



**Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies**

**Perception of School Teachers towards Leadership of Female
Directors: A case study of three Secondary Schools of Sude
woreda, Arsi zone**

By: Gosa Gemechu

November, 2016

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By: Gosa Gemechu

Advisor: Minale Adugna (Assistant Professor)

**A Thesis Submitted To the Department Of Social Science and
Languages Education in Partial Fulfillment of the Requirements for
M.A Degree in Civics and Ethical Education**

**November, 2016
Addis Ababa**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

This is to certify that the thesis prepared by Gosa Gemechu, entitled: *perception of school teachers towards successful leadership of female directors: A case study of three secondary schools of sude woreda, Arsi zone* and Submitted to department of Social science and languages education in partial fulfillment of the requirements for M.A degree in civics and ethical education complies with the rules and regulation of the university.

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Department chair person or Graduate coordinate program

Dedicated

To

My parents Gemechu Tenkolu &Dinke Bayi

Statement of Declaration

I, Gosa Gemechu declare that this study entitled, *perception of school teachers toward leadership of female principals: A case study of three secondary schools of sude woreda, Arsi zone*. I have carried out the study independently with the guidance and support of the research advisor. This study has not been submitted for award of any degree program in this and that all sources of materials are properly acknowledged. It is offered here in partial fulfillment for the requirement for the degree of M.A. of civics and ethical education.

Gosa Gemechu

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ABSTRACT

The problem of this qualitative study is to assess teacher perceptions of the leadership practices of female principals. The focus of this study was at the secondary school level. The data were collected from the teachers about their perceptions regarding the female principals with whom they work. This qualitative study was conducted by interviewing ten teachers, two woreda educational experts, three school leaders and Three Focus Group Discussion with 6-10 members in selected secondary schools of Sude woreda, Oromia Regional state of Ethiopia. The teachers were interviewed to understand their perceptions of effective leadership practices exhibited by female principals. During the data analysis, seven constructs were identified after examining and coding the data for related themes. These constructs were: vision, student growth, staff development, organization, communication, caring, and community. In addition to the themes, participants shared perceptions of challenges, benefits, and effective leadership characteristics of female principals. Based on the research the following conclusions were drawn. Teachers want to have clear expectations, organization, and follow through in the school environment. This could be accomplished through clear communication and expectations by the principal. Teachers would also like a caring work environment that is created by a principal who listens, respects, and understands others. Each teacher has a variety of different responsibilities and they would like acknowledged. Most of the teachers want a school vision that is focused on providing a productive learning environment for all the students.

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List of Acronyms

MOE-	Ministry of education
MOWA-	Minster of Women Association
UN-	United Nation
ISLLC-	Interstate School Leadership Licensure Consortium
CCSSO-	Council of Chief state School Officers
IER-	Institution of Educational Research
NGO-	Non-Governmental Association

CHAPTER ONE

INTRODUCTION

1.1 .Back Ground Of The study

The presence of women principal roles at high school level contributes to sensitivity with in schools for the well being of adolescent girls and provides girls beginning to consider career choices with their role models as decision makers and leaders (Sperandio, 2006). Historically, men had been running the leadership career in any organization. Holtkamp (2002) notes that “leadership roles have been held by men”. Literatures also have recognized men as leaders and their leadership roles and behaviors in war, hunting, business and government (Craig et al., 1996).

In patriarchal societies, now and then, women play traditional role of home makers while men remaining leaders in every sphere of life (Craig et al., 1996; Giddens, 2005). Because of this social attitude, women have been unwilling to pursue educational administrative positions (Holtkamp, 2002). However, some research findings and surveys in the global context suggest that the proportion of women in professional, managerial position and everything increasing than before (Giddens, 2005; Holtkamp, 2002).

In, Ethiopia women’s participation at various levels of executive councils and administrative bodies has been increasing. The same is true for an increment of women number in federal and regional House of Representatives. On the other hand, school administration has been male dominated. As a result the government has set a plan to increase the number of model female teachers in schools as well as appointing those able women at leadership position (MoWA, 2006).

Indeed recently some improvements have been seen in increased proportion of school leaders such as principals, vice-principals, unit leaders, department heads and clubs heads in school in different regions of the country (MoE, 2006) similarly (MOE, 2016) data abstract the participation of female in educational leadership gradually increased. Evidence seen data received on the number of female school principal 8% in 2013/14, and, 9%in 2015/16.

Sude woreda is, one of twenty four districts that are found in Arsi Zone, Oromia regional state of Ethiopia. It is encircled by Collee in the north, Robe Deda'a in the south, Amigna in the east, Disksi district in the west, and 245 kilometers from Addis Ababa. The total numbers of its population is 176,005, out of which 50.09% males and 49.91% females. They are twenty seven rural Keble's, and three towns in study area. Most of the people were producing wheat, teff, maize, bean, and raring of animals (As Muhammed Husien informed May, 25,2016).

Meanwhile the climate of the Woreda is Dega or cold. In addition to this, it was known for its natural forest (wergabula and dheeka), cultural heritage (reqechaWakka, and sheebukoye), high land (Tulu Daalo, Tuluhoof, and Tulu Mareena), and River.

Out of five secondary schools, three schools were purposefully selected for this study. The principal's in these schools were recognized for the work and commitment they put in to create the best learning environment for their students. Majority of the participant reflected the successful characteristics of their female principals had put a lot of hard work into the school, had demonstrated through increased student achievement and pass rates. The schools are located in different geographical areas, and they differed wildly in terms of staff gender ratios, but similar with learning environment. Ten teachers, two woreda educational experts, three school leaders and three focus group discussions that hold six - eight members are purposeful selected to participants in the study. The female principals were willing to provide full access to the schools as well as allow interviews with their teachers.

Now day in the study area there is no known research that has been conducted on female principals. This is aroused the researchers interest in investigating perception of secondary school teachers towards leadership of female principals.

1.2 Statement of the Problem

According to UN (2011), having women seen as equals in leadership roles provides benefits that go beyond the obvious and helps to provide strong role models for female students. This has been found to be a significant factor for encouraging girls to continue to go to school as they have a daily reminder of what it is possible to achieve (UN,

2011). In the face of occupying the majority of teaching positions, there are currently not enough women principals in African schools and men continue to be considered natural leaders while women continue to be sending into stereotypically feminine career positions (Littrell & Nkomo, 2005). Strong cultural beliefs create additional barriers women must overcome while attempting to secure and gain acceptance in leadership positions (Lumby & Azaola, 2011).

