen between the two genders with respect to items 4,5 and 6 at t<sub>c</sub>-critical value= 1.96 where as the calculated values for the three items were as follows 13.20, 14.11 and 8.00 respectively. This difference in perception was probably due to male stereotypical attitude, that management is still acknowledged as a

masculine trait. As far as delegation is concerned, men argue that women delegate with reservations because they are still immature in the field of leadership; they are not quite self-confident of themselves and are always at a position of proving their leadership effectiveness.

#### 4.2.2. Women Principals Leadership Styles.

Research findings indicate that good leaders use all types of leadership styles depending on the situation and the people involved so as to be able to influence others in order to achieve the organizational goals and objectives.

The most widely practiced leadership style is the participatory approach in school compound, though this doesn't mean the perfect style.

Table 4: Respondents' View on Style of Women Principals

No	Indicators	Respondents Response				Weigh ted value	T-value	Sig	Rank
		Mean values							
		Male 164	std	Fem ale 154	std				
1	Ability to execute honestly	4.24	0.94	3.97	1.00	4.10	20.00*	0.02	2
2	Become emotional in the work place	4.14	0.83	4.61	1.02	4.37	1.92	0.37	1
3	Control their emotion in the work place	2.33	0.61	2.43	1.35	2.38	14.00*	0.02*	7
4	Understand their subordinates feelings	4.04	0.93	4.19	1.12	4.07	19.38*	0.01	3
5	Make people work being involved them selves	3.61	1.12	4.04	0.93	3.82	1.94	0.17	5
6	Show greater perseverance & patience to follow up things	3.45	1.26	3.33	1.29	3.39	0.01	0.31	6
7	Solve problem systematically	4.02	0.91	3.73	1.10	3.87	1.89	0.62	4
	<b>Average mean</b>	<b>3.69</b>		<b>3.75</b>					

**N.B.** \*Indicates there is a significant difference at  $\alpha=0.05$  with t-critical 1.96 and level of competence: ( $\leq 2.50$ = "poor competence"; 2.50-3.50 "moderate competence"; and  $>3.50$ = "highly competent").

As can be observed on table 4, Items 1 and 2, the male and female educational respondents were requested to rate their views on women's ability to execute their responsibility honestly, as well as to make imposition on their subordinates. Accordingly, both respondents ranked the issues 2<sup>nd</sup> and first

with weighted mean values of 4.10 and 4.37 rating the cases "Highly competent". Both genders share the same perception with an individual mean values of 4.24(4.14) and 3.97 (4.61) male and female respectively. These findings are supported by literature review that women's leadership style is more democratic & transformational (Bass & Reggio, 2006; Coleman, 2007; Frezer, 2009).

The last ranked item (3) on the above table, regarding the perception of women's ability to control their emotion has, a weighted mean value of 2.38, showed a rating of slightly "poorly competent". Individual mean score of 2.33 and 2.43 respectively had similar rating with the weighted mean. From this one can confirm that, both respondents agreed women do exhibit poor in controlling their emotion.

As can be seen on Table 4, the respondents perception on women's school principals behavior, if it were indeed understand their subordinate's feelings on item4, and their ability to make people work being involved in it on item 5, were ranked third and fifth and with weighted mean values of 4.07 and 3.82 respectively. The individual mean values also 4.04 (3.61) for male and 4.19 (4.04) for female, shows that the two indicators under discussion rate as "Highly competent". As a result both respondents strongly agree on the issues raised.

Item 6 on Table 4, depicts the respondents view regarding women's ability to show perseverance and patience to follow things. This indicator ranked sixth, with weighted mean value 3.13. Despite the fact that both genders rated the indicator as "Moderately competent", the data gathered from interview show that women are highly competent on the issue under discussion.

On the same table, item 7, the ability of women principals to solve problems systematically was rated as "highly competent" with a weighted mean value of 3.87 and the individual mean values 4.02 and 3.73 respectively. As Pig ford and Tonnsen (1993) stated this may be due to their women's vast experience when they were at home in managing family with child bearing, giving care for

elders and the like. According to the interview conducted with WEO heads expressed the fact that women have been socialized to attend to the need for others that involve caring, understanding, supportive and the like, and have always involved people in decision making, seeking support and approval from others.

The above statistical data reveals that the overall leadership/Principalship competence of women's was both rated slightly above average (3.69) male and (3.75) female respectively. T-test was employed to see whether there was significant difference in perception between the two respondent groups. The test revealed that there was indeed a significant difference across both genders. The obtained values 20, 14 and 19.38 for items 1, 3 and 4 respectively, were much higher than the critical t-value (1.96).

#### **4.2.3. Conflict Management and Communication Skills of Women Principals**

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

1.01  
0.96  
-----  
1.05

Table 5: Respondents' View on Conflict Management and Communication Skills of Women Principals

No	Indicators	Respondents Response				Weighted value	T-value	Sig	Rank
		Mean values							
		Male 164	STD	Female 154	STD				
1	Ability to Communicate vision	3.91	0.96	4.21	0.91	4.02	1.01	0.13	2
2	Read the informal network of the organization	2.11	0.89	2.43	1.10	2.27	8.43*	0.01	5
3	Ability to read conflict in advance	2.22	0.78	2.29	0.64	2.25	4.92*	0.03	6
4	Ability to solve conflict	2.38	1.01	2.57	1.98	2.47	0.70	0.11	4
5	Clarity/ instruct staff on how to apply rules and regulations	2.78	1.42	3.43	0.81	3.10	0.32	0.54	3
6	Ability to minimize conflict	3.91	0.95	4.50	0.81	4.20	0.02	0.14	1
	<b>Average mean</b>	<b>2.88</b>		<b>3.25</b>		<b>3.05</b>			

**N.B.** \*Level of agreement  $\leq 2.50$  = "Poorly competent"; 2.50-3.50 = "Moderately Competent" and  $> 3.50$  = "highly competent"

\* Indicates that there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha=0.05$  and  $t\text{-critical}=1.96$ .

As it is observed on table 5, items 1 and 6, ranked 2<sup>nd</sup> and 1<sup>st</sup>, the ability of women to communicate vision and ability to minimize conflict were rated as "Highly competent" by both the respondents, with weighted mean values of 4.02 and 4.20 respectively. The two respondent groups have similar level of agreement rating it similar to the weighted mean. The individual mean values show 3.91(3.91) for male and 4.21(4.50) for female for the items respectively. The findings here go in line with studies that conclude women show special skills in communication & conflict resolution (Abebayehu, 1995; Sarah, 2007).

On the same table, on items 2 and 3, the respondents asked to rate women's ability to read the informal network of the organization, and their ability to read conflict in advance. The weighted mean values for both groups of respondents were 2.27 and 2.25 respectively, showing well below average with rating "Poorly competent" level of agreement in women's competence in solving problems and reading informal network in the organization. However, the individual mean values of men 2.11(2.22) lower than the mean values of the women 2.43(2.29) for items 2 and 3 respectively. In addition, the interview conducted with WEO heads confirm that women are hesitant and want to avoid conformation as much as possible and lean toward collaboration. They possess the ability to calm things down patiently handing situations through analyzing and examining.

On items 4 and 5, on table 5 respondents were asked to point out their view regarding women ability to solve conflict permanently and clarify/instruct staff on how to apply roles and regulation. The weighted mean scores show 2.47 (3.10) for items 4 and 5 respectively indicating a rating of "Poor level" of agreement. By strictly adhering to rule and regulations, communicating effectively to stuff and using participatory approach, women tend to minimize and manage/solve conflict as possible. However, men leaders were skeptical of women's ability to solve conflicts friendly and timely. They believe that women are more opt to collaboration and hesitant to decide and they are capable of solving problems momentarily," putting a temporary bondage on the infection" as oppose to seeking a permanent solution for the treatment. They are more on preventive than seeking a solution. From the above findings, it is possible to understand women's competence in solving conflict and clarify/instruct staff on how to apply rules and regulations were perceived "poor competent" with respondents weighted mean values of 2.27 and 2.45 respectively.

The t-test was conducted to see if there were any significant differences in perception between the two sexes in item 2 and 3 the ability to read conflict in advance and ability to read informal net works/system of the organization

revealed a significant difference, where by calculated values 8.43 and 4.92 respectively were greater than the table value (1.96).

#### 4.2.4. Decision Making Competence of Women Principals

Factors that could be important in the decision making skills, were presented to the respondents. Accordingly, Table 6 depicts the summary of the results obtained in the findings.

Table 6: Respondents' Perception on Decision Making Skills of Women Principals

No	Indicators/variables /factors/	Respondents Response				Weighted value	T-value	Sig	R
		Mean values							
		Male 164	STD	Female 154	STD				
1	Articulate and consistent in decision making	3.02	1.00	3.22	1.16	3.12	7.41*	0.02	4
2	Make decision that consider the situation	3.06	0.89	3.56	1.08	3.13	0.62	0.15	3
3	View things from different perspective in advance of decision	2.58	0.70	3.57	1.11	3.07	9.13*	0.01	5
4	Take measures under the influence of social norms	2.01	1.30	3.27	1.14	2.64	15.02*	0.00	6
5	Allow subordinate to participate in decision making	3.95	0.99	4.21	0.86	4.08	0.15	0.40	1
6	Making decisions that are not affected by nepotism	3.90	1.02	4.11	1.18	4.00	0.98	0.12	2
7	Are confident in decision making	2.03	1.31	2.89	1.03	2.46	13.04*	0.03	7
	<b>Average mean</b>	<b>2.94</b>		<b>3.03</b>		<b>2.98</b>			

**N.B.** Level of agreement  $\leq 2.5$  "Poorly competent"; 2.50-3.50 = "moderately competent"; and  $> 3.50$  = "highly competent".

\* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and  $t$ -critical=1.96.

Item 1, shows the respondents view regarding women's ability to be able to articulate and consistent in decision making. This indicator ranked 4th, with a weighted mean value 3.12 rating the skill as "Moderately competent" and with an individual mean values 3.02 male and 3.22 female.

As can be seen on Table 6, the respondents perception on women leaders making decisions that consider situations on item 2, and their ability to view things from different perspective in advance of decision on item 3, were ranked 3<sup>rd</sup>, and 5<sup>th</sup> with weighted mean values of 3.13 and 3.07 respectively with the individual mean values 3.56 (3.57) for females and 3.06(2.58) for males. These show the two indicators rate as "Moderately competent." Accordingly, both respondent groups moderately agree on their competence with respect to the two indicators under discussion. It is indicated in the literature review that women are more democratic & participative in decision making (Coleman, 2006).

Concerning item 4, on Table 6, take measures because of social norms ranked sixth, with a weighted mean value 2.64 and reading it as "Moderately competent" with the individual mean values for female 3.27 but for male 2.01. From this, it can be concluded females are more influenced by the social norm as compared to their male counterpart.

As indicated in items 5, and 6, on the same table, the respondents were asked to rate their views on women's ability to allow subordinates to participate in decision making and making decisions that are not affected by nepotism. Accordingly, both respondents ranked second and first the issues with weighted mean values of 4.08 and 4.00 rating their competence as high. Both sexes share the same view/perception on the issues under discussion. Also they were rating the issues with individual mean values of 3.95 (4.21) for items 5 and 3.90 (4.11) for item 6, respectively. As confirmed by empirical studies, Mbua(2003) remarked that democratic leadership style and decision making were the most popular and successful type in the school setting.

The last ranked item, on the same table, regarding the perception of women's ability in making decisions for they lack self confidence had a weighted mean value of (2.46) show a rating of slightly "poor competence" on the issue raised. Individual mean values were 2.03 and 2.89 respectively for female and male respondents. In general both group of respondents agreed that women do exhibit poor self confidence. In this regard literatures confirmed that women tend to turn down opportunities, unless they are absolutely sure of the outcome Ndongko (1998). According to the interview conducted with WEO heads and ex-women principal teachers, it was expressed women have been socialized to attend need for other that involve caring, understanding, supportive and the like and have always involved people in decision-making, seeking support, and approval from others.

The above findings reveal that the overall decision making competence of women leaders viewed their competence slightly above average. T-test was employed to see whether there was a statistical significant difference in perception between the sexes based respondent groups. The test revealed that there was indeed as significant difference across both genders. The obtained values 7.14, 9.13, and 15.02 for items 1, 3 and 4 respectively were much higher than the table t-value (1.96).

#### **4.2.5. Selection and Placement of Principals**

One individual to be a principal, it is expected to pass various life experiences. The principalship position is developed from classroom teacher, to department head, principal teacher, supervisor principal, expert etc. School principals today play an essential role in the day to day follow up of the school activities. Since the highest level of the school system is the principalship, where his/her role is regarded as a professional leader. The student researcher considers its utmost importance in finding out the current practice of the selection criteria and placement of school principals. As principalship is one of the three top administrative posts (superintendent, vice superintendent and school principalship) shake shaft (1989), it is important to know the selection criteria and their influences especially for the female principals.

Questionnaire was prepared and presented to three occupational respondent groups (teachers, principals and WEO experts). Eight major variables were regarded in the study and respondents were asked to rate the consideration level by a five point scale: very high= 5, High= 4, medium = 3, low= 2 and very low= 1. For the simplicity purpose of analysis, the obtained mean scores were grouped in to three levels of agreements > 3.5 = "highly considered", 2.50-3.50 "moderately considered" and ≤ 2.5 "lowly considered". Furthermore, to test fatherly whether there was a statistically significant mean difference in perception in the selection criteria and placement for the three groups one way ANOVA was used. Accordingly, table 7 portrays the summary of the results obtained.

Table 7: Respondents' View on the Selection and Placements of Principals

Item	Affecting factors	M & Std	Respondent by Profession						
			Teachers	Principals	Experts	Grand mean	DF	F-ratio	R
1	Affirmative action	Mean	3.75	3.55	3.60	3.6	2	1.49	5
		Std	1.09	1.41	1.41				
2	Professional qualification	Mean	4.01	3.95	4.17	4.04	2	1.48	3
		Std	1.06	1.09	0.75				
3	Work experience	Mean	3.94	4.30	4.33	4.19	2	1.48	2
		Std	1.06	0.86	0.81				
4	Performance appraisal results	Mean	3.29	3.15	3.09	3.17	2	0.93	6
		Std	0.89	0.78	0.91				
5	Relevant professional training	Mean	2.49	2.48	2.31	2.38	2	0.06	7
		Std	1.81	1.22	1.19				
6	Gender preference	Mean	4.14	3.45	3.33	3.64	2	15.12*	4
		Std	1.09	1.05	1.21				
7	Oral or/ and written test/ exam	Mean	3.47	4.55	4.67	4.25	2	8.58*	1
		Std	1.33	0.88	0.51				
8	Anticipatory administrative activities	Mean	2.10	2.30	2.01	2.14	2	0.15	8
		Std	1.91	1.81	1.93				
<b>Average mean</b>			<b>3.41</b>	<b>3.46</b>	<b>3.33</b>	<b>3.42</b>			

*N.B.* \* Level of agreement ≤ 2.5 "Poorly competent"; 2.50-3.50 = "moderately competent"; and > 3.50 = "highly competent".

\* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and  $F_{critical}=3.02$ .

As it is observed on table 7, item 1, all the occupational respondent groups were asked to point out their views regarding affirmative action as being one of the selection criteria used for the selection and placement of primary school principals. The weighted mean value of the groups was 3.60 which indicate that affirmative action was highly considered in the selection of primary school principals. The responses of the three groups on the first item show individual mean scores 3.75, 3.55 and 3.60 respectively indicating all high consideration of affirmative action.