Despite the fact that, women likewise men can successfully participate in all social activities in public and private institutions, Women in different managerial positions, especially, in schools is insignificant in number compared to males. Now in Ethiopia secondary schools 3.9% females and 96.1% males work as principal and vice principals, (MoE 2016). These show that imbalance position between female and male leaders.

In study area there are 280 (35.17%) female and 516 (64.82%) male teachers working in the governmental secondary and elementary schools. From this two women were working as principal and one woman as vice principals, But from 60 elementary schools no women existed as a leader (From Sude Woreda Education office, 2016). Based up on the respondent perception, this study intends to limit unnecessary perception toward leadership of women principal like female have no potential to lead because of stereotypes, to encourage more women to take leader positions and to describe quality of leadership. Thus, special measures should be taken if there needs to be an increase in the proportion of women principals (Akao & Strachan, 2011). Therefore, it is against this background that the study has aimed to investigate what is the perception of school teacher's toward leadership of female principals in Sude woreda, Arsi zone.

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

- i. How do the secondary school teachers' perceive the most important leadership qualities of their female directors?
- ii. How do the respondents perceive working in school with women principal?
- iii. What are benefits and challenges associated with having a female principal as listed by respondents?

1.3. Objective of the Study

1.3.1. General objective of the study

The main objective of the study is to investigate the secondary school teacher's perspectives toward leadership qualities of female principals in selected schools of Arsi Sude district.

1.3.2. Specific objective of the study

The specific objectives of the study are to:

- i , assess attitude toward the female director and way of successful leadership.
- ii, find out what successful leadership characteristics do perceive as specific to a female director.
- iii, identify what unsuccessful leadership characteristics perceive as specific to a female director.
- iv, identify benefits and challenges do female or male perceive in working with a female director.

1.4. Significance of the Study

The information gathered from this study will be useful land informative document for government organizations in Sude woreda such as the education office, administrative office, and the Education Authorities of the various schools in the area: Besides findings of the study will have the following significances.

- 1) To asses leadership qualities which respondents attitudes as successful women principals. In a way this helps improve women principals and leadership styles that respondents observe as successful and unsuccessful.
- 2) Gives information to women who are aspiring for leadership, and encourages such women to become successful leaders in a school organization.
- 3) Support the policy of gender equality in leadership.
- 4) Gives information to the Education Authorities in selecting, appointing teachers and administrators in schools.
- 5) It would give insight about the existing factors that face women leadership and improve a negative attitude toward female principals, exposing success stories there in place.
- 6) It also paves the way for other researchers who are interested in the area.

1.5. Scope of the Study

In order to make the study easily managed, the researcher delimited it to investigate the respondent's perception toward leadership of female principals. This could be possible because educational leadership is a broad term that encompasses leadership from lower level of educational institution to the higher one. To delimit the scope of the study, the researcher restricted it to study the perception of secondary school teachers toward leadership of female principals in Kula, Deraba and Halila secondary schools of Arsi Sude woreda. The schools under study were purposefully selected.

1.6. Limitations of the study

This research cannot be argued to be completely exhaustive. First, the current study included attitudes of respondent in urban areas. The attitudes of teachers in rural areas may be different from those teachers working in urban areas. Had it been studied the second limitation was that this study has a small sample of size. Therefore, the researcher cannot make a generalization that all teachers have the same perception. Other teachers may have similar or different perceptions of women principals. The third limitation is the approach in interviewing male teachers. Male teachers at first hesitate to express themselves fully. The researcher who might be exposes the negative attitude of their women principals. Therefore, further research needs to be done on attitudes of teachers in rural and other urban schools to get a clear picture of what they think of women principals' leadership.

1.7. Organization of the Study

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

1.8. Operational Definitions of Key Terms

Leadership is defined as an activity that can be performed by the school principal effort to achieve the schools' objectives or the way a person can achieve a goal or change a situation by influencing the actions of a group of individuals (Northouse, 2004)

Secondary school: - The term secondary school in the context of Ethiopia has four years duration, consisting of two years of general secondary school which will enable students to identify their interest for further education, for specific training and for the world of work. The second cycle of secondary education and training enables students to choose subjects or areas of training which prepares them adequately for higher education and for the world of work, and it is completed at grade 12 (MoE, 1994). Thus secondary school in this research refers to first cycle secondary schools (from 9 – 10 grades levels).

Successful refers to producing an effective or valuable outcome (Morris, 1982).

Inspiration is defined as “all those inner striving conditions as wishes or urges that stimulate the interest of a person in an activity” Tracey (2000)

Stereotyping in the study it is defined as unjustified perception or generalization made by people to a particular person or group of people (Stelter, 2002).

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

Women leadership refers to women as leaders as the initial, albeit rudimentary, step of inclusive leadership theory, McIntosh, (1983:1–33).

Attitude is predisposition to perceive, feel, or behave towards specific objects certain people in particular manner. It is thought to be derived from experience rather than innate characteristics which suggest they can be modified (page and Thomas, 1977)

Transformational leadership refers to an individual creating a connection to increase the motivation in the follower and leader (Northouse, 2004).

Glass ceiling refers to favoring males in higher level leadership positions (Yukl, 2002).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1. Introduction to leadership

Education is a basic service that aims to enhance the development of human resource and builds national and individual capacity, improve productivity, develop skills and knowledge, values and attitudes, as well as awareness needed for meaningful and productive individual and social life. It is vital for ensuring social and economic advancement there by increasing the quality of human life. Schools, to create conducive environment for providing quality education, should be highly organized in terms of physical, human, and financial resources. Moreover, commitments of staff members with common target, the involvement of parents, allocation of resources, and strong leadership are determinant factors to attain schools' objectives (Davies et al, 2000). Therefore this review of literature examines successful leadership practices to in organizations or school settings. Some of the leadership practices emphasized in this literature review are associated with the characteristics of successful female leaders such as team work, listening, and helpful .As Yukl (2002) notice, in a comparative organization it is important to find out which leadership characteristics are effective. Similar to this, the review of literature explains leadership practices that promote an effective organization.

2.1.1. The Concept and Evolution of Leadership Theories

Different scholars define leadership differently. As stated by Dimmock et al (2005) it is “an inspiring performances and achievements among staff that extend beyond what might have been reasonably expected.”