The point maintained by the three educational respondents was further confirmed by an interview held with WEO heads and ex-female principals. The focus group discussion confirmed that affirmative action is more or less practiced now days. Document assessment was held and it was observed that the minimum requirements were affirmative action, 2 years work experiences in teaching and leadership experience is an added plus to selection criteria, for internal promotions, performance appraisal result along with letter of recommendation from immediate bosses, at least diploma level of education is required. Priority is given to civil servants of the woreda education office and lastly, if all fails and candidates are absent from applying for the vacant posts, as a last resort, through recommendation candidates would be appointed based on their performance appraisal results as shown in their personal records.

The document analysis from the civil service department of the woredas also confirmed the above information about the selection criteria of primary school principals.

As it is indicated in item 2, table 7, the perception of the three occupational groups concerning qualification as being one of the selection criteria was asked to rate the level of consideration. The weighted mean score for the position was 4.04 rating a high consideration, with individual mean scores of 4.01, 3.95 and 4.17 respectively.

Concerning item 3, on table 7, work experience was rated as one of the major selection criteria used in the selection of principal positions revealed a mean score of 4.19 with an individual mean scores of teachers (3.94), principals (4.30) and WEO experts (4.33). This indicates that the three groups have a good deal of perception that work experience is considered well in the selection process of government primary school principals.

On table 7, item 4, respondents were requested to rate the level of consideration of performance appraisal results. A rating of moderate consideration a value (3.17) well above average was revealed for these selection criteria for primary school principalship. When we look at the individual mean scores, all respondent had similar individual mean score of 3.29, 3.15 and 3.09 respectively, rating as "moderate consideration". The mean value of the three occupational groups was 3.17 which indicated a moderate consideration of the variable on the selection criteria.

Item 7, on table 7, shows respondents' view regarding oral or/and written test, used as a selection criteria for placement of school principals had a weighted mean value of 4.25, rating as "high consideration". The finding shows that the individual mean scores for all the three groups of respondents were 3.47, 4.55 and 4.67 for teachers, principals and WEO respectively. The teachers indicated that test was moderately considered where as the others "high consideration". The individual mean score of experts and principals agree with weighed mean score of the three respondent groups rating as high consideration.

One way ANOVA was employed to test if there exists significant difference among the groups. The test showed significant statistical difference showing an obtained F-value of 8.58, a value great than the tabulated value ( $F_{critical} = 3.02$ ). The difference lies also between the teachers and the principals as indicted by Post Hoc comparisons.

Item 5, on the same table 7, depicted also the respondents' opinion concerning adequate and relevant professional training to be considered in the selection criteria. The weighted mean score of the groups was 2.38 rating low

consideration of the indicator under discussion. Further the mean scores of the three educational groups were 2.49, 4.48 and 2.31. Hence three of the groups have equivalent level of agreement on the affecting factor considered.

A one way ANOVA was computed to see if there was a significant mean difference of perception among the three occupational groups of respondents. The test indicated a statistical significant difference between the respondents indicating a very greater obtained Value of 15.12 with df (2,315) at  $\alpha=0.05$  level of significance than the tabulated ( $F_{critical}$ ) value (3.02). More over test of post hoc comparison using Tukey HSD statistic was conducted to identify the group of respondent in which the significant difference in perception was lied. The differences of perceptions lie between the teachers and the worda experts. Therefore, consideration of the professional training was low in three of the respondents and in their grand mean score.

As it can be seen on the same table, item 6, respondents were requested if gender preference is considered in the selection criteria. The weighted mean score was 3.64 with the individual mean cores teachers (4.14), principals (3.45) and WEO experts (3.44). Teachers rate it, as a highly considered and principals and experts as well above average moderately considered. However, as their weighted score is above 3.50, the factor can be considered as "highly considered".

ANOVA test was used to assess the significant difference and the test revealed a statistical significant mean difference among the three occupational groups showing a greater obtained value of 8.58 with degree of freedom (2,315) at  $\alpha=0.05$  level of significance which is greater than the critical value ( $F_{critical}$  3.02) As indicated on table 7, item 8, respondents were asked to give their perception if the written test and anticipatory administrative activities were considered in the selection and placement criteria's of primary school principals. The weighted score of the groups was obtained to be 2.14, with an individual mean scores of 2.1, 2.3 and 2.01 of teachers, principals and WEO experts respectively all rating low consideration of the variable under discussion.

The overall findings indicate that the selection criteria's of primary school principals were moderately considered as indicated with average mean scores 3.41, 3.46 and 3.44 of teachers, principals and WEO experts respectively, rating all moderately considered.

The interviews held with the WEO heads and ex-female principals confirmed that selection criteria's such as affirmative action, qualification, work experiences, performance appraisal, gender preference were well considered where as professional trainings and anticipatory administrative skills were considered as optional. The document assessment also confirmed that, though the above mentioned selections criteria do not have equal weight (value) with, they are all considered except the professional trainings and anticipatory administrative skills.

#### **4.2.6. Factors affecting women's participation in governmental primary school.**

##### **4.2.6.1. Respondents' perception on physical and biological factors**

Teachers, principals and WEO experts were asked to rate if physical and biological factors have adverse effect on women's principalship roles.

One of the questions presented were whether physical strength is demanded to manage discipline of students in primary school. All of the respondent groups accepted the assumption that physical strength is demanded to manage disciplines of students with an individual mean values of 3.73, 3.55 and 3.00 for teachers, principals and WEO experts respectively, rating as a "major cause" of preventing women's participation. This implies that there is a great deal of perception that confirms the need of physical strength to manage the disciplines of students. The grand mean value is 3.34 which indicate moderate level of agreement of the three educational respondents. This finding agrees with Marinia and Berinton, 1984 that states men are physically stronger than women. Though this finding was contradicted with the idea of both interviewees'

in this study and focus group discussion members. This perception might have its own role in the exclusion of female teachers from the principal positions.

Table 8: Respondents' Perception on Physical and Biological Factors

No	Affecting factors (Item)	M & Std	Respondent by Profession						
			Teachers	Principals	Experts	Grand mean	DF	F-ratio	Rank
1	Discipline of students demanded physical strength	Mean	3.73	3.55	3.0	3.34	2 315	38.83*	2
		Std	1.09	1.05	1.04				
2	Women by nature are more emotional than men	Mean	1.51	1.90	1.42	1.61	2 315	0.20	4
		Std	0.88	1.01	1.04				
3	Women are as strong as men to manage schools	Mean	3.94	4.30	4.33	4.19	2 315	0.81	1
		Std	1.06	0.86	0.81				
4	Biological differences cause administrative differences	Mean	1.42	1.92	1.81	1.71	2 315	16.27*	3
		Std	0.81	1.01	1.02				
<b>Average mean</b>			<b>2.65</b>	<b>2.9</b>	<b>2.64</b>	<b>2.67</b>			

**N.B.** \* Level of agreement  $\leq 2.5$  "Poorly competent"; 2.50-3.50 = "moderately competent" and  $>3.50$  = "highly competent".

\* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and  $F_{critical}=3.02$ .

As in dictated on table 8, item 2, Respondents were asked to give their opinion whether women by nature are more emotional than men. The grand mean value of the groups was 1.61 with the individual groups mean scores of 1.51, 1.90 and 1.42 for teachers, principals and experts respectively, rating all "low agreement".

ANOVA test was computed to see the existence of statistical significant differences among the respondent groups in perception. The result discovered that the obtained value (38.83) is much greater than the tabulated blue ( $F_{critical}=3.02$ ).

Item 3, on table 8, respondents were asked if women are as strong as men to manage schools. The grand means score value of the group was 4.19 ranked 1<sup>st</sup> with individual groups mean scores of teachers (3.94), principals (4.30) and WEO experts (4.33) rating all high level of agreement on the idea that women are as strong as men. Hence, majority of the respondent groups agreed highly

that women and men both have enough strength that enables them to lead schools.

This finding is also highly supported by the woreda interviewed educational groups and focus group discussion group members. Both of them indicated that women and men can lead schools equally in terms of the strength they have had.

The last item, on table 8, is an item in which respondents were asked to rate their view if biological difference causes administrative differences. The grand mean value of the three groups was 1.71 which shows low agreement on the affecting factor. The individual groups mean score values were 1.42, 1.92 and 1.81 of teachers, principals and WEO experts respectively indicating low level of agreement.

ANOVA test was employed to see if there exists a statistical significant difference in opinion among the respondents. The results discovered that the table or the tabulated value ( $F_{critical} = 3.02$ ) was much lower than the obtained value 16.27. A Post Hoc comparison statistic test further revealed that the difference lies between teachers and principals more.

Generally, in the physical and biological factors majority of the respondents agreed on that physical strength is needed to manage the disciplines of students, and women are as strong enough as men to manage schools. On the other hand, they have low level of agreement on that women are more emotional than men and biological difference cause administrative differences. On the other hand, the information secured from WEO experts and ex-female principals contradicted that no need of physical strengths to manage students disciples and confirmed the equality of strength between men and women to manage schools. The interviewees agreed with 3 groups of questionnaire respondents on the point that women are not more emotional and biological factors do not cause administrative differences. The focus group discussion members are online with the interviewees and the respondents.

#### 4.2.6.2. Psychological Factors Affecting Female Principalship Roles

The socio-cultural traditional male dominated and other influential factors cause psychological factors on women's attitudes. Based on this, the student researcher distilled 3 indicators, to assess if there are psychological cases that exclude women from government primary school principalship.

Table 9: Respondents' Perception on Psychological Factors

Item No.	Affecting factors	M & Std	Respondent by Profession						
			Teachers	Principals	Experts	Grand mean	DF	F-ratio	Rank
1	Women feel worry for their performance achievement	Mean	2.06	1.92	1.03	1.67	2	1.09	3
		Std	1.24	0.87	1.00				
2	Women lack self-confidence to exercise leadership	Mean	3.42	3.45	2.91	3.26	2	5.61	1
		Std	1.36	1.13	0.98				
3	Women need reassurance for their work from others	Mean	2.47	2.30	1.50	2.09	2	1.92	2
		Std	1.35	1.30	0.54				
<b>Average mean</b>			<b>2.65</b>	<b>2.56</b>	<b>1.8</b>	<b>2.34</b>			

**N.B.** \* Level of agreement:  $\leq 2.5$  "Poorly competent"; 2.50-3.50 = "moderately competent" and  $> 3.50$  = "highly competent".

\*Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and F-critical=3.02.

As indicated in table 9 above the view that women feel worry in exercising leadership was not accepted by all respondent groups(1.67). They accepted that women are not inferior to men in performance. It was rarely accepted that women need reassurance from others in their work (mean=2.09).

A mere look at the means of the response groups demonstrates the view that women lacked self confidence to exercise leadership in school seemed to have been well accepted by all the respondents grand mean score of 3.26. An Interview made with the WEO heads and ex-female principal teachers showed also that women principals lacked self confidence. Data collected from focus group discussion members and open ended questionnaire confirmed the respondents and interviewees idea that women principals.

A further look at statistical analysis using ANOVA test of significance on the difference of means showed that there was significant variation among

teachers, principals and WEO experts on the view that women lack self confidence. There was significant difference with obtained value 5.61 which is greater than the table value (F critical=3.02).

It may be possible to conclude from the responses that, in some instances, women principals lacked consistency in the way they considered their self concept in relation to their principalship qualities. The conclusion might be a result of the deep-rooted influence of what Sharafuelen (2000) called "Men's position of power and privilege over women". This study's findings contradict with the literature review under this issue.

#### 4.2.6.3. Socio-Cultural Factors

Respondents were requested to rate their perception on the possible factors which were believed to exclude women from advancing into senior positions with respect to the socio-cultural factors. The main factors were presented and rated by the respondents and the summary of the findings is presented below in table 10.

Table 10: Respondents' Perception on Major Problems Related to Socio-Cultural Factors

No	Variables	M & Std	Respondent by Profession						
			Teac hers	Princ ipals	Exp erts	Grand mean	DF	F-ratio	Rank
1	Nature favors male to be leaders than females	Mean	1.93	2.05	2.48	2.33	2 315	13.56*	2
		Std	1.36	1.14	1.22				
2	Women are by nature very fearful, suspicious	Mean	3.58	1.18	3.17	2.64	2 315	24.28*	3
		Std	1.31	1.42	1.62				
3	As educational organizations are complex by their very nature, they can't be lead by women	Mean	2.89	2.90	3.0	2.93	2 315	0.17	1
		Std	1.49	1.51	1.41				
4	School principal ship demands singleness	Mean	2.84	2.20	2.50	2.51	2 315	1.60	5
		Std	1.62	1.36	1.51				
5	Women can stand hardship as men	3.64	1.90	1.67	2.43	2.43 <sup>b</sup>	2 315	8.89*	4
		Std	1.30	1.16	1.21				
Average mean			2.97	2.14	2.56	2.55			

**N.B.** Level of agreement  $\leq 2.5$  "Poorly competent", "2.50-3.50" = "moderately competent" and  $> 3.50$  = "highly competent". \* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and F-critical=3.02.

As it is indicated in table 10, item 1, respondents were asked if nature favors male to be leaders than females. The occupational respondents rated it as a "minor cause" to exclude women's participation in leadership positions with weighted mean score 2.33 and with an individual mean scores of 1.93, 2.05, and 2.48 of teachers, principals and WEO experts respectively. All the respondents agreed that the influence of this factor is not much in preventing women from attaining senior posts of leadership. However, the groups of respondents vary in their mean scores. Teachers rated as a very lower and WEO experts rated as slightly lower than 2.5 which is the limitation point between minor and moderate cause. One way ANOVA was used to confirm if there is statistical significant difference between the groups in perception. The obtained value 13.56 is greater than the  $F\text{-critical} = (2, 315) = 13.56 > 3.02$ .

Item 2, in table 10, respondents were asked to rate on women's fear fullness, suspiciousness and lack of self confidence in decision making. The respondents rated this issue as a "Moderate cause" with a grand mean of 2.64 and individual group mean scores 3.58, 1.18 and 3.17 for teachers, principals and WEO experts respectively. Though their opinion on the issue is "Moderate", the teachers reacted the issue as "Major cause" where as the principals as "minor cause" and the WEO experts as a "moderate cause". This study's findings agree with the literature review that stated women have success dilemma & this may lead them to lack of self confidence (Honer, 1989; Ndongko, 1994).

One way ANOVA was employed to measure if there is statistical significant difference among the respondents. The result from the ANOVA test revealed that there is indeeded significant difference in perception that  $F (2,315) = 24.27 > 3.02$ .

Item 3, on table 10, asked respondents to rate about the complex nature of educational organizations and if they can't be lead by women principals. The respondents rated it as a "moderate cause" with grand mean score 2.93. All the individual mean scores indicated that there is a "moderate cause". This issue might have its own influence but it is not a serious cause. From the ANOVA test results revealed  $F (2,315) = 0.17 < 3.02$  that there was no statistical

significant difference among the group means. Three of the occupational respondent groups agreed on the issue to be regarded as “a moderate cause” of exclusion of women from principalship.

As it is indicated on table 10, item 4, occupational respondents were asked to rate the degree that principalship demands singleness and the group rated the issue as slightly “moderate cause” with a grand mean of 2.51 and individual mean scores of 2.84, 2.20 and 2.50 of teachers, principals and WEO experts.

In Item 5, ranked the 4<sup>th</sup> on the same table; respondents were invited to rate whether women can stand hardships as men. The groups rated the issue as a minor cause. It means that they did not agree with the issue considering that women can't stand hardships as men. As it was indicated by the ANOVA test, there observed a statistical significant group mean difference among the groups.

Generally, the socio-cultural factors were rated as “slightly moderated cause” with an average mean (2.55) of preventing women from the participation of primary school principalship positions.

#### **4.2.6.4. Attitudinal Factors Affecting Women's Participation in Primary School Principalship**

##### **4.2.6.4.1. Women's own Behavior and Attitude**

Women's prevention form leadership positions sourced from different factors or directions. One of the factors may be women's own attitudes and behaviors. Women's own behavior sometimes is believed to prevent them from getting appointed to leadership positions in the educational system primary school principalship. Besides, the women themselves exhibit forms of behavior that further strengthens their prevention. Some major ones of the preventing factors were included in this research and the summary of the data obtained from three occupational groups is presented below on table 11.

Item 1, on Table 11 below, ranked the 8<sup>th</sup> women's acknowledgement of the world as a male was rated as a moderate cause as a “moderate cause” for

limiting women's participation in leadership positions with weighted mean score 3.06. This reflects that the three groups of the respondents had a moderate level of acceptance on the issue as indicated by their weighted mean. In other words, all the respondents agreed that women's acknowledgement that the world is "Masculine" could have a moderate effect on their minimal number in primary school principalship leadership roles. However, like some of the above items, the gap between the degrees of acceptance among the three occupational respondents was seen as statistically significant difference in perception ( $F_{2,315} = 13.23 > 3.02$ ). Principals' individual score of 3.14 showed well lower than the teachers and experts score of 3.73 and 3.33 respectively.

Women perceiving themselves as less skilful in principalship, item 2 in the same table ranked third with a weighted mean score of 3.51. All of the respondents rated the issue as a "major Cause" that inhibited women's participation in senior posts. The teachers and experts individual mean score 3.77 and 3.67 was much higher than that of the principals score of 3.51. This finding points out that women's low self esteem and lack of confidence has always put them in the position to underestimate their strengths, which could be due to early socialization. The tabulated F value ( $F_{critical} = 3.02$ ) was lower than the obtained value of 8.54 which strongly indicates a statistically significant difference among the three respondent groups.

Table 11: Respondents' Perception on Major Problems Related to Women's own Attitudes and Behaviors

N o.	Indicators	Respondents' response			Weighed mean	F- ratio	Sig.	Rank	
		Mean scores							
			Teache rs	Principals					Experts
1	Women still recognize/ acknowledge the world as 'masculine'	Mean	3.73	3.14	3.33	3.06	13.23*	0.02*	8
		Std	1.20	1.01	1.36				
2	Women perceive themselves as less skillful in leadership	Mean	3.77	3.50	3.67	3.76	8.54*	0.04*	3
		Std	1.18	1.19	0.81				
3	Women have less aspiration to become school principals	Mean	3.24	3.45	3.43	3.27	0.90	0.70	6
		Std	1.31	1.18	1.63				
4	Women exhibit poor risk taking	Mean	3.57	3.55	3.56	3.56	4.18*	0.01*	4
		Std	1.09	0.93	0.98				
5	Women lack awareness and knowledge of the organizational culture and politics	Mean	3.41	3.01	3.27	3.23	8.22*	0.02*	7
		Std	1.23	1.22	1.13				
6	Women's fear of success in achievement will lead to negative attitudes from colleagues	Mean	2.79	2.78	3.42	2.97	0.21	0.80	9
		Std	1.91	1.15	1.12				
7	Women's fear of balancing professional work and family responsibility	Mean	3.83	4.62	4.59	4.57	0.15	0.56	1
		Std	1.17	0.59	0.29				
8	Women's attitude towards encountering jealously, competition and lack of support from other female subordinates	Mean	4.21	4.11	3.95	4.09	11.05*	0.00*	2
		Std	1.33	1.27	1.37				
9	Lack of mentors and role models	Mean	3.59	3.00	3.51	3.55	2.05	0.13	5
		Std	1.26	1.25	1.51				
	<b>Average mean</b>		<b>3.57</b>	<b>3.47</b>	<b>3.63</b>	<b>3.58</b>			

*N.B \* Indicates that there is a significant difference at  $\alpha = 0.05$  level with the degree of freedom (2,315) and F- critical = 3.02). Level of causes: ( $\leq 2.25$ = "Minor Cause", 2.50-3.50= "Moderate Cause", and  $> 3.50$ = "Major Cause" of prevention or exclusion.*

Women having less aspiration to become educational leaders were rated as a "Moderate cause" with a weighted mean score of 3.27. All group respondents having a mean score of 3.24, 3.45 and 3.43 agree that women have no

ambition to becoming leaders. Three of them argue that women actually do shy away from added responsibility either due to overburden of family obligations, lack of self-confidence or simply lack of interest inquiring leadership positions. The one way ANOVA test did point out the statistical significant difference among the three educational groups. This indicated that this could be one of the factors that explain their marginalization in principalship.

The 4<sup>th</sup> weighted mean score was 3.56, where respondents rated the inability of women exhibiting risk taking skills as a "major cause" for their under representativeness in principalship posts. The respondents' individual mean score of 3.57, 3.55 and 3.56 respectively reflected the same rating as a "Major Cause". From the three respondents however, teachers were found to have a stronger agreement that fear of taking risks was detrimental to getting into principalship positions since it is one of the essential qualities principals should possess. The one way ANOVA further attest that there was indeed a statistically significant difference between the two genders where the obtained value, 4.18 was higher than the tabulated F value ( $F_{critical} = 3.02$ ). Ndongko (1994) did confirm this notion that women do indeed tend to exhibit poor risk taking skills. The data secured from the focus group discussion agreed with the respondents' idea.

Item 5, on the same table ranked seventh with weighted mean score of 2.97. This reflects that respondents rated it as a "Moderate cause". In other words, three of the respondents in the study confirmed that women's lack of awareness and knowledge of the organizational culture and politics can affect their chance in climbing the managerial ladder. The teachers' individual mean score of 3.41 strongly suggests that claim as compared to the principals and experts means cores of 3.01 and 3.27 respectively. The one way analysis of variance conducted revealed a statistical significant difference among the three respondent groups ( $F_{2,315} = 8.22 > 3.02$ ).

Furthermore, from the interview secured from both male educational officials and ex-female principals it was confirmed that in order to climb the organizational ladder, one must become aware and be knowledgeable about the

entire organization and how it works as well as explore the informal methods of communication so as to get crucial information.

The sixth item, Item 6 that ranked ninth was the fact that women fear success in achievement would lead to negative attitude from colleagues. Even though, three of the respondents rated it as a "moderate Cause", as one of the factors that could prevent women from reaching the top leadership positions, it was not regarded as the biggest problem on this study. There was no statistically significant difference among the average responses of the teachers, experts and principals responses ( $F_{2,316} = 2.1 < 3.02$ ). The three group of respondents similarly disclosed that women fear of generating negative attitude from peers for attaining success in the work place was not seen as a major problem.

As shown in Table 11, item 7, ranked first, portrays respondents' view regarding women's avoidance in leadership positions due to fear of balancing professional work and family life. This item had the highest weighted mean score of 4.57 from the three group respondents. Therefore, this indicates that all groups rated the factor as a "Major Cause" in affecting women's participation in primary school principalship. When individual mean scores were observed, with 3.83, 4.62 and 4.59 respectively, all respondents rated the issue at hand as a "Major Cause" as well. A one way ANOVA test was employed to check if there was statistically significant difference between the three groups of occupational respondents. The result revealed that there was no statistical difference between the three group respondents, where the obtained value 0.21 was lower than the tabulated F Value ( $F_{critical} = 3.02$ ).

This finding explains that all respondents agree fully that one of the major factors that possibly prevented women from participating in senior posts was the fear of balancing both professional and family life. Studies indicated that it is easier for men to have both family and a career (Heller, 1982), whilst women constantly feel a constant pressure to perform well at work and a persistent feeling of guilt in coping with the expectation of the family (Parkih, 2003).

As can be seen from Table 11, item 8, with respect to women's attitude towards encountering jealousy, competition and lack of support from their subordinates was ranked 2<sup>nd</sup>, with a weighted mean score of 4.09. This issue overall was rated as a "Major Cause". Moreover, the agreement levels of the three group respondents were uniform. In looking at the three group individual mean score of 4.21, 4.11 and 3.9 all indicate that the issue under consideration is a "Major cause" in preventing women from reaching the top ladder of the organizational hierarchy. All the three groups feel that the horizontal violence that women encounter in the work place from their fellow colleagues can be detrimental for advancement.

The difference of perception between the three occupational groups was strongly confirmed by the one way ANOVA employed. The obtained value 11.05 was much greater than the tabulated F value ( $F_{critical} = 3.02$ ), showing a statistically significant difference among the groups. The phenomena "Blue Flamers" was described by (Funk, 2000) who confirmed the findings that women who achieve success and rise quickly through the ranks are often not supported and even sabotaged by other women who work for them in the work places.

Item 9 on Table 11, represents respondents view regarding women's lack of mentors from their senior women leaders. This issue had the fifth highest weighted mean score of 3.55, portraying it to be one of the "Major Causes" that prevent women's entry into management positions. When individual means scores were observed, with 3.59, 3.00 and 3.51 respectively, teacher and expert respondents rated the issue at hand as a "Major Cause" where as principals rated it as a "moderate cause".

Generally speaking, the two groups confirmed that lack of role models or mentors is one of the biggest barriers to women's advancement. Of course, their mean value also indicates that the issue is a major cause. Willington and Catalyst (2001) emphasized the importance of a mentor to women's success and not having one was seen as a major barrier to women's career advancement. A one-way ANOVA test was employed to check if there was

statistically significant difference among the three groups. The results revealed that there was no statistical difference between the two group respondents, where the obtained value 2.05 was lower than the tabulated F value ( $F_{\text{critical}} = 3.02$ ). Hence, the finding shows that the importance of role models and mentors is great in helping women in to leadership positions in the education sector.

#### **4.2.6.4.2. Societal Barriers**

Another factor of the attitudinal factor in preventing women in leadership (principalship) positions is the societal barriers as indicated in the literature review. The prevailing assumption in a society and in school communities about women and their work skills associated with other accessory stereotypical impacts have been evidenced as a determinant to women's exclusion in primary school principalship roles. To this end, in this section of the research report, an attempt is made to examine if societal barriers such as assumptions, myths and prejudices exist and affect their level of participation in educational leadership roles. Table 12, Presents the main societal factors believed to have affected women's participation in Educational leadership and the summary of the findings were discussed below.

As it can be seen in table 12; item 1 had the 2<sup>nd</sup> highest rank with weighted mean score of 3.90. Both respondents viewed that early socialization, where boys and girls were raised and socialized differently to assume different roles and expectations in society was seen to be one of the "major" societal factors excluding women's entry into educational leadership roles. The individual mean scores of both genders were 3.91 male and 3.94 female, rating the same issue as a "major cause". A one way- ANOVA test further indicated that there was no statistical significant difference in perception between the two respondent groups. The F tabulated value ( $F_{\text{critical}} = 3.86$ ) at  $\alpha = 0.05$  level of significance and df (1,316) is greater than the obtained value 1.33.

Table 12: Respondents' Perception on Major Problems Related to Societal Barriers

No.	Items	Respondents' Response				Weighed mean	F- ratio	Sig.	Rank
		Mean score							
		Male, n=164		Female, n=154					
		Mean	Std	Mean	Std				
1	Girls and boys are raised and socialized differently to assume different roles and expectation in the society	3.91	1.11	3.94	1.02	3.90	1.33	0.24	2
2	Most young girl/ women are not encouraged and supported by their family to pursue their education	3.49	1.32	3.65	1.36	3.49	0.32	0.57	5
3	Many people think women's role should be child bearing, rearing and taking care of family	3.45	1.23	4.07	1.18	3.76	8.54	0.02*	4
4	People think women don't have the ability and the skill to be a leader	3.41	1.13	4.16	1.05	3.78	11.41	0.00*	3
5	The influence of patriarchal ideology adversely affects women's participation in educational leadership	3.94	1.14	4.46	0.75	4.20	18.21	0.10	1
	<b>Average Mean</b>	<b>3.68</b>		<b>3.81</b>					

***N. B\**** Indicates there is a significant difference at  $\alpha = 0.05$  level with the degree of freedom (1,316) and  $F_{critical} = 3.86$  Level of Cause: ( $\leq 2.50$ = "Minor Cause"; 2.50 - 3.50= "Moderate Cause";  $> 3.50$ = "Major Cause").

Item 2, on the same table, held the fifth rank with a weighted mean of 3.49. Both respondents agreed that the fact girls /women/ were not encouraged nor supported by their family to pursue their education was seen as being a "Moderate Cause". Male individual mean score 3.49 was seen lower than the female score of 3.65, which rated it as a "Major cause". Despite the difference of the mean scores, a comparison of the means in a one way ANOVA test revealed that there was no statistical difference of opinion between the two sex based groups ( $F_{1,316} = 0.321 < 3.86$ ).

Item 3 on Table 12, the misconception of society that women's role in society was to bear child, rear and take care of their family was regarded as the fourth "Major cause" with a weighted mean score of 3.76. When observed separately, individual mean scores for males and females on this issue were 3.45 and 4.07

respectively, which revealed a statistically significant difference of opinion when conducting the one- way analysis of variance test ( $F_{1,316} = 8.54 > 3.86$ ). Females were found to have a much stronger agreement stating it as a "Major cause", whereas males (3.45) rated it as a "minor cause". This ideological thinking reflects the old traditional/stereotypical/attitude of society, keeping women in the private domain.

According to the information secured from interviewee, ex- female principal teachers emphasized that in a male dominated society, there is still the notion that men belong in the public sphere whilst women should stay in the private sphere. In reality, even though women's participation in the workforce has steadily increased, men still occupy in far greater proportions work categories historically classified as men's work particularly the leadership positions (Yalew, 1995).

Another misconception as stated in item 4 of the same table was the fact that women do not have the ability, competence and skill to be a leader. This issue was rated as the third "major cause", thus, hindering women's participation in Educational leadership. The weighted mean score of 3.78 underscored the fact that it was indeed a major factor. A one- way analysis of variance test revealed that there was a statistically significant difference of opinion between the two genders. The tabulated F Value ( $F_{critical} = 3.86$ ) was much lower than the obtained value of 11.41. Female individual mean scores of 4.16 as compared to the male score of 3.41 strongly suggest that females feel this issue to be a major barrier to women's advancement.

As indicated on Table 12, in item 5, respondents were asked to rate their views as to whether the influence of patriarchal ideology adversely affected women from entering the management field. This factor ranked first with a weighted mean score of 4.20 rating it as a "Major Cause". Both the respondents individual mean score was 3.94 and 4.46 respectively reflecting the same rating as the weighted mean. Although this is true, acceptance level by males and females was statistically significant difference from the analysis of variance ( $F_{1,316} = 18.21 > 3.86$ ) at significance level of 0.05. Females strongly feel that the

influence of patriarchal ideology indirectly affects women from seeking senior positions because men are always behind the scene. Shakeshaft (1987) calls it "androcentric"; a male worldview that elevates masculine pursuits to an ideal, enforcing male supremacy and undermining females' experiences, skill, knowledge, and values as inferior (Coleman, 2003). Data gathered from interview and focus group discussion confirmed that the dominance of men to women is yet prevailing specially in the leadership positions.

#### **4.2.6.4.3. Men's Attitude**

Another attitudinal factor that influences women's participation in primary school leadership is the attitude of men.