Moreover, it is the ability to direct people towards the achievement of goals and it is associated with the setting of goals and visions to the future and to pass through the process to achieve the desired goals (Chandan, 1999). As indicated by Aquino (1999), leadership is a process that takes place in the context of organizational or group behavior. Leadership, however, is a powerful word capable of conveying much more than can be

contained within a brief definition and capable of meaning many different things to different audiences in different contexts. In relation to school context, leadership is a collection of jobs and responsibilities that are performed by the school principal to attain the school objective and to bring the desired change (Bowring-Carr et al, 1997).

Northouse (2004) explained that over the years leadership has been viewed as having particular traits, processes, and concepts. These leadership characteristics have evolved into a number of theories from the great man theory to transformational theories. The great man theory is based on the assumption that leaders are born. This theory describes leaders as heroic and who rise to the occasion when needed, usually associate with a male quality (Cherry, n.d). The great man theory assumed similar qualities to the trait theory that emerged in the mid 20th century (Hersey&Blanchard, 1982).Northouse (2004) explained that the trait theory focused on the leader's traits. These traits have a certain effect on how the leader holds particular situation. It is the traits and the personality of the leader that is important to leadership practice. Cherry, (n.d.), suggested that trait theories assume that leaders possessed certain characteristics that are shared by leaders. Some characteristics individuals possessed are qualities such as energy and friendliness that made them better leaders (Hersey and Blanchard, 1982)

The style approach theory, the emphasis is on how the leader acts. This is a shift from the study of leaders 'behavior towards their subordinates' .Here the leader combines both the task and relationship behaviors to influence the subordinates to attain a goal. Some leaders need to be either more task or relationship oriented depending on the situation (Northouse, 2004).

An approach identified since the early 1980s's transformational leadership. This is part of paradigm shift in leadership theory that gives more attention in meeting and assessing the follower's needs. This approach to leadership focuses on the connection between the subordinates and leaders in which the leader wants each subordinate to reach his or her full potential (Cherry, n.d; Northouse, 2004). According to Werhane, Posig,et.al (2007) women exhibit transformational leadership characteristics by having a give and take relationship with each subordinate .This approach creates a shared vision for the organization and allows the leader and subordinate to interactively participate in the organization in attaining particular goals.

Contingency theory is another that focuses on the qualities of the leader, but it matches the behaviors to the appropriate situation. The effectiveness of the leader depends on his or her style or approach to the situation (Cherry, n.d.; Northouse, 2004). It is important to understand the situation in order to recognize the leader's effectiveness. The effectiveness is based on matching the situation with the leader's practices (Northouse, 2004).

According to Northouse (2004), the situational theory is when the leader has to adapt her or his characteristics in order to meet the needs of a given situation. The leader must evaluate the situation and meet the needs of the subordinates by demonstrating supportive or directive behaviors. For the leader to be effective he or she evaluates the commitment and competent level of the subordinate to complete the task. Then, the leader adapts his or her leadership practice according to the needs of the subordinate.

2.1.2. Historical survey of gender equality in education and leadership

Langdon (2001) stated that during the colonial period many viewed females as incapable of higher learning, thus females did not attend college or receive educational opportunities. In the Early 19th century, females from wealthy families had learned at home and a few attended religious colleges. However, in general females had few opportunities for higher education until the 20th century. Even in the early 1900s men's colleges refused enrollment of females; those who had enough money attended women's colleges, studying the arts of homemaking, and the profession of teaching. Graduates obtained teaching positions, considered respectable jobs, which contributed to female engagement in the teaching field (Langdon, 2001).

According to Smulyan (2004) teaching was a predominantly female profession in the early 1800s. Females were mostly regarded as caregivers and natural teachers for children, and Jones (2000) noted that in the United States this view allowed females to control the teaching field. In the middle 19th century leaders of the young democracy wanted to improve literacy for all classes of men and women by establishing common schools. This created a large number of girl schools that offered literacy training to a large number of females.

During the Civil War as men joined the military, approximately one fourth of the educated females became American school teachers. In assuming the duties of the absent males, the roles of females expanded from the home into the workforce.

Smulyan (2004) noted that teaching was an acceptable profession for females because it was an extension of working with their own children in their homes. Therefore, females began to dominate elementary and secondary teaching positions due to accepted social norms. Leadership, however, was the province of males. Consequently, they typically held positions as principals.

Females who aspired to become principal's encountered barriers created by social norms and attitudes. Chapman (2000) examined social norms reflected in high school and an elementary school reading series. In the late of 1950s elementary school reading series typically limited females as teachers, nurses, mothers, and homemakers. Wojalik, et.al (2007) also examined social norms, positing that females typically prepared for roles as mothers or homemakers or secured lower level jobs. On the other hand, the socialization of men typically involved, seeking higher level professional jobs. Movies, books, advertising, subconscious messages, and families reflected society's expectations for gender roles.

2.1.3. Women in educational leadership

Since the World Conference of the International Women's Year, held in Mexico City in 1975, many international organizations have focused their efforts towards increasing global equality (Office of the United Nations High Commissioner for Human Rights, n.d). The Conference initiated the Convention on the Elimination of all Forms of Discrimination against Women in 1979, which was adopted by the United Nations General Assembly. According to this Convention, discrimination against women on the basis of gender violates their human right to equality. Denial of access and opportunity for women to reach their full potential is also a violation, and considered discriminatory. This includes the refusal to accept change towards nontraditional roles for women (Office of the High Commissioner for Human Rights, n.d).

Current literature on women leadership has indicated that whilst the number of women in managerial positions in the business world is increasing, this cannot be said in

educational principal (Celikten, 2005) .The number of women who held administrative positions in schools in the past remained unchanged. Contrast between women in the teaching field and an administrator evidently sees an increase of women in the teaching field (Celikten, 2005). Evidence can be seen in Korea where 14% hold administrative positions (Kim & Kim, 2005). Society and its stereotype of thinking say that men lead better than women (Grove& Montgomery, 2000).The women's coming to leadership is low in the entire world, especially in developing countries of the world in contrast to male's leadership. Women from the core of the family and household work longer hours than man in every country and more contributed of the development of their societies (Marie, 2003). Women's low status in Ethiopia, as anywhere else, is expressed in different forms including in their lack of assets to ownership, leadership and decision making opportunities and their multiple role that made them lag behind endeavor.

In many organizations the idea of a good leader is still completely inched in to notion of "hegemonic" masculinity that represent qualities such as competitive aggressive, non-emotional, goal oriented and physically strong. Hegemonic masculinity is as (Blackmoh, 1999) defines it, the culturally dominant and most powerful form of masculinity. It is based on heroism, where the hero controls and guides his subordinates. The dominant form of masculinity, constructed in dislike to femininity ,are those that dedicate how organizations are managed (Change 1996) .But some insist that this kinds of leadership may have existed in times when people worked in organizations where work was organized in to assembly lines but not in today's more flexible professional organizations. Similarly, research over the previous century has largely been male dominated thereby perpetuating the myth that management and leadership are essentially male phenomena (Enomoto, 2000).