Women's biggest barriers to their advancement into educational leadership roles are believed to be men's negative attitude towards them. This could be in the form of sex stereotyping by their male managers or overall resisting entry of women due to men's belief that management is typically seen as a male dominated activity and in reality male dominance in educational management is a worldwide phenomena. Table 13, presents the major factors with regards to men's attitudes believed to have affected Women's participation in Educational leadership and the summary of the findings are presented below.

Table 13: Respondents View on Men's Attitude of Women Principals

No.	Items	Respondents' Response				Weighe d mean	F- ratio	Sig.	Rank
		Mean scores							
		Male, n=164		Female, n=154					
		Mean	Std.	Mean	Std.				
1	Men feel more competent, capable and efficient in principalship than women	4.12	1.22	3.92	1.30	4.02	1.93	0.16	1
2	See management as an occupation which requires masculine traits	3.81	1.13	3.78	1.12	3.79	14.00	0.02	4
3	Feel women have to do the same things as men in order to succeed in senior positions	3.18	1.31	3.06	1.34	3.11	0.73	0.59	6
4	Feel uneasy working with women at equal level	1.98	1.12	2.02	1.18	2.00	0.26	0.87	8
5	Are threatened by their jobs when women become over achievers	2.84	1.23	3.36	1.45	3.1	24.97*	0.00	7
6	Exclude women from their informal net work	3.66	1.29	4.26	1.13	3.96	10.51*	0.01	3
7	Managers offer opportunities/ unchanging work assignments/ to women as compared to men	2.85	1.21	3.74	1.16	3.26	9.44*	0.01	5
8	Consider women as best for the domestic work	3.76	1.22	4.25	0.89	4.00	2.85	0.09	2
	<b>Average mean</b>	<b>3.74</b>		<b>3.55</b>		<b>3.64</b>			

**N. B\*** Indicates there is a significant difference at  $\alpha = 0.05$  level with the degree of freedom (1,316) and  $F_{critical} = 3.86$ ; Level of Cause: ( $\leq 2.50$ = "Minor Cause"; 2.50 - 3.50= "Moderate Cause"; > 3.50= "Major Cause")

As indicated on Item 1 on Table 13, the notion that men feel that they are more competent, capable and efficient in leadership than women had the highest weighted mean score of 4.02. Both respondent groups with their individual mean scores of 4.12 and 3.92 rated the factor as a "Major obstacle" that women face difficult when entering the dominant field of men. It is safe to say that due to their masculine character and having been a dominant figure for a long time, and the fact that men for centuries have always run organization, they feel they have wide (rich experience) which makes them more competent than women. A

One- way analysis of variance was employed to see if there exists perception difference on the issue between both male and female respondents. The test revealed and confirmed that there was no statistical significant difference in perception between the two genders with the issue raised. ( $F_{1,316}$ ,  $1.93 < 3.86$ ). The item 2, men looking management as an occupation that requires "Masculine trait" was ranked fourth with a weighted mean score of 3.79. Both respondents weighted mean (3.79) and the individual mean score of 3.81 and 3.78 respectively, rated the issue as one of the "Major Causes" that could contribute to women's non- entry to principalship positions. Despite the fact that both female and male agree, a one- way ANOVA test revealed that there was a statistically significant difference in opinion between the two genders. The obtained value 14.00 was much greater than the tabulated value of ( $F_{critical} = 3.86$ ). Females had stronger agreement that men always viewed management as a masculine trait and have resisted in accepting or acknowledging the "feminine traits of leadership style".

As seen on table 13, Item 3, respondents were asked to rate their perception with regards to men expecting women to adapt themselves to work environment and expectations of men. This issue was ranked sixth with a weighted mean score of 3.11. The weighted mean as well as the respondents individual mean score of 3.18 and 3.06 respectively rated the item as a "Moderate Cause". The comparisons of the two means were further tested using the one - way ANOVA to see if there was any significant difference between the two genders. The test revealed ( $F_{1,316} = 0.73 < 3.86$ ) which meant that there was no statistically significant difference in perception between the two respondents. Therefore, both males and females uniformly agreed that men expecting women to do the same things as men in order to succeed in senior positions was seen as a "Moderate Cause" for preventing them in participating in educational leadership.

The fourth variable on table 13 that ranked last from the list of the factors was men felt uneasy working with women at an equal level. Both the weighted mean score of 2.00 and respondent's individual score of 1.98 and 1.18

respectively was the lowest from all the other variables, rating it as a "Minor Cause", with respect to preventing women's entry into educational leadership roles. To check whether there was a significant difference between the two genders, a one- way ANOVA test was conducted. The test results revealed that there was no statistical difference between the two respondents. Hence it is safe to say that both respondents claim that the issue at hand was insignificant to be seen as a hindrance or barrier for women's lack of participation in educational leadership.

The item, that men are threatened by their jobs when working with women who are over achievers was ranked sixth with a weighted mean score of 3.10. Even though, the overall respondents view rated it as a "Moderate Cause", female had a stronger level of agreement, rating it as a "Major Factor" with an individual mean score of 3.36 as compared to male score of 2.84. The comparison of the two mean scores using one- way ANOVA test ( $F_{1,316} = 24.97 > 3.86$ ) indicated that there was a statistically significant difference between the perception of males and females. In other words, the females group highly accepted the fact that men felt threatened by their jobs when their female counterparts were seen to excel in performance.

Item 6, on Table 13, which sought to determine whether men exclude women from their informal networks known as the 'Old Buddy' system, the weighted mean shows a score of 3.96 rating it as a "Major Cause". Even though it was ranked the third highest factor, the agreement of the two respondent groups was not equivalent. Females regarded this issue to be more serious rating it as a "Major Cause" with an individual mean score of 4.26 as compared to males mean score of 3.66 rating it as a "Major factor" too. By employing the one- way ANOVA test, it was further confirmed that there was statistical significant difference, between the two genders. Females felt their exclusion from the male's inner circle, prevented them from knowing the "office politics" and "informal channel" which help gear people to seek the right information and the right person for promotion.

Regarding item 7, on the same table, whereby men managers offering few opportunities and unchallenging work assignments to women was seen as a "Moderate Cause" with respect to women's entry into management. The item was ranked fifth from the other variables listed with a weighted mean score of 3.26. Generally, both genders confirmed that getting unchallenging work assignments as well as being offered fewer opportunities in the work place as compared to mean was a "Moderate Cause". However the agreements of the two groups of respondents were not uniform. From the one-way ANOVA test results ( $F_{1,316} = 9.44 > 3.86$ ), it was revealed that the two groups in their acceptance level on this use were significantly different. Females having an individual mean score of 3.74 as compared to men's score of 2.85, strongly felt it to be a "Major Cause" that prevented women from seeking higher positions. This could decrease their visibility, their competence and ability to perform hard and challenging assignment, which will in turn affect their promotion opportunities in the educational leadership fields.

As it is indicated on table 13, item 8, the respondents were asked to rate their option with regards to men's considering women as best for domestic work. The issue was ranked second with a weighted mean score of 4.00 and individual group mean score of 3.76 and 4.25 of male and female respectively, rating it as a major cause for their exclusion from principalship positions. The comparison of the two means further tested using one way ANOVA to see if there exists any significant difference between the groups. The test indicated that ( $F_{1,316} = 2.85 < 3.86$ ) which shows that there was no statistically significant mean difference in opinion between the two respondents. Hence, both male and female respondents have equivalent perception on the issue at hand.

#### **4.2.6.5. Institutional Factors Affecting Women's Participation on School Principaship**

This part of the analysis will attempt to investigate the possible institutional factors that are believed to act as barriers to women's advancement in the educational leadership in general and government primary school principalship

in particular. The major factors were listed, presented and rated by the respondents. The summary of the findings depicted below on Table 14.

Item 1, on Table 14, presents respondents' view regarding organization's support for women to form their own network within the work place. It was ranked six with a weighted mean score of 2.57 rating it as a "Moderate cause" in limiting women's upward mobility. Both groups of respondents had similar ratings with individual mean scores of 2.61 and 2.54 respectively. The ANOVA test further confirmed that there was no statistically significant difference in the perception of the two groups of respondent on the issue under consideration.

Items 2 and 3 ranked 5<sup>th</sup> and 4<sup>th</sup> with weighted mean scores of 2.88 and 3.02 respectively. The former item: the institution's effort to make females active participant in school principalship and schools have transparent policies and practices rated as "Moderate cause". Similarly the individual mean score 3.44/3.14 for males and 2.32/3.26 for females rating the issues as a "Moderate cause". The ANOVA test revealed that there was no statistically significant difference in opinion between the two respondent groups.

As can be seen on table 14 below, item 4, respondents rated the occupational sex segregation in the workplace as "Minor Cause" for preventing women from entering the men dominated field (leadership). The weighted mean value of 2.01, the individual mean scores of 1.89 and 2.14 respectively for male and female, rated the issue under discussion as a "Minor Cause". This means the variable under discussion is not serious cause of excluding women from educational leadership which contradicts the literature review that there are invisible institutional barriers in preventing women's participation (Chacho, 1982; Gordin, 1990; Abebayehu, 1995; Sarah, 2007).

Table 14: Respondents View on Institutions and Women's School Principalship

No	Indicators	Respondents' response				Weighed mean	F-ratio	Sig.	Rank
		Mean score							
		Male		Female					
		Mean	SD <sub>M</sub>	Mean	SD <sub>F</sub>				
1	Encourage women to form their own net work...	2.61	1.11	2.54	1.12	2.57	1.95	0.16	6
2	Institutional effort to make women active participant...	3.44	1.22	2.32	1.17	2.88	0.42	0.62	5
3	Have transparent promoting policies and practices	3.14	0.95	3.26	0.78	3.02	0.83	0.38	4
4	Occupational sex segregation in the school	1.89	0.98	2.14	1.32	2.01	6.04*	0.04*	9
5	Provision of flexible working time	2.15	1.24	2.34	1.21	2.24	0.18	0.14	8
6	Commitment of women for their occupation	3.85	1.85	3.56	1.28	3.78	4.01*	0.03*	2
7	Possession of masculine characteristic needed by schools	2.40	1.29	2.28	1.16	2.34	12.13*	0.00*	7
8	Readiness to take risks	3.11	1.23	3.72	1.18	3.45	0.19	0.92	3
9	Family responsibility and obligation...	3.81	2.14	4.51	1.23	4.16	0.18	0.91	1
	Average mean	2.82		2.77		2.78			

**N.B.** Level of agreement  $\leq 2.50$  = "Minor cause",  $2.50-3.00$  = "Moderate cause"  $3.50-5.00$  = Major Cause. \* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha = 0.05$  and F-critical = 3.86.

However the comparison of the two means, in ANOVA test the calculated value 6.04 is greater than ( $F_{critical} 3.86$ ) showed that there was a significant difference in the level of agreement between the two groups.

As pointed out on table 14, item 5, the respondents agreed that the stated problem was "Minor cause" with a weighted mean of 2.24. The issue of providing flexible hours for a child care facilities to women held the individual mean scores of 2.15 and 2.34 respectively, for male and female revealed similar rating of "minor cause". The test employed showed that there was no statistically significant difference between the two groups.

As indicated on table 14, item 6, the majority of the respondents agreed that the stated organizational myths was a "Major cause" with a weighted mean score of 3.78 affecting women's participation in school principalship. The

individual mean scores showed a difference on opinion, females mean score 3.56 rating it, as "major cause" males strongly agree that women's entry to management was affected because schools felt that they were less committed to their work as compared to men. To support this level of agreement of the respondents ANOVA test was computed and significant difference was found to exist. The calculated F value 4.01 was shown to be higher than the critical F value 3.86. Likewise, acceptance level of males in the stated factor was higher than the females.

Regarding item 7, on Table 14, where organizations believed women as not possessing the masculine characteristics required by organizations/ schools rated as a "Minor cause" with a weighted mean value of 2.34. The agreement levels of the two respondents were found to be uniform female and male had individual mean scores 2.40 and 2.28 respectively, indicated a rating as "minor causes". The ANOVA test results revealed that there was indeed statistical significant difference in perception between the two groups of respondents F calculated 12.13 was greater than (F critical 3.86).

§ The third highest weighted mean score was 3.45 was for item 8, where organization's/school's believed that women are afraid to take risks when placed in school principalship position. Even though it was rated as a "moderate", the males had slightly lower individual means score 3.11, indicating it is a "moderate cause" whilst the female score showed a mean 3.72 rating it as a "major cause". Although the agreement level of groups of respondent was different, but ANOVA test revealed that there was no statistical significant difference between the two groups of respondent F calculated 0.19 is less than (F critical 3.86). In other words, the organizational myths that women do not take risks can greatly affect their participation rate.

One of the organizational/ school myths that can affect women from entering or climbing the managerial ladder is the belief that women leader's job performance is greatly affected by their family responsibilities and obligation which is reflected on item 9, on table 14. It had the highest weighted mean score of 4.16, indicating the issue to be a "major cause" that could possibly

prevent women's entry into higher positions in the organization. The individual mean scores were 4.51 for female and 3.81 for male. It also reflects that concept or the same phenomenon. The ANOVA test further confirmed that there was no significant difference of perception between the two groups respondent F calculated 0.18 is less than F critical 3.86. Both male and female respondents admitted that the above myth greatly affected women's entry into the world of principalship or leadership area.

#### **4.2.6.6. Educational Policy Issues Affecting Women's Participation in Primary School Principalsip**

Educational policy is one of the remedies that can facilitate the participation of women in one way or another not only in education but also in all sectors of development. To this end, in this section an attempt was made to assess the view of respondents on the effect of the policy intervention has brought on women's participation in primary school principalship.

As indicated in table 15, item 1, ranked 1<sup>st</sup> of the indicators, occupational respondents were requested to rate if policies and programmes encourage participating in primary school principalship. Respondents rated it as "highly agree" with the weighted mean 4.12, and individual mean scores 4.12, 4.21 and 4.03 of WEO experts, principals and teachers respectively. The three respondent groups have similar level of agreement on the issue. Therefore, the finding on this issue portrayed that the government current policy and programs did encourage and motivated women to participate in the primary school principalship in the Eastern Zone of Tigray.

Item2, in the same table, the support, commitment and willingness of the stakeholders indicated a rating of "highly agree" with a weighted mean score of 4.03 and 2<sup>nd</sup> rank. The respondent group agreed equivalently that stake holders were giving support and encouragement for women to primary school principals. The one way ANOVA test further confirmed that there was no statistically significant difference among the groups' perception.

Table 15: Respondents' Perception on Policy Issues Related to Women's Primary School Principalship

No	Indicators	Respondents response									
		Mean values						Weighted Mean	F-ration	Sig	Rank
		WEO Experts N=6	SD <sub>w</sub>	Principal n=20	SD <sub>p</sub>	Teachers n=292	SD <sub>t</sub>				
1	Policies and programs designed encourage women	4.12	1.11	4.21	1.01	4.03	1.12	4.12	1.09	0.87	1
2	Support, and willingness of stakeholders	4.03	0.85	4.11	1.04	3.95	1.21	4.03	8.89*	0.04	2
3	Monitoring and evaluation of the implementation	2.32	0.98	1.54 *	1.20	1.59	0.97	1.82	9.31*	0.03	6
4	Clarity and transparency of the policy	3.25	1.00	3.40	1.24	2.81	1.02	3.15	1.12	0.84	3
5	Simply Policies of government benefits women's	2.41	1.12	2.22	0.90	2.41	1.14	2.34	2.14	0.12	5
6	Communication and coordination of the stakeholders during the implementation	2.49	1.91	2.43	0.99	2.65	0.89	2.57	1.90	0.30	4

**N.B.** Level of agreement:  $\leq 2.50$  = "poorly agree";  $2.50-3.50$ = "Moderately agree"; and  $> 3.50$ = "highly agree". \* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha=0.05$  and  $F_{critical} = 3.02$ . -  $SD_w$ ,  $SD_p$  and  $SD_t$  are standard deviation of the WEO Experts, principals and teacher respectively

Respondent groups were asked to rate their perception on the monitoring and evaluating of the policy implementation in item 3, table 15. All the respondent groups "poorly agreed" with this issue with a weighted mean value of 1.82 and the individual mean scores of 2.32, 1.54 and 1.59 respectively for WEO experts, principals and teachers.

A one way ANOVA test was employed to observe the existence of statistical significant difference in perception among the groups. The result obtained was 9.31 which is greater than  $F_{critical}$  (3.02). Hence, from the obtained finding, it is

clearly understood that monitoring and evaluation of the policy greatly influenced by lack of proper implementation which in turn affected women's involvement in primary school principalship in Eastern zone of Tigray.

Item 4, on table 15 ranked 3<sup>rd</sup>, with a weighted mean value of 3.15 that rated the issue at hand as a "Moderately agree" in which respondents were asked about the policy clarity and transparency for implementation. All the occupational group respondents with individual mean values of 3.25, 3.40 and 2.81 respectively had similar level of the agreement rating as "moderately agree". One way ANOVA was employed to confirm their level of agreement further and the obtained result 1.12 was less than the  $F_{critical}$  (3.02).

Item5, on table 15, ranked 5<sup>th</sup>, respondents requested to indicate their perceptions on whether the contributions of the Ethiopian government current policy of women benefited the Eastern Zone women in participating in the primary school principalship. Accordingly, a weighted mean value of ranked the issue 5<sup>th</sup> that indicated a "low level of agreement" on the contribution. All the mean values of the three groups of respondent indicated the contribution of the policy to be "poorly". An ANOVA test was employed to measure if there was statistical significant mean difference among the responses of the respondents. The result obtained 2.14 was greater than the F critical (3.02). This clearly indicated that policies simply do not benefit women unless they are properly implemented. Having a good policy might not have a guarantee if it is not implemented in the way it is wanted. It seems that the benefit of the policy is measured by its implementation.

The last item6, ranked 4<sup>th</sup> with weighted mean value of 2.57 indicating a "poor level of agreement". All the respondents judgment was uniform in favor that the policy was not communicated or coordinated well to implement as planned or expected. Their equivalent level of agreement was further tested by ANOVA, which showed no statistical significant difference among the respondent groups F calculated (1.09) less than  $F_{critical}$  (3.02). These findings indicate that lack of communication and/or coordination of the stakeholders during the

implementation of the policy prohibits women's participation in the educational leadership in general and primary school principalship in particular.

In conclusion, respondents confirmed that policies and programs encourage women the support, commitment and willingness of stakeholders and the contribution of the policy to women as "strongly" where as monitoring and evaluation of the policy implementation as well as the policies communication and co-ordination as "poorly agree". Transparency & clearness of policy to implement is rated as "moderately agree". In other words items 1, 2 and 5 were considered as a low causes 2, 3 and 6 as "high causes" and item 4 as a "moderate cause" of preventing women's participation in primary school principalship.

### 4.3. Teacher's Choice of Appropriate Principal to their School

Teacher respondents were asked to choose appropriate principal to their school and their scores are on the table below.

Table 16: Teacher's Choice of Appropriate Principals

Teacher respondents	Sex of principals		Total	Chi-square
	Male	Female		
Males	101(70.6%)	42 (29.4%)	143(100%)	11.61*
Female	56(37.5%)	93(62.4%)	149(100%)	1.42
Total	157(53.8%)	136(46.2)	292(100%)	

*N.B \* Indicate there was a statistical significant difference between the groups of respondent on the issue under discussion at  $\alpha=0.05$  and Chi-square=3.84. -*

As shown on table 16 above, 93 (62.4%) of the female teachers have preferred female principals and 56 (37.5%) of them preferred male principal where as 101 (70.6%) of the male teachers chose male principal and 42 (29.4%) female teachers prefer male principal as appropriate for their school leadership. Totally, 157 (53.8%) and 135 (46.2%) of the male and female teacher respondents respectively, preferred male principal as appropriate leader for their school. This shows that most often, majority of the teachers prefer their respective sexes.

On the other side, of the male principals the majority (70.6%) preferred a male principal as greater value for school management. The chi-square result ( $\chi^2$  computed = 11.61 is greater than the critical value,  $\chi^2 = 3.84$ ) is statistically significant showing the preference of men over women for the position of school principals. According to the result obtained, unlike female teachers, male teachers, highly favour a male principal as an efficient and effective leader of a school. This finding also indicates that men are a little bit biased than women concerning women's role in management (Fishe and pottker,1975). This may be due to the reason that administrative work is stereotyped to male than female traditionally.

In addition to that the school culture is harsh for female principals, yet. Teacher Giday Kahsay who is an ex-female principal teacher explains the harsh case of principalship for females as follows.

*I had been an elementary school female principal for about four years. I left principalship by my own personal interest because it was difficult to be a female principal due to some cultural and traditional attitudes. First, male teachers, students and parents were expecting me that I am not effective to lead. They expect of me failure. I know also that I am expected of failure and I became frightened. If a female and a male principal have made the same mistake, the female one is very magnified by the school community members. At times, I had been insulted and I had been gossiped in an indirectly way. To the worst, I had been beaten by one teacher while I was in an office. I had a daughter when there was a meeting, my daughter had been crying at home. I was not able to play the dual role of a woman properly.*

Generally speaking, the community members do not expect female to be principals of their school for the existing stereotype and women do not want to be principals where they are not expected by their customers (teachers, students and parents).Gidey does not want to be a principal once more. This is what she informs to all female teachers in her school and village.

At last all respondents were given the following assumed factors that exclude women from the primary school principalship in groups A and B and then, the following 10 most influential factors were identified to be ranked.

1. Self image of women's for themselves
2. Attitude of the society towards women leader

3. Lack of mentors and role models
4. Lack of visibility
5. Female teachers afraid of being assigned to distant schools
6. They afraid of accountability of failure than men
7. Principalship demands additional time
8. The role conflict between family care and career
9. Women are not welcomed to principals by their husbands.
10. Low level educational background.

The groups were asked to rank the factors from the most serious (1) to the least influential (10). Accordingly, the groups ordered (ranked) the causes /factors/ of exclusion in ascending order.

1. Female teachers afraid of being assigned to distant schools
2. The role conflict between family care and career
3. Attitude of the society towards women leader
4. Self image of women's for themselves
5. Principalship demands additional time
6. Women are not welcomed to principals by their husbands.
7. Lack of visibility
8. Lack of mentors and role models
9. Low level educational background.
10. They afraid of accountability of failure than men

## Chapter -5

### 5. Summary, conclusion and recommendation

This chapter deals with the summary of the main findings, the conclusion drawn from the findings and recommendations which the researcher proposes and assumed operational which will go along with the help to improve and increase women's participation in primary school principalship in Eastern Zone of Tigray.

#### 5.1. Summary

The main aim of this study was to identify the major factors that contribute to the under-representation of female teachers in government primary school principalship in Eastern Zone of Tigray. In order to attain the desired objectives, an attempt has been made to evaluate the attitudes of primary school teachers, principals and WEO experts of both genders towards women as primary school principals, to assess the extent of women's participation in leadership positions, to find out the current selection and placement criteria for educational leaders, to explore the constraints that women encounter which limit their motilities to the higher positions as well as investigate other related issues of concern. At last, the researcher makes an attempt to come up with suggestions and recommendations.

To achieve the objectives of the study, the following basic questions were formulated and answered.

1. What difference/s/ do women principals have in competence, skill and ability as compared to male principals?
2. What are the socio-cultural factors that have contributed to the exclusion of women in primary school principalship in Eastern Zone of Tigray?
3. What are the major attitudinal barriers which affect women's participation in principalship in the Zone?
4. What are the institutional factors that play roles in reducing women's participation in the profession?

5. What are the policy related factors that affect their participation in the field of principalship?
6. How would women's participation in primary school principalship be improved?

At the end, the study made an effort to come up with suggestions and forward recommendations.

A related literature was reviewed and questions were distilled from it. A descriptive survey study with quantitative mainly and qualitative research approach as supplementary was used in this study. To confirm fair representativeness of subjects three out of the nine (7 rural and 2 town) woredas were selected through stratified (rural, town), purposive (the 2 rural woredas) and simple random (One town) sampling technique.

Three WEO heads (33.3%) and six (40%) WEO experts of the three sample woredas (Gulomekada, Irob, wurkro) were selected through purposive and simple random (lottery) sampling techniques respectively. When we come to the schools, the primary schools in the three woredas were clustered first on the basis of proximity to the WEO (the rural ones) and population density (the town one). 20 schools, 292 (30%) teachers, 20(26.3%) principals and 6(100%) WEO experts were selected through simple random sampling technique so as to give an equal chance of selection from the three sampled woredas. Four primary schools lead by female principals were considered in the selection of schools.

Five data collecting tools were used to carry out the study which includes questionnaire, in-depth interviews, focus group discussion, document assessment and observation. Pilot test was made in Nigste-Makda & Kisanet primary schools in Gulomekada and Wukro respectively and 0.91 and 0.84 alpha was obtained respectively.

Out of 326 questionnaires, 318(97.5%) were Filled & returned from 292(97.3%) teachers, 20 (100%) principals and 6(100%) WEO experts. In-depth interviews were conducted with 3 WEO heads and 3 well experienced ex-female principal

teachers. A thorough document inspection was made. Focus group discussion was held with 20 teachers of Zala-Anbessa and Fanna primary schools in Gulomekada. Lastly, data was carefully collected, tallied and presented for analysis.

The student researcher has used various relevant data analysis tools. The statistical tools employed include frequency, percentile, standard deviation, weighted and grand means, t-test, ANOVA test, chi-square test ( $X^2$ ) and Post Hoc Comparison. To this end, the following major findings were obtained.

1. Female respondents were found less in number, work experience, qualification and monthly salary where as they were greater in number in the marital status and possessing children which may in turn affect their participation in the school headship.
2. Regarding administrative abilities, the findings indicated that women leaders were found to be "Highly competent" especially in five skills. These were managing (4.46), optimizing use of resources (4.15), developing positive attitude towards change (4.15), capacity to plan (4.15), developing positive attitude towards change (4.15), and implementing the school rules and regulations (3.91). They are "Moderately competent" in the skills of providing professional counseling (2.81) and equal treatment of staff and students (2.98). Women leaders are also rated as "Poor competent" in the skills of creating better working atmosphere (2.23) and delegating duties and responsibilities (2.39). To the overall administrative skills, abilities and competences women are highly competent with the average mean of 3.51 by the respondents. Hence, no significant difference is observed between male and female principals in administrative skills.
3. The study results revealed that also women are highly competent in the leadership styles with an average mean of 3.74.
4. The study also revealed that women were not able to deal with and make use of informal organization to get full insight of their work place as indicated by the mean score of 2.27.
5. From the responses obtained by respondent groups, it was noted that women leaders were moderately competent in conflict management and

communication skill with an average mean (3.05) as well as decision making skills with average mean (2.98).

6. Most of the respondents agreed that professional qualification; work experience, affirmative action, test and gender preferences were major considered selection and placement criteria where as performance appraisal is a moderately considered in selecting and placing primary school principals. Training and anticipatory administrative skills were regarded as poorly considered. The document assessment from the WEO goes in line with the respondents' level of agreement though all the selection criteria's are not valued equally.
7. Among the different factors that restrained women's entry to the educational headship, the pervasive effect of the association between physical vigor and biological superiority were rated as moderately influential factors on this study. Whereas the psychological factors such as women worry for their performance appraisal, need reassurance and lack self-confidence to lead were rated "poorly influential" factors with average mean 2.34.
8. Socio-cultural factors such as the traditional norms, considering leadership as masculine trait, andocentric, lack of visibility and occupational stereotypes are all among the possible factors to adversely affect women's participation in primary school principalship as rated moderately influential with an average mean of 2.55.
9. Concerning the assessment of the major problems encountered by the attitudes and behaviors of women themselves, it was found that five factors were considered as a major cause that deprive women from climbing the managerial ladder. These major causes were the integration of career and family responsibilities (4.37), lack of support from other female subordinates (4.09), perceiving themselves as less skill full (3.76), fear of risk taking (3.75), lack of mentors & role models. The remaining five factors were rated as a "moderately influential".
10. As it is indicated in this study, most of the respondents who perceived the influence of patriarchal ideology view that male are mostly decision-makers, early socialization, lack of confidence in women's ability to lead, and lastly the fact that the society as whole considers women's role in the

private domain were regarded as a "major causes" that block women from reaching the senior administrative posts. Significant differences of perceptions were observed between the two sexes on most of the factors listed as societal barriers. This suggests that society's attitudes limit greatly women's participation in primary school principalship.

11. Respondents showed high conformity that women also hindered from participation in principalship by the major causes which include men's perception of themselves as being more competent (4.02), consider women as best for domestic work (4.00), excluded women from their informal "old-buddy" net work (3.96) and men's view of management as requiring masculine trait (3.79).
12. According to the study results, there are institutional beliefs that women's job performance is greatly affected by their family responsibilities (4.16) though they are highly committed for their occupation (3.78). Institutional factors such as loosely encouragement to form their own net works, effort to make women active participant, transparent promoting policies & practices, readiness to take risks were "moderate cause" for women's prevention from leadership positions. However, occupational sex segregation, provision of flexible working time and possession of masculine characteristics needed by school were considered as a minor cause.
13. Based on the findings, the judgment of the majority of the occupational respondents on the effect of policy intervention of women's participation was rated as "moderate cause" not as serious cause.

## **5.2. Conclusion**

It can be concluded from the findings obtained that the attitudinal factors i.e (attitude of women, men and society), the role conflict between family and career, the relocation of female principles, the additional time requested by principalship, spouse's willingness, lack of visibility and mentors are the most serious factors in limiting women's participation in Eastern Zone of Tigray in this study. The socio-cultural, institutional and policy related factors play a moderate role in the exclusion of women in the area in this area. Psychological, biological and physical factors are found to be minimal causes in preventing

women's participation; whereas competence factors such as administrative skills, leadership styles, communication and decision making skills have been found little influential in limiting women's participation in the government primary school principalship. .

Women teachers were found to be competent enough in majority of the administrative skills, leadership styles, conflict management and decision-making competences in this study. Even women excel men in participative decision-making, communication skills and transformational leadership styles. These skills are more important to schools than other organizations.

Actions to promote women's participation such as awareness creation and attitudinal change, female's schooling and professional development, establishment of support systems, policy and law interventions (international, national, local levels) have been introduced and practiced. Good deals of achievements were also obtained in changing the attitude of the society towards women's roles.

Yet, women are seriously underrepresented in educational leadership in general and in government primary school principalship in particular since the negatively affecting factors are over dominant to the enhancing factors.

When women do not participate in the leadership positions, the society is not getting the quality of leadership that can be obtained from women. On the other hand leadership positions are privileged positions. So, women are missing their benefits that can be obtained from the privileged positions. Moreover, schools are social organizations in which equality of both sexes could be taught from the grass root level. Besides, achievements of organizations are ascertained by the participation of all its members. Hence, the exclusion of women results in the reduction of efficiency and productivity of organizations. Women have also the right to participate in all sector of development including the leadership profession.