Women have been playing traditional role of home makers while men remaining a leader in every sphere of life because of the social attitude women have been reluctant to pursue educational administrative positions (Holtkanm, 2002).

In educational setting while women hold the teaching staff position, men dominates the highest position of educational leadership (MoE, 2008). Therefore, it is to be high lightened that due to low educational attainment, societal stereotypes institution barflies that hampers the upward movement of women within organizations, one could hardly find women holding a management and decision making positions. This would retrain

many women from facing the challenge and exercise decision making role (Meron, 2003).

In Ethiopia the number of women in administrative and leadership positions still extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of higher learning (ESDP-IV, 2010). This deprives female students the opportunity of looking up to role models. Also male teachers are educated and qualified than female teachers this let them to be less competitive to decision making positions. The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of female into teachers training. Similarly, females are grossly underrepresented in positions of educational leadership and management as well as office expertise at all level of educational institutions including secondary school principals, supervisors and other administrative bodies (ESDP-IV, 2010).

2.2. Qualities of Leadership

2.2.1. Characteristics of Successful leadership practices

Effective leadership within schools is a great need in this century. Principals need to be more prepared, more informed, more accountable; and be flexible to adapt to the changes in education (Bandiho, 2009). For schools to become successful and attain high achievements they need effective leaders. It is the principal's role to set the direction of the school in creating a positive workplace for teachers and a positive learning environment for children (Davis, Hammond, LaPointe& Meyerson, 2005). In the late 1980's two new theories of leadership evolved. These two leadership theories were transformational and charismatic leadership. Transformational and charismatic leadership describe the nature and capacity towards successful leadership. Both emphasized the emotions and values leaders needed to influence followers to make self-sacrifice (Yukl, 1999).

Moreover, Greenleaf et al (1995), argue that the true leader is the one who is responsible to accomplish the organization's vision rather than fulfilling his/her own personal desires. Furthermore, studies show that (Nwankwo, 1982, and Fikadu, 2010), successful educational leaders, have the following characteristics: Sensitive to the feeling of others,

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

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

Transformational leadership in particular has an “emphasis on setting direction, developing people, building relationships and significantly, culture- building, to transform the organization” (Holmes, 2005).

According to Blase’s study on teacher’s perceptions, there were two factors to consider that teachers highlighted as effective leadership. These were the task and consideration factors. Task factor included accessibility of the principal in the schools, reliability, knowledge, goal directions, ability to manage time, and being a problem solver. These personal traits related to principals being reliable, friendly, compassionate and open-minded (Blasé, 1987). Teachers also consideration factors of the leader are being supportive, participatory, fair, recognition of teachers work and willingness to delegate authority.

2.2.2. Characteristics of Unsuccessful Leaders

Not all leaders (school principals) are effective in their performance and there are some leaders that are considered as ineffective on how they manage their organization /school/. The principal who has no time for teachers, students, and community reactions, who lacks confidence, unaware of others feelings, beliefs and personality, fearful, discourages subordinates, not directed to the achievement of the school vision is considered as ineffective principal such a principal is not very unlikely to attain the mission of the school (Davies et al, 2005). Therefore, in order to be effective, the principal should provide with the desired human, technical, and conceptual skills. Hence, effective leadership needs the capacity to create coordination in the school culture, building collaboration among the school community, focusing on teaching and learning that is directed towards attainment of the school objective, and enhancing quality of education (Dimmock et al, 2005:1).

From the above paragraphs, it is stressed that leaders to lead school (an organization), should have some qualities that make them effective and these qualities as shown by D. Souza (2006), can be acquired through learning and experience.

2.3. Types of Leadership

There are three types of leadership styles; transformational, transactional, and Laissez-faire. As cited in Brundrett et al (2003), Bass and Avolio (1994), indicated that transformational leadership encompasses four components; individual consideration, motivation, idealized influence, and intellectual stimulation. Individual consideration is involved in focusing on the attention and to the needs of individuals in an organization and concerned with giving positive feedback, mentoring, and delegating individuals. However, motivation is related with that of inspiring people in the organization or generating enthusiasm so that, individuals will become eager and motivated to work their tasks effectively.

On the other hand, idealized influence deals with having a clear vision of the organization so that such leaders are trusted and respected by their subordinates. In the case of intellectual stimulation, it is concerned to actively motivating individuals to develop new ideas, to do things differently or to solve problems in the school, Provision of opportunities to the staff to think (Sadler, 2001), to provide new ideas and become solution oriented in a particular situation and to develop sense of belongingness. As a result, the effectiveness and efficiency of the school will increase Bass and Avolio (1994) cited in Fikadu (2010). Transformational leaders are directed to transform the organization. These leaders, as indicated by Sadler (2001), are risk-takers, courageous, show self-confidence, work in collaboration with others, they admit their mistakes, and the mistakes of others and learn from it.

In transactional leadership style, the leaders give rewards or punish individuals in relation with their performance. Good performance by the staff members, that is directed to enhance the effectiveness and efficiency of the school, results in reward. However, activities against the school objective or misconduct results in punishment (Burdett et al. 2003). Furthermore, the leader who shows such leadership style focuses to integrate both the needs of the organization and individuals emphasizing on the goals of the organization at one time and taking into consideration the extremes of the individuals.

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

2.4. Barriers women Leaders Face in Educational Leadership

There are internal and external barriers which inhibit the progress of women leadership. There are few studies which highlight barriers that hinder progression of women in their careers. Some these barriers are (gender discrimination, women's low self-confidence and job- family conflicts) are similar to those found in developed countries however a few (cultural background, low girls' participation in secondary education and major of men in teaching positions) are unique to developing countries (Akao, 2008; Oplatka, 2006; Warsal, 2009).

2.4.1. Cultural and Social Values

The cultural and social values of a society influence how male or females acquire leadership. In countries like Turkey, China and Islamic countries, there are certain norms, tasks and responsibilities given out to each men & women. Thus one must behave to the expectations of society (Celikten, 2005; Sidani, 2005; Su, Adams, &Miniberg, 2000). The common norm of these societies is that males are in leadership positions and females are prohibited from attaining such positions. An illustration of such norms can be found in traditional Chinese society where women maintain their role of being restricted in the home and in society (Su, et al., 2000). Sanctions are put in place if women fail to obey such norms, for example the chances of not being able to get married (Cubillo& Brown, 2003).