Different research findings confirmed also that development is unthinkable without the all sided involvement of women. Therefore, there is no way to

develop without making women to participate in all fields of development. The student researcher tries to give some possible recommendations to alleviate the problem to certain degree.

### **5.3. Recommendations**

One important thing to be noted here is that, there is no single best solution that could improve women's affecting factors in the profession all at a time overnight. Some of the problem of women are solved or alleviated on the expense of men since they are deep rooted ones.

As per the findings of this study, however, the need for special concern to the women's exclusion from educational leadership in general and governmental primary school principalship in particular require special attention to alleviate the problems. Accordingly, the following major recommendations were forwarded.

1. Since the various factors that affect the status of women are fundamentally rooted in the mental attitude of the people of both sexes, these attitudes should be changed. Hence, awareness creation and development through modern power full approaches such as dramatization and mini-media are mandatory by students & teachers in the elementary schools.
2. One of the factors that limit women teachers' participation is relocation. Thus, women teachers should be assigned to the schools in which they work when they participated in the principalship competition and passed by discussing with all teachers & administrative bodies.
3. As noted in the findings of this study, one of the biggest hindrances to women's advancement to primary school headship is the negative attitudes women have of themselves and other females as well as the sex stereotypical attitudes of the society. Hence, women should have positive attitude on other women by strengthening their professional organizations.
4. Women should be exposed to alternative pre-administrative activities (experiences) since experience has the lion's share behind principals' administrative success starting from class-room monitors by giving quota share of the administrative activities & training along with.

5. The rapid changes that are taking place in the society, the transformational plan exert enormous pressure on principals and their management. Hence, female principals should adopt new ways of understanding in order to cope up with these organizational complexities through modern way of manager's education in educational organizations (institutions).
6. Women's problems are best solved by women themselves. Therefore capacity building of women (attitudinal, technical material inputs and organizations) is necessary in order to get them noticed (Visible) by outshining men through their performance by designing projects to get financial & technical supports.
7. The affecting factors are mostly associated with socio cultural traditional norms. So, religious leaders can play a profound role on the social cognitions of their followers.
8. More than any other in fluencies, the role of the primary schools in attitudinal changes is crucial in designing gender-fair curriculum, in changing behaviors and attitudes of students and teachers, in treating boys and girls equally, in distributing a good lesson to parents through their students etc.
9. Parents should provide their daughters with opportunities to develop their decision making skills and principalship capabilities and must train their sons to respect their sisters.
10. WEO, Woreda women's affairs and schools should develop and design gender sensitive workshops, seminar and training about gender role socialization, family shared responsibilities gender role perceptions and other gender sensitive issues that are conducted with men so as to make them more receptive to female peers, subordinates and supervisors by developing projects & plans.
11. One way of decreasing the opportunities of female participation for administration is the absence of female in the key positions. Hence, having female on the key positions plays a role in increasing female participation.
12. Affirmative action, quota systems and other women's policies should be implemented properly with careful monitoring, evaluation and accountability at zone, woreda and school levels.
13. Finally, to get broader attitudinal profiles of the society towards female principals and educational leaders further review of literature and research studies on this issue needs to be done continuously.

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# **Appendix A**

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

**Questionnaire to be filled by WEO experts, principals & Teachers.**

## **General Direction**

This is a questionnaire designed to collect data for a research thesis entitled with '**Factors Affecting Women's Participation in Primary Schools Principal ship in Eastern Zone of Tigray National Regional State.**' Its main purpose is to gather information on the current status and practice on women's participation on primary school headship, identify the affecting factors of their participation and recommend plausible intervention measures that may contribute in enhancing the participation of women in the profession.

As the information collected through this questionnaire will be used by the student researcher for strictly academic purposes, confidentiality will be granted. Respected respondents, you are kindly requested to complete the questionnaire by reading the instructions and each item in the questionnaire carefully before you give your responses. The result and success of the study depends on the quality of your response.

## **N.B.** Please

- No need of writing your name in any part of the questionnaire
- Put 'x' mark in the box, cell or space you agree on
- Give short answers where you are asked in the space provided
- Cancel the first response before you change your response.

**Part I. Bibliographic Information**

1. Sex

Male

Female

2. Age in Year \_\_\_\_\_

3. Level of education \_\_\_\_\_

4. Work experience (service) in years as

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

5. Marital status

Married

Single

6. Number of children \_\_\_\_\_

7. Monthly salary in gross \_\_\_\_\_

8. Your choice of principal

Male

Female

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

You are requested kindly to rate the variables by putting an 'x' under the scale you agree. Use the following scales:

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

No	Indicators	Scales				
		1	2	3	4	5
<b>2.1</b>	<b>Women principals' skill, ability and competence</b>					
1	Success in managing and leading their subordinate					
2	Capacity to plan and coordinate desired activities					
3	Implementing the school rules and regulations					
4	Promote optimum uses of resources					
5	Delegate duties and responsibilities					
6	✓ Create better working atmosphere					
7	Develop positive attitude towards change					
8	Provide professional counseling when ever deemed necessary					
9	Treat all staff or students on equal ground					
<b>2.2</b>	<b>Style of women's principals leadership</b>					
1	Ability to execute honestly					
2	Become emotional in the work place					
3	Control their emotion in the work place					
4	Understand their subordinate feelings					
5	Make people work being involved in it					
6	Show greater perseverance and patience to follow up things					
7	Solve problem systematically					

### 2.3. Conflict Management and Commutation Skills of Women

#### Principals

Below are listed some of the indicators (points) on conflict management and communication skills of women who are at the position of primary school principal ship.

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

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

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

### 2.4. Decision making skills of women principals

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

Please you are kindly requested to rate the indicators by putting `X` under the scale you agree.

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

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

**2.5. Selection and Placement Criteria for Primary Schools Principal Ship posts**

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

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

No	Statements	Scales				
		1	2	3	4	5
1	Affirmative action					
2	Professional qualification					
3	Work experience					
4	Performance appraisal results					
5	Relevant professional training					
6	Gender preference					
7	Oral or/ and written test/ exam					
8	Anticipatory administrative activities					

**2.6 Physical and Biological factors that affect female principal ship roles,**

No	Indicators	Scales				
		1	2	3	4	5
1	Discipline of students demanded physical strength					
2	Women by nature are more emotional than men					
3	Women are as strong as men to manage schools					
4	Biological differences cause administrative differences					

**2.7 Psychological factors**

No	Indicators	Scales				
		1	2	3	4	5
1	Women feel worry for their performance achievement					
2	Women need reassurance for their work from others					
3	Women lack self-confidence to exercise leadership					

**PART III. Socio- cultural factors affecting women's participation in primary school principal ship**

Please, put "X" in the scales you agree in the boxes provided.

No	Variables	Scales				
		1	2	3	4	5
1	Nature favors male to be leaders than females					
2	Women are by nature very fearful, suspicious, lack self-confidence in making decision					
3	As educational organizations are complex by their very nature, they can't be lead by women					
4	School principal ship demands singleness					
5	Women can stand hardship as men					

**PART IV. Societal Factors Affecting Women's Participation in Primary School Principal ship**

Put an 'X' in one of the boxes provided for each possible factor. Use the following scales:

**Strongly agree (5), Agree (4), undecided (3) Disagree (2), and strongly disagree (1).**

No	Indicators	Scales				
		1	2	3	4	5
<b>4.1</b>	<b>Attitude of the society towards women</b>					
1	Girls and boys are socialized differently in the society to assume different roles and expectation					
2	Women were encouraged/ supported by their family to pursue their education					
3	Misconception of the society about women's role in the society					
4	Think women do not have ability, skill and competence					
5	The influence of patriarchal ideology in the society					
<b>4.2</b>	<b>Women's self image</b>					
1	Women still recognize/ acknowledge the world as 'masculine'					
2	Women perceive themselves as less skillful in leadership					
3	Women have less aspiration to become school principals					

4	Women exhibit poor risk taking					
5	Women lack awareness and knowledge of the organizational culture and politics					
6	Women's fear of success in achievement will lead to negative attitudes from colleagues					
7	Women's fear of balancing professional work and family reasonability					
8	Women's attitude towards encouraging jealousy, computation and lack of support from other female subordinate					
9	Lack of mentors and role models					
<b>4.3</b>	<b>Attitude of men towards women</b>					
1	Women feel more competent, capable and efficient in principal ship than men					
2	See management as an occupation which requires masculine traits					
3	Feel women have to do the same things as men in order to succeed in senior positions					
4	Feel uneasy working with women at equal level					
5	Are threatened by their jobs when women become over achievers.					
6	Exclude women from their informal net work					
7	Managers offer opportunities / unchanging work assignments /to women as compared to men					
8	Consider women as best for the domestic work					

**PART V. Institution Factors affecting women's participation in primary school principal ship**

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

No	Variables	Scales				
		1	2	3	4	5
1	Encourage women to form their own network					
2	No institutional effort to make women active participants in school principals ship					
3	Institutional effort is less to make women active participants in school principals ship					
4	Institutions have occupation sex segregation in the work place (school)					
5	Women are more committed than men					
6	Women don't possess the masculine characteristics required by organizations					
7	Women are ready to take risk on their daily routing					

**PART VI. Policy Factors affecting women's participation in primary school principal ship**

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

No	Variables	Scales				
		1	2	3	4	5
1	Policies and programs designed encourage women					
2	Support, and willingness of stakeholders					
3	Monitoring and evaluation of the implementation					
4	Clarity and transparency of the policy					
5	Policies of government benefits women's					
6	Communication and coordination of the stakeholders during the implementation					

**Part VII. Suggested items**

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

\_\_\_\_\_ Do  
you think any way to enhance the participation of women school principal ship in particular and educational leadership in general?

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

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

Male  Female  , I have no preference

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

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

6. Please rank the following reasons for women's exclusion from school principal ship post according to their seriousness. Put the rank on the space provided by using 1 for very serious problem to 7/9 for least serious one.

**Group A**

- a) Self image of women's for themselves
- b) Attitude of the society towards women leader
- c) Unfavorable school structure
- d) Low level educational background of women
- e) The system in WEO during selection of principals
- f) Lack of mentors and role models
- g) Lack of visibility

1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_ 5<sup>th</sup> \_\_\_\_\_ 6<sup>th</sup> \_\_\_\_\_ 7<sup>th</sup> \_\_\_\_\_

### **Group B**

1. Women principals are not wanted and invited by the educational organizations properly.
  2. Female teachers are not attracted by the salary of principal ship
  3. Female teachers afraid of being assigned to distant school
  4. women do not want to live for away from city/ town
  5. They afraid of accountability of failure than men
  6. Women do not have interest & satisfaction in principal ship at all
  7. Principal ship demands additional time
  8. Due to the role conflict between family care and career
  9. Women are not welcomed to principals by their husbands.
- 1<sup>st</sup> \_\_\_\_ 2<sup>nd</sup> \_\_\_\_ 3<sup>rd</sup> \_\_\_\_ 4<sup>th</sup> \_\_\_\_ 5<sup>th</sup> \_\_\_\_ 6<sup>th</sup> \_\_\_\_ 7<sup>th</sup> \_\_\_\_ 8<sup>th</sup> \_\_\_\_ 9<sup>th</sup> \_\_\_\_

### **VIII. Interview questions**

Here are questions to be interviewed to woreda education heads, experts, supervisors and female principals. Please, try to give short and precise responses to each question.

1. Do you think that male and female principals have difference in principal ship competences?
2. If your answer to no. 1 is 'Yes' what difference do you observe?
3. What are the most influential socio-cultural barriers, yet, impede women's participation in primary school principal ship?
4. What attitudinal barriers prohibit women's participation in educational headship?
5. Why do you think are female teachers do not apply to the principal ship competition?
6. What institutional barriers reduce women's participation in educational headship in the primary schools?
7. What problems of female teachers are solved yet to increase their participation?
8. What should be done to improve their participation in the profession in the future?

### **Focus Group Discussion Questions**

1. Why do women lag behind men in educational leadership in general?
2. Why do women exclude themselves from primary school principalship?
3. What are the differences observed between male and female principals?
4. What are the dominant problems that impede women's participation in primary school principalship?
5. What improvements are observed, yet?
6. What is to be done to improve their participation?

Appendix B

የኒቨርሲቲ አዲስ አበባ  
ፋካልቲ ትምህርቲ ድህረ ምረቃ ፅንፍት  
ክፍሊ ትልምን ምምሕዳርን ትምህርቲ  
መሪሕነትን አመራርሐ ስራሕን ትምህርቲ ዘርፊ

**ዋኒት:- "ተሳትፎ ደቂ አንስትዮ መምህራን አብ አመራርሐ ትምህርቲ ብፍላይ  
ከፃ አብ 1<sup>ይ</sup> ብርኪ /1-8/ ብሞያ ርእሰ መምህርነት ክሳተፉ ዘወንቅፉ  
ባእታታት /ዛዕባታት/አብ ምብራቓዊ ዘባ ብሄራዊ ክልላዊ መንግስቲ  
ትግራይ ምፅናዕ እዩ"::**

**ዕላማ:-** እዚ መጠይቕ አብ የኒቨርሲቲ አዲስ አበባ ድህረ ምረቃ ትምህርቲ  
/ማስተር/መማለኢ ፅንፍታዊ ዕሉፍ ንምድላው ተሓሲቡ ዝቐረበ ኮይኑ:-

- 1. አድላይነት ተሳትፎ ደቂ አንስትዮ አብ መርሕነት ትምህርቲ ክብ ንምባል
- 2. ፅንቅፋታት ነጻርካ ምውፃእን/ምልላይን/
- 3. ፃኞጂ ዝፈቐደ መፍትሒ ሓሳባት ንምሃብ ዝግለመ እዩ::

እዚ መጠይቕ 6 ዓበይቲ ክፋላት ዘለውዎ እንትኸውን አብ ሕድሕድ መምርሒ  
ብዘተጠየቑ/ቐዎ መሰረት አብቲ ጉዳይ ዘለዎም/ወን ርኢቶ ዝገልፅሉ/ግሉ እዩ:: አብዚ መጠይቕ  
ዘህብዎ/ባኦ/ መልሲ አብቲ ሓሳብ ዘለዎም/ወን ናይ ባዕሎም/ለን አመለካኸታ ዝገልፅሉ/ግሉ እምበር  
ሓደ ትክክል ወይ ስሕተት ዝበሃል መልሲ አይህልዎን::

ትክክለኛ አመለካኸታኹም/ኸን ትክክለኛ ናይቲ ፅንፍት ውዕኢት ንምብገሕን  
ዘይምብገሕን ወሳኒ ጥራሕ ዘይኮነስ ብሕታዊ መማረጊ 'ውን ስለዝኾነ ንሕድሕድ ሙሉእ ሓሳብ  
ብዝግባእ አንቢብኩምን/ክንን ተረዲእኹምን/ክንን ቅኑዕ ርኢቶ ክትህቡ/ባሉ ብትሕትና  
ይሕተቱ/ታ አለው/ዎ:: ቅር ዘብል አገላለፃ ሓሳባት እንተጋጥም ነቲ ፅንፍት ሓቕኝነት ዝግለመ  
ስለ ዝኾነ ይቅርታ ይግበሩለይ/ራሳይ::

**ጉዳይ ደቂ አንስትዮ ናይ ኩሉና ጉዳይ እዩ !!**

ግብኣም/አን ሰዊኣም/አን ስለዝተሓባበሩኒ/ራኒ ብልቢ አመስግን::