2.4.2. Stereotyping

According to Hill and Ragland (1995) contemporary barriers and historical tradition still hinder females despite advances in education and equal opportunities. Unfortunately,

these traditions distorted the view of females as leaders. Historical and current myths involve females as silent sufferer from stereotype. Other images represent females as gold diggers, organizer, and seducers who use their wills to gain a higher position. Media images also distort females in leadership roles by representing them as “controlling, cooperative, benevolence, and unpleasant” (Hill & Ragland, 1995).

Hudson (1996) identified sexual stereotypes that contributed to the inequalities of payment for female in educational administrative positions. For decades stereotypes of females included traits such as emotional, weak, incapable, and indecisive, which hindered promotion to educational administrative positions. Stelter (2002) found that females responded to these stereotypes by suppressing their natural gender behavior or demonstrating behavior similar to a male in order to move towards to a higher position. This led to success for many females’ leaders especially in developed and developing world.

There were incongruence’s between what people expected from a female leader and expectations about leaders in general. Therefore, stereotypes and prejudice emerge because people view females as having communal qualities that involve empowering others, listening, and communicating. People tend to expect a successful leader to have gentic qualities, typically instrumental and assertive behaviors associated with men (Eagly &Carli, 2003).

According to Andrews and Basom (1990) many teachers have a predetermined perception of a female’s ability to lead a school. There is an accepted paradigm that administrative work requires masculine behavior. Females need to develop their individual strengths in order to become leaders instead of using masculine gender behaviors. Traits such as kindness and helpfulness can produce positive results for school administrators. Andrews and Ridenour (2006) explained that a new leadership paradigm associated with feminine attributes that involved placing them in the center of the organization makes them more accessible. This shift makes female leadership more accessible, includes everyone in the organization in decision-making, and promotes shared problem-solving, team building, and inter-connectedness.

2.4.3. Low female Participation in Secondary Education

In developing countries it is typical to find low numbers of young girls in secondary and primary Schools (Brown & Ralph, 1996). This has resulted in fewer women acquiring the training necessary for professional or managerial positions in education. The concept of education in developing countries is of little relevance for young girls' futures. In countries like Uganda (Brown & Ralph, 1996), young girls cannot attend schools since parents cannot afford school fees; poor sanitation and accommodation; and few role-models of women teacher leaders. In Kenya there is a similar situation where girls are discriminated if they are educated (Olser, 1997). Other countries such as South Asia (Jayaweera, 1997), Nepal (Schultz, 1998), Pakistan (Sales, 1999) and Ethiopia have same problem.

2.5. Characteristics and Responsibility of School Principals

In order to improve the quality of education in public schools the Interstate School Leadership Licensure Consortium standard was important. The Interstate School Leadership Licensure Consortium standards were adopted in November 1996 and the most recent version was implemented on December 12, 2007 (Lindahl & Beach, 2009). Some of the reasons for the development of Interstate School Leadership Licensure Consortium standards were to enhance school programs, improve standards, provide professional development, offer programs that trained administrators, and create a licensure framework (Murphy & Shipman, 1998). The Interstate School Leadership Licensure Consortium standards have helped to shape educational practices and educational planning (Lindahl & Beach, 2009). The Interstate School Leadership Licensure Consortium standards are used to strengthen leadership and help to meet the needs of the school (Murphy & Shipman, 1998), and this has influenced the role of the principal because it has transitioned him or her from a manager to leader. This was accomplished by six Interstate School Leadership Licensure Consortium standards helping leaders to gain knowledge, perform consistency, and close achievement gaps (Johnson & Uline, 2005). The following are the six ISLLC standards: (CCSSO, 2008)

To facilitate a vision that is shared by the stakeholders, develop a school culture that provides student growth and staff development, ensuring a safe and effective learning environment, collaborating with community and faculty, Acting in a professional and ethical manner and Understanding the political and cultural perspectives

These qualities are consideration of feminine principal but it can be used by both males and females principals. There for, it is possible to understand how these effective female leadership practices relate to the six Interstate School Leadership Licensure Consortium standards.

2.6. The relationship between open communication and cooperation with faculty and community

Lindahl and Beach (2009) explained that the educational leader has to be cooperative with the staff and community. According to Ruhl-Smith, Shen, and Cooley (1999) females enter a career in educational administration because of intrinsic rewards and collegiality. Generally when a female approaches a leadership role, she wants to empower others and create changes through collaboration. Examples could be involving others in sharing information and power, thus creating open communication in the workplace. Northouse (2004) explained that empowering individuals creates a connection between the leader and followers that increases the productivity of the organization.

Communication is a major daily activity for educational administrators. Females in educational administration typically use a less coercive and less autocratic style of speech .Shakeshaft (1989) reported that 70% of elementary school administrators are often involved in some type of communication such as telephone calls, unscheduled meetings, daily exchanges, writing notes, and reports. For secondary school administrators, majority of them day involve using oral and written communication.

Female school administrators tend to employ precise grammar and use fewer slang terms in verbal communication. Female administrators also pose questions to express opinions or answer statements. Females are able to build community through language. This is accomplished by being polite, respectful, and attentive to the person speaking while listening and summarizing the speaker's points. Females typically use polite and less aggressive responses while listen a female will less likely interrupt and more likely remember what the speaker said. In general females hear the personal and emotional issues from the speaker instead of focusing on the facts(Shakeshaft, 1989).

Effective leaders would benefit in using communication practices that are less autocratic, more persuasive, and nonthreatening. Practicing nonthreatening communication aids conflict avoidance in times of uncertainty. This permits a nonresistant exchange of

questions and answers between the leader and followers. In addition no defensive communication and conflict reduction techniques are necessary for an effective leader, which are qualities employed by females in their communication techniques (Shakeshaft, 1989). Condren, Martin, and Hutchinson (2006) agreed that females possess stronger interpersonal skills, enabling their awareness of the emotions of others, which could affect the quality of work. Gilligan (1982) said that females demonstrate the characteristics of the morality of caring. Males view caring from a different perspective and they demonstrate characteristics towards the morality of justice. Males view caring as an active responsibility that alters the focus from the logic of relationships to the consequences of choice. The female view the ethics of justice, pertaining to the rights and responsibilities of others, comes from understanding the logic of relationships, which aids recognition of needs in all people.