**አጠቃላይ መረዳእታ**

❖ የስተውዕሉ/ላ:-

- አብ ዝኾነ ክፍሊ እዚ መጠይቕ ሽሞም/መን ምዕሓፍ አየድልን
- ሓሳቦም/በን ዝስማማዕሉ/ግሉ ሳጥን "X" ምልክት ይምልኡ/አ
- ሓሳቦም/በን ክቐምጡ/ግ አብ ዝተጠየቑ/ቐሉ ቦታ ኩሉ ሓፂርን ግልፅን መልሲ ክህቡ/ባ ትዕቢት ይግበር::
- መልሲ ንምቅያር እንትደልዩ/ዩ ነቲ ቀደማይ ብዝግባእ ብምጥፋእ ይኸውን
- ምስቲ ዝቐረበ ሓሳብ አዚዩ እስማዕማዕ/ዕቡ-ቕ/ትክክል/5/ : እስማዕማዕ/4/፣ አይቃወም አይስማማዕ/3/፣ አይስማማዕ/2/፣ አዚዩ አይስማማዕ/1/ካብ ዝብሉ ዋጋታት ብምምራፅ ይምልኡ/አ::

**ክፍሉ 1-ሐፈሻዊ ሐበሬታ**

አብዘ ዝሰጠ ክፍቲ ቦታ ዝተሓተተ ናይ ባዕሎም/ለን ሐበሬታ ብፅሑፍ ይምልኡ/ኡ

- 1. ዖታ \_\_\_\_\_
- 2. ዕድመ \_\_\_\_\_
- 3. ደረጃ ትምህርቲ \_\_\_\_\_
- 4. ግልጋሎት \_\_\_\_\_
- 5. ብፅሑት ስራሕ \_\_\_\_\_
- 6. ኩነታት ሓዳር \_\_\_\_\_
- 7. በዝሒ ውላድ \_\_\_\_\_
- 8. ወርሓዊ መሃያ \_\_\_\_\_

- 4.1 ኣብ መምህርነት \_\_\_\_\_
- 4.2 ኣብ ርእሰ መምህርነት \_\_\_\_\_

**ክፍሉ-2:-**

አብዘ ክፍሉ ናይ ደቂ ኣንስትዮ ርእሰ መምህራን ክእለትን ብቅዓትን፣ ሜላ አመራርሓ፣ ግጭት ናይ ምፍታሕ ተኸእሎ፣ ውሳኔ ናይ ምሃብ ብቅዓት፣ አመላምላን አመራርባን፣ ባዮሎጂካውን ፊዚካላውን፣ ሳይኮሎጂካዊ ፅልዎታት ዝድህሱሱ ፍረ ነገራት ዝሓዙ ሓሳባት ቀሪቦም ኣለው።፡፡ ነንሕድሕድ ሓሳብ ሓሙሽተ/5/ብርክታት ስምምዕ ኣለውዎ።፡ ኣዝዩ ዕቡቕ /5/፣ ዕቡቕ/4/፣ ማእኸላይ/3/፣ትሑት/2/፣ ኣዝዩ ትሑት /1/ኣብ ዝብሉ ብርክታት ሪኢቶ መግለጺ ንሰም/ለን/ ምስቲ ሓሳብ ኣብ ዝስማማዓሉ/ዕሉ "X" ምልክት ብምግባር ይምልኡ/ኡ

ተ/ቁ	ደቂ ኣንስትዮ ርእሰ መምህራን ብመንፅር	ብርክታት መግለጺ				
		1	2	3	4	5
2.1	<b>ክእለት፣ ብልሓትን ብቅዓትን እንትረኣይ</b>	1	2	3	4	5
1	መሳርሕተን ኣብ ምምራሕን ምምሕዳርን ዘለወን ብቅዓት					
2	ናይ ምትላምን ምትሕብባርን ክእለትን					
3	ናይ ቤት ትምህርት ሕግን ደንብን ኣብ ምትግባር					
4	ሃፍቲ ብኣግባቡ ናይ ምጥቃም ብቅዓት					
5	ተግባራትን ሓላፍነትን ንሰባት ብምሃብ ዘለወን ናይ ምፍጻም ዓቕሚ					
6	ምቕደ ናይ ስራሕ ሃዋህው ኣብ ምፍጣር ዘለወን ተኸእሎ					
7	ንለውጢ ዘለወን ድልውነት					
8	ሞያዊ ምኽሪ ኣብ ምሃብ					
9	ንኹሉ ብማዕረ ናይ ምርኣይ ድላይ/ክእሎ					
2.2	<b>ሜላ አመራርሓ ደቂ ኣንስትዮ ርእሰ መምህራን</b>	1	2	3	4	5
1	ብሓቕኝነት ናይ ምግልጋል ብቅዓት					
2	ኣብ ናይ ስራሕ ቦታ ናይ ምቁጣፅ መንፈስ					
3	ቁጥጥራን ተቐግሪረን ናይ ምኽድ ተኸእሎ					
4	ስምዒት መሳርሕተን ናይ ምርዳእ ዓቕሚ					
5	ኣብ ስራሕ ኢደን ብምእታው መሳርሕተን ኣብ ስራሕ ክፅመዱ ናይ ምግባር ብቅዓት					
6	ንነገራት ብፍሉይ ጠመተን ምስትውዓልን ምክትታልን					
7	ብልሓታዊ ዝኾነ ኣፈታታሓ ችግራት					
2.3	<b>ግጭት ኣብ ምፍታሕ</b>	1	2	3	4	5
1	ራእይ ትካለን ንካልኦት ኣብ ምርዳእ					
2	ዘይስፍፅ ስርዓተ ሐበሬታ/ኔት ወርክ/ንረብሓኤን ኣብ ምውዓል					
3	ግጭት ቅድሚ ምልዓሉ ኣንፈታት ግጭት ሪኢኻ ምፍታሕ					
4	ሕግን ደንብን ብክመይ ከም ዝፈፀሙ ግቡእ ግንዛቤ ኣብ ምፍጣር					
5	ግጭት ናይ ምቕናስ ጥበብ					
2.4	<b>ውሳኔ ኣብ ምሃብ ዘለወን ብቅዓት</b>	1	2	3	4	5
1	ዝወሃብ ውሳኔ ግልፅን ዘየዳግምን ኣብ ምኽን					
2	ህልዊ ኩነታት ማእኸል ዝገበረ ውሳኔ ኣብ ምሃብ					
3	ቅድሚ ውሳኔ ምሃብ ንነገራት ካብ ዝተፈላለዩ ኩርናዓት ምርኣይ					
4	ማህበራዊ ባህልን ልምድን ማእኸል ዝገበረ ስጉምቲ ኣብ ምውሳኔ					

5	ሰራሕተኞች አብ ውሳኔ /መማሪያ ቤቶች/ክፍሎች ዕድል ምሃብ					
6	ብወገናውነት ዘይፀልው ውሳኔታት አብ ምሃብ					
7	ዓርሰ እምነት አብ ውሳኔ ወሃባይነት					
ተ/ቁ	ደቂ አንስትዮ ርእሰ መምህራን ብመንፅር	ብርክታት መግለጺ				
2.5	አመላምላን አመራርግን ደቂ አንስትዮ ርእሰ መምህራን	1	2	3	4	5
1	አፈርማቲቭ አክሻን ዘካተተ እዩ					
2	ደረጃ ትምህርቲ ዝሓወሰ					
3	ሰራሕ ልምዲ አብ ግምት ዘእተወ					
4	አፈፃፀማ ሰራሕ 'ውን ዝሓወሰ					
5	አድለይቲ ሞያዊ ስልጠናታት የካትት					
6	ያታዎ ተቐዳምነት ዘተባብዕ					
7	ቅድሚኡ ዝሰረሐ ዝነበሩ ናይ ዲፓርትመንት ፣ መራሕ ዩኒት ወዘተ አብ ግምት የእቲ					
8	ናይ ቃል ወይ ፅሑፍ ፈተና 'ውን ዘካተቱ እዮም					
2.6	ፊዚካላዊን ባዮሎጂካዊን ባእታታት	1	2	3	4	5
1	ርእሰ መምህርነት ፊዚካላዊ ጉልበት ዝጠልብ እዩ					
2	ደቂ አንስትዮ ብተፈጥሮኤን ካብ ደቂ ተባዕትዮ ቁጠዓት እዮን					
3	ደቂ አንስትዮን ደቂ ተባዕትዮን ቤት ትምህርቲ ምምራሕ ዘኸለል እኹል ጉልበት አለዎም					
4	ባዮሎጂካዊ አፈላላዮት ምምሕዳራዊ አፈላላዮት የሰበሰቡ እዮም					
2.7	ሳይኮሎጂካዊ ባእታታት	1	2	3	4	5
1	ደቂ አንስትዮ ንግድ መደባትን ካብ ደቂ ተባዕትዮ ብዝበለፀ ግዳሳት እዮን					
2	ደቂ አንስትዮ ንትክክለኛነትን ካብ ብደታን ከረጋግግ ይፈትዎ					
3	ደቂ አንስትዮን ደቂ ተባዕትዮን አመራርሓ ክህቡ ማዕረ ዓርሰ እምነት አለዎም					

ክፍለ-3:- እዚ እም ተሳትፎ ደቂ አንስትዮ አብ ሞያ ርእሰ መምህርነት ዝፀልው ማህበረ ባህላዊ ዛዕባታት ብዝምልከት ዝቐረቡ እዮም፡፡ አብ እትሰማዕመዓሉ/ዕሉ "X" ምልክታ ብምግባር ሪኢቶኹም/ኸን አቐምጡ/ጣ

3.1	ማህበረ ባህላዊ ባእታታት	ብርክታት መግለጺ				
		1	2	3	4	5
1	ተፈጥሮ ካብ ደቂ አንስትዮ ንደቂ ተባዕትዮ ብመርሕነት ዓዲልዎም እዩ					
2	ደቂ አንስትዮ ብተፈጥሮኤን ንመርሕነት ይሰከፋ እዮን					
3	ትምህርታዊ ተቋማት ዝተሓለኹ ሰለዝኾኑ ብደቂ አንስትዮ ክምርሑ መፀገምቲ እዮም					
4	ርእሰ መምህርነት ሓዳር ዘይምህላው ይሓትት እዩ፡፡					
5	ደቂ አንስትዮ ክንዲ ደቂ ተባዕትዮ ፀገማት ይፃወራ እዮን					

**ክፍሉ-4:-** አጠቃላይ ክፍል ሕ/ሰባዊ አረአጋዎችን ተሳትፎ ደቂ አንስትዮ አብ 1<sup>ኛ</sup> ብርኪ አብያተ ትምህርትን አመልካቶም ዝቐረቡ ሓሳባት አለው፡፡ ምስቶም ሓሳባት ዘለዎም/ወን ስምምዕ ይገለጹ/ጻ፡፡

4.1	አተሓሳስባ ሕ/ሰባዊ አብ አመራሓ ትምህርቲ ደቂ አንስትዮ	ብርክታት መግለጺ				
		1	2	3	4	5
1	ደቂ አንስትዮን ደቂ ተባዕትዮን ብፅሒት ስራሖም ሀዘ 'ውን ነንበይኑ ገይሩ ሕ/ሰባዊ ይሓስብ እዩ					
2	ሕ/ሰባዊ ደቂ ተባዕትዮን ደቂ አንስትዮን ንምምሃር ማዕረ ዕድል ዝህብ እዩ					
3	ሕ/ሰባዊ ብፅሒት ስራሕ አመራሓ ንደቂ አንስትዮ ዘይምልከት ገይሩ ይርእዮ እዩ					
4	ሕ/ሰባዊ ደቂ አንስትዮ ክእለት፡ ብልሓትን ብቐጻትን አመራሓ ከምዝጎደሎ ገይሩ ይርእዮ እዩ					
5	አብ ሕ/ሰባዊ ነገራት ብአባታዊ ዓይኒ ምርኣይ ሓዘ እውን ልዑል እዩ					
4.2	<b>ባዕለን ደቂ አንስትዮ አብ አመራራሓ ዘለወን ምስሊ</b>	1	2	3	4	5
1	ደቂ አንስትዮ ሓዘ እውን ባዕለዊይነት ደቂ ተባዕትዮ ይኣምና እዩን					
2	ደቂ አንስትዮ ባዕለን አብ ምምሕዳር ካብ ደቂ ተባዕትዮ ከምዝትኸታ ገይረን ይቆዕሩ					
3	መራሕቲ/ርእሰ መምህራን/ንምኛን ዘለወን ድሌት ትሑት እዩ					
4	አብ ሓላፍነት ዘለዎ ደቂ አንስትዮ 'ውን ክንዲቲ ዝድለ ብዎተን ናብ ሓላፍነት ክመግ ዝገብራሉ ፃዕሪ ይውሕድ እዩ፡፡					
5	ካብ ተሓታትነት ካብ ደቂ ተባዕትዮ ብዝበለዎ ክርክሖ ይደልዩ					
6	ናይ ተቋማዊ ባህሊ፡ ልምድን ፍልጠትን ከምዝሓዕረን ገይረን ይወስዳ					
7	ንውድቀት ካብ ደቂ ተባዕትዮ ብዝበለዎ ይሰክፋ					
8	አብ መንጎ ርእሰ መምህርነት ሞያን ቤተሰባዊ ሓላፍነትን ዘይምጥዕዓም ክይፍጠር ይሰግእ					
9	ካብ ካልኣት ደቂ አንስትዮ ብዎታን ምትብባዕ ክይሰእና ይሰክፋ					
10	አብዚ ጉዳይ መርኣዮን ሞዴልን ዝኾነኣን ስለዝሰእና ይኸብደን					
4.3	<b>አረኣእያ ደቂ ተባዕትዮ አብ ደቂ አንስትዮ መራሕቲ/ርእሰ መምህራን/</b>	1	2	3	4	5
1	ደቂ ተባዕትዮ፡ ደቂ አንስትዮን ካብኣቶም ንላዕሊ ብቐጻት መራሕቲ ከምዝኾና ይኣምኑ					
2	አመራራሓ ስራሕ ከም ናይ ተባዕታይ ገይሮም ይወስዱ					
3	ደቂ አንስትዮ ክዕወታ ከም ደቂ ተባዕትዮ ዝበለ ባህሪ ክህልወን ይዕበዩ					
4	ምስ ደቂ አንስትዮ ብማዕረ ምስራሕ ከቢድ ከምዝኾነ ይኣምኑ					
5	ደቂ ተባዕትዮ ደቂ አንስትዮ ክይበልፀኦም ብጣዕሚ ይሰግኡ					
6	አብ ዘይሰሩዕ ወግዕታቶም ደቂ አንስትዮ ክይሕወሰኦም ይግልልወን					
7	አብ አመራሓ ዘለዉ ደቂ ተባዕትዮ ሓላፍነት ስራሕ ካብ ንደቂ ተባዕትዮ ንደቂ አንስትዮ ክህቡ ይፈትዉ					
8	ደቂ አንስትዮ ንናይ ዝህ ስራሕ ከምዝተመደባ ገይሮም ይወስዱ					