CHAPTER THREE

RESEARCH DESIGN AND METHDODOLOGY

In order to address the stated objectives and research question of the study, this chapter out lines, research design, the general methodology, source of data and sampling techniques, method of data collection, method of data analysis, and ethical consideration.

3.1. Design of the Study

Research design considered as the blue-printed data base of any study since it paves a way for various research operations. In this regard, Kothari (2006) argues that research design assist the researcher to plan in advance, the methods to be adopted for collecting the relevant data and techniques to be used during analysis. This study employed a phenomenological research design. Mertens (1998) defined phenomenological research as understanding the lived experience of the participants that participants offer through their point of view. The respondents in this study clarified their perceptions of successful female principal. In a phenomenological study the key characteristics derive from the participants' experiences with the current study. To achieve the purpose of the study, the researcher refines that information to create an understanding of the experiences. Finally, Participants were given code names in order to keep their identity as shown in Table 1.

Table 1: Participants for the Study

No	Participant	Age	Sex	Work Exp	Place or Kebele	Ethnicity	Position of participants	Interview date	Time taken
1	Sulten	33	M	9	Halila 01	Oromo	Amharic teacher	Feb,23,2016	31'
2	Tedal	34	M	9	Deraba 01	Oromo	Physics teacher	Feb,22,2016	30'
3	Meskele	33	F	7	Deraba 01	Oromo	Physics teacher	Feb,2,2016	25'
4	Fikadu	35	M	11	Deraba 01	Oromo	Physics teacher	Feb,21,2016	29'
5	Reta	33	M	9	Kula 01	Oromo	Geography teacher	Feb,18,2016	31'
6	Ayelech	32	F	12	Kula 01	Oromo	Civics teacher	Feb,20,2016	30'
7	Mengistu	41	M	14	Halia 01	Oromo	English teacher	Feb,20,2016	37'
8	Almez	44	F	25	Kula 01	Oromo	Amharic teacher	Feb,24,2016	25'
9	Etabezau	35	F	12	Kula 01	Amharic	English teacher	--	--
10	Mekonen	35	M	7	Halila 01	Amharic	Amharic teacher	--	-
11	Berhane	42	F	16	Kula 01	Oromo	School principal	Mar,12,2016	25'
12	Fanose	40	F	14	Kula 01	Oromo	Vice leader of education office	Mar,14,2016	20'
13	Roma	35	F	14	Deraba 01	Oromo	School principal	Mar,16,2016	32'
14	Misrake	37	F	13	Halila 01	Oromo	School vice principal	Mar,10,2016	30'
15	Getahun	45	M	21	Kula 01	Oromo	Head of teacher Dev't	Mar,12,2016	35'

Source: field study, 2016

3.2. Sources of Data and sampling technique

In order to conduct the research, primary and secondary data sources were employed. And ten secondary school teachers, two woreda education office experts, three school leaders and three group discussions that hold 6-10 members were used as primary sources of data whereas annual reports and documents review, were used as secondary sources of

data. Principals and vice principals were selected on the basis of available sampling, they are three in number. Thirty teachers and two woreda education office experts were selected based on purposeful by considering their rich experiences, and totally they are thirty-five population involved in this study.

Table 2: Characteristics of teacher, expert, principals, and vice principal

No	Categories	Male		Female		Total	
		No	Percentage	No	Percentage	No	%
1	Sex	7	47	8	53	15	100
2	Age						
	<27	-	-	-	-	-	-
	28_35	5	33.33	4	26.66	9	59.99
	36_42	1	6.66	3	20	4	26.66
	43_51	1	6.66	1	6.66	2	13.32
3	Educational Background						
	MA, Msc,	-	-	-	-	-	-
	BA/ Bsc	6	40	8	53.33	14	93.33
	Diploma	1	6.6	-	-	1	6.6
4	Workexper ince (in year)						
	1-5	-	-	-	-	-	-
	7-12	5	33.33	3	20	8	53.33
	13-19	1	6.6	4	26.66	5	33.26
	20-26	1	6.6	1	6.6	2	13.2
5	Maritalsta Tus						
	Single	1	6.6	-	-	1	6.6
	Married	6	40	8	53.33	14	93.33
	Other		-	-	-	-	-

Source: Field survey, 2016

3.3. Procedure of Data Collection

The raw data for present study was collected through interview; focus group discussion and participant observation were conducted to qualitative data.

3.4. Method of Data Collection

The present study basically employed interview, focus group discussion, and participation observation. The development of these data collection methods is believed to be useful in triangulation of the data from different sources.

3.4.1. Interviews

Interview is one of the most important methods of data collection that allow the researcher to gather information about deep feeling, perception, values and views of respondent's attitude towards women principals. The interview was semi-structured and it contained key issues related to the study. For this purpose, interview guideline was prepared in English but translated in to Afan Oromo and Amharic languages for ten individual teachers from three secondary schools, two women principals, one vice principal, two experts from woreda education office and three focus group discussion that had 6-10 members participated in a formal interview process that lasted approximately 25-45 minutes. On the other hand, informal conversational interview was also conducted. The researcher interviewed each participant at her or his chosen place and time in (2016) and used writing down, audio and video record that based on the participant acceptable. The researcher assured participants that their personal would remain confidential used in the final research report will not have names attached. At the conclusion of the gathering information the participant had the opportunity to make any additional comments.

3.4.2. Focus Group Discussions

Focus group discussion is one of the data gathering tools whereby group of individuals are selected to discuss together in a focused and reasonable manner the topic under the research. In the three focus group discussions, each group containing 6-10 participants were conducted group one in Kula, group two in Deraba, and group three in Halila secondary schools. The secondary schools were selected since they have female leaders. The purpose of the focus group discussion is that the conversation over a time period and the nature, direction and place of conversation is all up to the participant (Otunuku, 2011). However, at times some direction should be given by the interviewer. It is noted that most of developing countries still have strong oral traditions where traditionally beliefs and customs were passed down orally. Thus this highlights the appropriateness of this approach because most communities in rural of Ethiopia still emphasize and practice the art of oral story-telling.

Table 3: Focus Group Discussion participants

No	Participants	Date of group discussion	Data collection site	Sex			Time taken
				M	F	T	
1	Group 1	April,15,2016	Kula secondary school	6	1	7	35'
2	Group 2	April,17,2016	Deraba secondary school	4	2	6	45'
3	Group 3	April,20,2016	Halila secondary school	6	1	7	45'

Source: Field survey, 2016

3.4.3. Participants Observation

The data collection began with observations because they provided a chance to write down everything that could be related to the research topic before forming categories of things to look for (Marshall & Rossman, 2011). These observations were also helpful in formulating clarification questions that would need to be asked later on in the interviews. During the first two days the researcher observed each school, with the principal assigning me to classes. Here, the researcher watched lessons and recorded notes on what the researcher saw happening in the classroom, teachers and student relation, absenteeism of student and teachers, teacher and principal relations as well as any information that I thought would relate to this research study. The researcher always sat at the back of a classroom where the researcher was able to clearly watch teachers and students.

3.5. Method of Data Analysis

Qualitative data was conducted through narration about constant comparative analysis. Then based on the information obtained qualitative data analysis, and interpretations were made to reach of at conclusions and based on the conclusion to forward, some possible recommendation. According to Marshall and Rossman (1995) data analysis is the process of using and organizing collected data. The researcher organizes the collected data into

categories or patterns and filters out anything unusual. Once the researcher organizes the data the next step should include sense making, looking topics, and answering the research questions.

3.6. Ethical Consideration.

According to McMillan and Schumacher (2006), the researcher is ethically responsible for the rights and welfare of the subject by being knowledgeable about the professional guidelines, legal considerations, and ethical requirements. To protect the confidentiality of the participants, coded names were used. It is important for the researcher to obtain both consent and permission for the study. It is vital that the researcher protect the privacy of the participants and they assure minimal misinterpretation of the data. This is for the interest of the participants. The researcher obtained permission from the officer of the school system involved in the study and contacted the principals, teachers, educational officer and obtained willingness for participation. Each participant read and signed an informed consent form and was reminded that this participation was voluntary and he or she may withdraw at any time. Each participant asked permission before notice taking, audio and video recording began.

CHAPTER FOUR

DATA, ANALYSIS AND INTERPRETATION

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

Table 2 shows the characteristics of the respondents in terms of sex, age, educational qualification, work experience, and marital status. The age distribution shows that the largest proportion of respondents, (59.99%) is found between the ages of 28 - 35. From these, (26.66%) and (33.33%) of them were female and male respondents respectively. From these figure it is possible to conclude that most of the respondents were matured enough to answer and analyze questions related with school leadership.

In relation to the educational qualification, out of the total respondents (93.3%) were first degree (BA/B.Sc/) holders and of which, (53.33%) were female and (40%) of them were male. However, from the total number of respondents, only (6.6%) of males with diploma holders and none of the respondents were MA/M.sc holders.

Therefore, the judgment verifies that the respondents selected had better understanding of issues related with women and leadership. Moreover, it was encouraging that all of the women were first degree holders, so that since the minimum requirement for school leadership position requires first degree in school leadership, these women, if they were given the chance of attending further education, they would have the chance to become school principal. Therefore, much should be done to encourage women to participate in school leadership and this requires the commitment of stakeholders to enhance the participation of women principal's in secondary schools.

In addition, with regard to the work experience of the respondents, the data from Table 2 revealed that, (53.33%) of the respondents had take experience of 7 -12 years, and (33.26%) of them had worked 13 - 19 years and 13.2% of them had worked 20-26 years.

From these we can conclude that most of the respondents were well experienced to appropriately answer questions related with leadership and gender issues.

The percentage distribution of marital status of the respondents indicated that (6.6%) of the respondents were single and (93%) were married and therefore, since the majority of them were exposed to dual responsibilities; domestic and professional, they had a better understanding of the domestic and social barriers that women in school leadership face. Furthermore, all women respondents were married (53.33%); they were expected to know in detail concerning the various perceptions of teachers toward women principals in secondary schools.

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

4.1. Participants view of Qualities of successful women leadership

Interviews and group discussion were conducted on what participants perceived as successful, unsuccessful, benefit and challenges leader's qualities of female principals. This means the researcher focused on the main quality of leadership that well know after investigate data from related literature. When the results were coded, the qualities of emerged: These are: open or free communication, structuring the organization to the facilitate work, improvement of the student, Staff development, having a vision principal, supporting of the staff members, and wisdom of community (as defined by Dvir et al., 2002; Eagly, 2007). In addition to the subject a participant shared the personal perceptions of successful, & unsuccessful, benefit, and challenges of leadership both characteristics of female principals.

4.1.1. Free Communication of with Staff or Community

Communication was one of a trait of women leadership. Majority of the teachers articulated that free conversation and having clear outlook were essential parts of good communication. The participants indicated that this helps the workers understand, what is

expected of them. Some of the participants show that a free conversation creates optimistic environment, since teachers the members can converse with the principal about concerns.

Almez has worked with two women directors and she expressed that “it was simple for me to communicate with a women director rather than male director as my opinion and I believe that respectful communication, between principal and staffs members help each teacher know what’s happening.”

Reta expressed that the importance of everybody’s opinion consideration into communication. “In my school when I work with my female director everybody’s idea taken into consideration before any decision making.” He shows that this helps to create the best result for the school.

Mengistu stated how his principal used to understand the idea of others before a decision is made. He said, “Giving attention and opportunities for both sides that have a different opinion, may be between principal and teacher, student and principal, student and teacher, parent and principal, parent and student giving a place for both side of the narrative before making the last decision.”

Mengistu shows that his director evaluates both side of condition before making a conclusion. Generally, Mengistu said this is one the major qualities of leadership and cerate health environment

Ayelech’s principal talks with staff during the time of working or at the end of work: During communication time regarding to task she was positively influencing the employees. She gives motivation and whenever she sees you, she asks, “What can I help you?” “Is there any problem?” Is there anything that you need? And “How are you doing?” Ayelechu discussed how her principals support or motivate the members through communication and how provide feedback. She remarked that the positive comments on the working process makes the faculty feel like their female directors cares for them. Also, asking how they are doing gives positive feedback.

Generally, the researcher understands the respondents view as female principals were free communicated and easier communicate than male principals.

4.1.2. Improvement of the Students

The next factor teachers articulated as a successful director characteristic in female leaders was improvement of the students. One of the mechanisms improving the student development was highly integrated with the director. Meskele was a secondary school teacher and she has seven years of experience. She expressed that teachers at her secondary school could ask her director for help because of different reason. She explained that, Principal used support teachers for attaining the objective of the school, each teachers department meeting once a week to plan for that week. This plan focuses on how founding team that is support each teacher in the school and she is the facilitator of all of this. Meskele maintained that this provides a sense of unity term spirit.