**ክፍሉ-5:-** ተሳትፎ ደቂ አንስትዮ አብ አመራሓ 1<sup>ኛ</sup> ብርኪ አብያተ ትምህርቲ ዝፀልው ትካላዊ ረጅሕታት ብዝምልከት

5.1	ትካላዊ ፀለውቲ ባእታታት ተባሂሎም ዝሕሰቡ	ብርክታት መግለጺ				
		1	2	3	4	5
1	ትካላት ትምህርቲ ንደቂ አንስትዮ ናይ ባዕለን ውዳበታት ክጠናኸሩ ዘተባብዓ እዮን					
2	ትካላት ትምህርትን ምምሕዳረንን ደቂ አንስትዮ አብ አመራሓ ክሳተፉ ዝገብርዎ ፃዕሪ ድኹም እዩ					
3	ትካላት ትምህርቲ ኮነ ምምሕዳረን ደቂ አንስትዮ አብ አመራሓ ክሳተፉ ምንም ዝገብርዎ ፃዕሪ የለን					
4	ትካላት ትምህርቲ ደቂ አንስትዮ ዘግለሉ መደባት ስራሕ ንደቂ ተባዕትዮ ይህባ እዮን					
5	ናይ ትምህርቲ ትካላት ንደቂ አንስትዮ ምስ ዘለወን ናይ ዝህ ስራሕ ዝጠገንዎ ናይ ግዜ ምምቕቕው ዝገበረለን እዮን					
6	ደቂ አንስትዮ ንመደባን ካብ ደቂ ተባዕትዮ ብዝበለዎ ውፍያት እዮን					
7	ትካላት ትምህርቲ ንምምሕዳር ዝጠልበኦም ተባዕታይ ባህሪታት እዮም					
8	ደቂ አንስትዮ አብ መጻልታዊ ስራሕን ተጠያቂነት ይቐበላ እዮን					

**ክፍለ-6:-** አብዚ ክፍለ ፖሊሲ ተንክፍ ሓሳባት ተሳትፎ ደቂ ኣንስትዮ ኣብ 1<sup>ይ</sup> ብርኪ ኣብዮተ ትምህርቲ ኣመልኪቶም ዝቐረቡ ሓሳባት ኣለው። ምስቶም ሓሳባት ዘለዎም/ወን ስምምዕ ይግለፁ/ጻ፡፡

6.1.	ፖሊሲ ተንክፍ ሓሳባት	ብርኪታት መግለጺ				
		1	2	3	4	5
1	ዝተቀረፁ ፖሊሲታትን ነገራዊነትን ንደቂ ኣንስትዮ ክንድ'ቲ ዝኖረ ዘተባብዑ ኮም					
2	ይምልከተና በሃልቲ (stake holder) ደቂ ኣንስትዮ ንምድጋፍ ዘለዎም ዲሊዮት ልዑል'ዮ					
3	ልዑል ክትትልን ግምገማን ተግባራዊነት ፖሊሲ ደቂ ኣንስትዮ'ሎ					
4	ፖሊሲታት ደቂ ኣንስትዮ ንምትግባርም ግልፅን ንፁራትን'ዮም					
5	ፖሊሲ መንግስቲ ኣብ ኣመራር-ሓት/ቲ ንደቂ ኣንስትዮ ኣዚየን ተረባሕቲ ዝገብር'ዮ					
6	ኣብ ትግባረ ፖሊሲ ልዑል ልውውጥ ሓበሬታን ትሕብብርን 'ሎ					

**ክፍለ-6:- ብዝቀረበ ጥያቄ መሰረት ሓጺርን ንፁርን መልሲ ክህቡ/ባ ብትሕትና ይሓትት**

1. ብናይ ውልቀ ኣረኣጊያኹም/ኸን ኣብ ጥያቄ ርእሰ መምህርነት ቀዳማይ ብርኪ ኣብዮተ ትምህርቲ ቁፅሪ ደቂ ኣንስትዮ ርእሰ መምህራን ኣዐርዮ ክትሕት ዝገበሩ ምክንያታት እንታይ እዮም ይብሉ/ላ?

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2. ተሳትፎ ደቂ ኣንስትዮ ብፍላይ ኣብ ርእሰ መምህርነት 1<sup>ይ</sup> ብርኪ፣ ኣብ ኣመራር-ሓ ትምህርቲ ከፃ ብሓፈሻ ንምዕባይ እንታይ ክግበር ኣለዎ ይብሉ/ላ?

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3. ምዕባይ ተሳትፎ ደቂ ኣንስትዮ ኣብ 1<sup>ይ</sup> ብርኪ ርእሰ መምህርነት ናይ መን ጉዳይ እዩ?

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4. ንቤት ትምህርትኹም/ኸን ርእሰ መምህር ንክትመርግ/ፁ ዕድል እንተዝወገበኻ/ኩም፣ ንመን ምመረፅኩም/ኸን

- ተባዕታይ       ኣንስታይ       ንኸልቲኦም ኣይመርፅን

5. ብናይ ውልቀ ኣረኣጊያና ደቂ ኣንስትዮ ርእሰ መምህራን ኣብ ኣመራር-ሓኣን ከጋጥሙዎን ዝኸለሉ ዐገማት እንታይ ይኾኑ/ን/?

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6. ኣብ ትዕዛብትኸን/ኹም ኣብ መንጎ ርእሰ መምህርነት ደቂ ኣንስትዮን ደቂ ተባዕትዮን እንታይ ኣፈላጊይ ኣሎ ይብሉ/ላ ?

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7. ቀጂሎም ደቂ ኣንስትዮ መምህራን ናብ ርእሰ መምህርነት ስራሕ ንምጥላብ ዘወንቅፍዎን ምኽንያታት እዮም ተባሂሎም ዝግመቱ ሓሳባት ኣብ ክልተ ጉጅለ/ሀ፣ ለ፣/ቀሪቦም ኣለው፡፡ቡቲ ዘሕደርዎ ዕልዋ ክብደት መጠን ካብ ዝኸበደ /1<sup>ይ</sup> /ናብ ዝቐለለ/7<sup>ይ</sup>/9<sup>ይ</sup>/ብቀደም ሰዓብ ኣብ በቢጉጅለኦም ስርዕዎም/ዓኣም

**ጉጅለ ሀ.**

1. ደቂ ኣንስትዮ ኣብ ባዕለን ዘሎ ኣረኣኢያ
2. ኣረኣኢያ ሕ/ሰብ ኣብ መሪሕነት ደ/ኣንስትዮ
3. ደቂ ኣንስትዮ ዘይጠልቡ መዋቕራት ቤት ትምህርቲ ምህላው
4. ትሑት ደረጃ ትምህርቲ ደቂ ኣንስትዮ
5. ናይ ኣመራርዓን ኣመላምላን ኣብያተ ዕሕፊት ትምህርቲ ፀገማት
6. ናይ ደቂ ኣንስትዮ ኣማኸርትን ሞዴል መሪሕትን ምውሓድ
7. ናይ ደቂ ኣንስትዮ ብቕዓት ኣብ መድረኽ ክረእ ዘይምግባር

1<sup>ይ</sup> \_\_\_\_\_ 2<sup>ይ</sup> \_\_\_\_\_ 3<sup>ይ</sup> \_\_\_\_\_ 4<sup>ይ</sup> \_\_\_\_\_ 5<sup>ይ</sup> \_\_\_\_\_ 6<sup>ይ</sup> \_\_\_\_\_  
 7<sup>ይ</sup> \_\_\_\_\_

**ጉጅለ ለ**

1. ደቂ ኣንስትዮ ርእሰ መምህራን ብናይ ትምህርቲ ትካላት ስለ ዘይጥለባ
2. ንርእሰ መምህርነት ዝወሃብ መሃያ ብደቂ ኣንስትዮ ስለዘይብሃግ
3. ደቂ ኣንስትዮ መምህራን ናብ ርሑቕ ቦታ ክይምደባ ስለዝሰግእ
4. ካብ ከተማ ክይርሕቃ ስለዝስከፋ
5. ተሓታታይነት ካብ ደቂ ተባዕትዮ ብዝበለፀ ስለዝሰክፈን
6. ኣብ ሞያ ርእሰ መምህርነት ድሌትን ዕግበትን ስለዘይብለን
7. ርእሰ መምህርነት ተወሳኺ ግዜ ስለዝጠልብ
8. ቤተሰባዊ ሓላፍነትን ስርሓ ርእሰ መምህርነትን ምጥዕዳም ስለዝኣቢ
9. ሰብ ሓዳሪን ርእሰ መምህራን ክኾና ስለዘየተባብዑዎን

1<sup>ይ</sup> \_\_\_\_\_ 2<sup>ይ</sup> \_\_\_\_\_ 3<sup>ይ</sup> \_\_\_\_\_ 4<sup>ይ</sup> \_\_\_\_\_ 5<sup>ይ</sup> \_\_\_\_\_  
 \_\_\_\_\_ 6<sup>ይ</sup> \_\_\_\_\_ 7<sup>ይ</sup> \_\_\_\_\_ 8<sup>ይ</sup> \_\_\_\_\_ 9<sup>ይ</sup> \_\_\_\_\_

### VII. ቃለ መጠይቅ

ካብዚ ንታሕቲ ንወረዳ ቤት ዕሕፊት ትምህርቲ ሓለፍቲ፣ ኪኢላታት፣ ሱፐርቫይዘራትን ደቂ ኣንስትዮ ርእሰ መምህራንን ዝሕተቱ ቃለ መጠይቅ ቀሪቦም ኣለው። ሓፂርን ግልፅን መልሲ ክወሃቦም ድማ ብትሕትና ይሓትት።

1. ደቂ ኣንስትዮን ደቂ ተባዕትዮን ኣብ ብብቕዓት ርእሰ መምህርነት ኣፈላላይ ዘለዎም ዶ ይመስለኩም/ክን ?
2. ንቐፅሪ 1 እወ ዝብል መልሲ እንተተዋሂቡ እቶም ኣፈላላይት እንታይ እንታይ እዮም?
3. ተሳትፎ ደቂ ኣንስተዮ ር/መምህራን ክውሕድ ካብ ዝገብሩ ማሕበረ ባህላዊ ፀገማት እቶም ቀንዲ እንታይ እንታይ እዮም?
4. ቁፅሪ ደቂ ኣንስትዮ ርእሰ መምህራን ክንእስ ካብ ዝገብሩ ኣተሓሳስባዊ ዕንቅፋታት ኣንተሃልዮም ይጥቀሱ/ሳ?
5. ደቂ ንነስትዮ መምህራን ናብ ሞያ ርእሰ መምህርነት ኣይወዳደራን ንምንታይ ?
6. ደቂ ኣንስትዮ ኣብ ርእሰ መምህርነት ክይሳተፉ ዘገብሩ ትካላዊ ድኽመታት እንታይ ኣለዉ?
7. ነዚ ጉዳይ ንምፍታሕ ስጋብ ሀዘ ዝትፈትሉ ጉዳያት ኣለዉ ዶ?

## Appendix C

### I. Sample Woredas of Eastern Zone of Tigray

1. Gulomekada
2. Irob
3. Wukro

### II. Sample schools

1. Gulomekada Woreda
  - 4.2 She wit elementary school (1-8)-Remote
  - 4.3 Fikada elementary school (1-8)-Nearer
  - 4.4 Sebeyea elementary School (1-8)- Remote
  - 4.5 Kerseber elementary school (1-8)- Nearer
  - 4.6 Sindadia elementary school (1-8)-Remote
  - 4.7 Haben elementary school (1-8)-Remote
  - 4.8 Amiat elementary school (1-8)-Nearer
  - 4.9 Addis Allem Elementary school (1-6)-Nearer
  - 4.10 \*Awlie Ambeset elementary school (1-4)-Nearer
  - 4.11 \* Bet-Korkos Elementary School (1-4)-Nearer
  - 4.12 Geges elementary school (1-7)-Nearer
  - 4.13 Midri-ruba elementary school (1-8)-Remote
- 5 Irob
  - 5.2 Werwer elementary school (1-4)-Nearer
  - 5.3 Hareze primary school (1-8) -Remote
  - 5.4 \* Lae-Lai Daya Primary school (1-4)-Nearer
  - 5.5 \* Galilio Primary school (1-8) -Remote
  - 5.6 Dawhan primary school (1-8) - Nearer
  - 5.7 Awda primary school (1-8)- Remote
- 6 Wukro
  - 6.2 Megabit 30 elementary school (1-8)-Highly populated.
  - 6.3 Selam elementary school (1-8)- less populated.

\*Indicates a school with female principal

7. Interviewed people

- 1) Kibrom Tewelde – Gulomekada Woreda Education office head
- 2) Iyasu Misgina – Irob Woreda Education office head
- 3) Keleme Teka – Wukro WEO head
- 4) \*Yeshareg Beyene – Ex-female principal and well experienced
- 5) \*Medhin Gebre Tsadik – Ex-Female Principal and well experienced
- 6) \*Gidey Kahsay – Ex-Female Principal teacher

N.B. \* Indicates Female Individuals.

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## Appendix D

Rank order on summary of the Explanations Given for Women's Exclusion from primary school principalship in Easter Zone of Tigray as ordered by Teachers, Principals and woreda Education office experts in Groups A&B.

<b>Group A</b>					
No	Factors	Rank of teachers N=292	Rank of principals N=20	Rank of 6 WEO Experts	Average
1	Self image of women themselves	2	6	1	2
2	Attitude of the society towards women leader	1	1	2	1
3	unfavorable school structure	7	7	6	7
4	Low level educational background of women	5	4	5	5
5	The system in WEO during selection of principals	6	6	7	6
6	Lack of mentors & Role models	4	3	3	4
7	Lack of visibility	3	2	4	3
<b>Group B</b>					
No	Factors	Rank of teachers N=292	Rank of principals N=20	Rank of 6 WEO Experts	Average
1	Women principals are not wanted and invited by the educational organization properly	(8)	(9)	(9)	9
2	Female teachers are not attracted by the salary of principalship	(9)	(8)	(8)	8
3	Frightened of being assigned to distant school	(1)	(1)	(1)	1
4	Women do not want to live far away from city or town	(6)	(3)	(6)	6
5	They afraid of accountability	(4)	(4)	(4)	4
6	Women do not have interest & satisfaction in principalship	(7)	(7)	(7)	7
7	Principalship demands additional time	(5)	(2)	(3)	3
8	Due to the role conflict between family care and career.	(2)	(5)	(2)	2
9	Women are not welcomed to principalship by their husbands	(3)	(6)	(4)	5

Out of the two group influential factors, the most serious ones identified to ones were identified to one and made to be ranked again.

1. Self image of women's for themselves
2. Attitude of the society towards women leader
3. Lack of mentors and role models
4. Lack of visibility
5. Female teachers afraid of being assigned to distant schools
6. They afraid of accountability of failure than men
7. Principalship demands additional time
8. The role conflict between family care and career
9. Women are not welcomed to principals by their husbands.
10. Low level educational background.

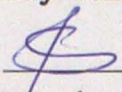
Then, the last ranked factors are:

1. Female teachers afraid of being assigned to distant schools
2. The role conflict between family care and career
3. Attitude of the society towards women leader
4. Self image of women's for themselves
5. Principalship demands additional time
6. Women are not welcomed to principals by their husbands.
7. Lack of visibility
8. Lack of mentors and role models
9. Low level educational background.

## Declaration

I, hereby, declare that this thesis is my original work and has not been presented in any other university. All the materials used in this thesis have been duly acknowledged.

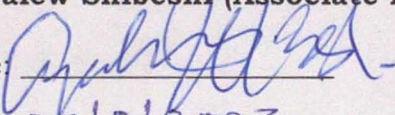
Name: **Kahsay Tukue Hadgu**

Signature: 

Date : 30/8/2003

This thesis has been submitted for the examination with my approval as a university advisor.

Name: **Ayalew Shibeshi (Associate Professor)**

Signature: 

Date: 30/8/2003