Tedela has ten year experience and worked with one female principal .He explained how decisions are made at his school based on the student desires: What is important for the students, because it is the main point that influenced student learning at school. Positively thinking exist there in place aimed at, plans mode satisfying students, and one has to enhance good discipline, and arranging to tutorial to support the students.

Ayelech has 12year teaching experience and four years working with female director. She articulated how her female director orders and participates during the learning and teaching process. “She is not absent from school compounded all the work time. When she meets with me every time she talks about student and she observes the class to see how the teaching and learning process is being implemented and she talks with students if she can”, to monitor performance. Ayelech said again, “She is active and versatile on everything. She knows the background of all the teachers and many students”.

4.1.3. Being Visionary for School

Other quality teachers expressed as a successful director feature in women leaders was visualization. Several participants articulated that having vision is a significant trait for any leader.

Fikadu, a teacher with eleven years of experience, expressed that vision is a significant attribute for any leader and explained that his former female’s principal had a vision for the school. Fikadu Said, “She had a positive idea for our school and she just has to make sure that it’s carried out. As I think her vision did not treat male and female differently.”

Tedela, a teacher with nine years of experience, articulated that a female director has the “inclination of influencing everybody was a part of some vision or something that she desires to carry out through the school, instead of just dictating.” He continued by saying that “a female leader used to lay down more detail about why she thinks you should be a man of vision to influence the person.”

Almez, a teacher with twenty five years of work experience, discussed the value of a leader understanding his or her employees. She expressed that, “I consider knowing the staff members that work with you, mainly understanding their behaviors helps principals solve emergent problem and to bring out the best in them.”

Mngistu, a teacher with fourteen years of work service, stated how test or quiz data are used in his school because these data are the main tool to recognize objectives’: “When there are limitation in their school, and actually looking at the data, working with people to figure out what systems need to put in place to see where our deficits are.” Mengistu has worked with two female directors in his fourteen years of work experience. He continued: Both were very successful women leaders and strong man to do our work. They focused on the learners, weakness and strength of each individual. They know home life of teachers, the emotional states of the children, than which would take them in making some decisions for the school.

Mengistu explained the time and effort it took for the two women leaders to evaluate the data and to conclude what was most excellent for the learners. He indicated that these leaders realized that other factors could influence test scores such as life condition. Mengistu continued to express that while analyzing the data, the leaders would take these problems into consideration to decide what was best for learners in the school.

4.1.4. Structuring the organization to facilitate work

Good personal organization was a quality that was observed about female leaders. They spoke that their principals were organized in all aspects in the school and that this helps them follow-through. Many of the participants indicated that their leaders perform with procedures and as per school policy.

Maskela, a teacher who has worked with two male and one female principal, remarked that organization is a significant point for any leader. She said that: “The main

characteristic of strong leadership is good personal organization and they have an ability to perform.”

Sulten has had a nine year work experience but he was few years working with a female director: “I feel like female leadership are very verbal and they just...lay it out, what you need to be doing in order for the school to run effectively.”Sulten stated that knowing what is expected by the staff and workers are essential characteristics of the female principal. He remarked organization helps the workers to know what is expected of them.

Reta, a teacher with ten years’ experience, who has worked with one female director, noted that she had clear outlook and follow-through was a successful principal quality: When working with a female director I have established that the expectations are always very clear. They have all the time very direct and I am familiar with what’s expected of me. By any means, there had never been any question as to what I should or should not be working. It’s always been very clear cut and that’s a very positive quality of female principals.

Mengistu explained the level of organization used by his female director: “highly organized, especially job oriented and understanding everything passed through procedures.”He adds organized quality is basically starting from the beginning of school year they have everything ready to go before the teachers ever open the school.

Maskele adds one quality of her female principal to maintain organization: ...sticky note theory. If there’s something that she cannot get an answer for, she used to write it on a sticky note and place it on her door or her desk or somewhere that she sees all the time, and she will revisit that sticky note until she has an answer from you and then she threw it away once the issue has been resolved.

4.1.5. Improvement of employee’s

Reta, a teacher who worked with one female principal during his 9 years’ experience, indicated that things were arranged or influenced with passion for a teacher “what would you want?” often said by our principal. I worked with female director; I obtained much information from my director like how to interact with student and about ways of effective classroom management. Again my expectations and what as a school I should do to help the school improvement and create a better learning environment for students

in general. Reta discussed that “learning more about classroom management has helped him to have a better learning environment for students”.

Mengistu explained team working is, one way of staff improvement. He said “our department used discusses and conduct experience sharing issues like skills of problem solving and best method of teaching practice, student center teaching method and during a staff meeting.”

4.1.6 Supporting of the Staff, Students

This was the sixth quality that was an observed trait of female directors. Most of the participants expressed that female director were supporting, promoting, and concerned about the desires of others. The participants explained that these characters motivate the staff to converse in relation to situations about school and home life because a female principal has better understanding of all the duties. According to participants this characteristic of female director was creates a supporting system between staff members and leaders.

Sulten shared that his experiences with female principals “has been brilliant”. He explained how female principals recognize the requirements of others. Sulten said:

For the most part of the female director I have had have been in the classroom, so they are capable tolerate and recognize what you are going from side to side. They understand the challenges of being a teacher and also being a mom. A lot of them understand how hard it is between job, children, family and every one of the responsibilities, so it's all of the time had been an optimistic for me.

Ayelech explained how her director is support and influences the staff members. “Our director forever supports us and is always guiding me on any problems and she has a good out looking.” Ayelech indicated that her director to analyzing, to evaluating any facts communicate the teachers before a conclusion is completed: She exchanging any information with employers that we must to formulate an informed decision. She will then say, “What problem can faced you?” what can I help you? Because of this my

director is good communicator with staff members. Ayelech expressed that it has a benefit working with a female director because of she was more supporter rather than male. “As a female, you can sometimes better relate to and have more in common with another female.”

Almez explained of the profits a female director particularly clearly understand another female’s issues, whether it is in the home life, professional, or individual; they can connect with you and either help you or lead you in a better direction if it is need be.

Fikadu explained a famous quality of a female director was having all rounded Point of view of a staff member’s work life and home. According to Fikadu, explained that having versatile point of view is a supporting quality leader.

At Ayelech’s school, her female director used to collecting money from staff when they have had a family problem like death or sickness. Maskele, noted that working with a female director has a positive advantages for students too, they give more advices than the male director “I think women are just more harmony with children and their. They have more of that supporting aspect that sometimes I don’t think men have.”

Promoting of the society was the other idea that was a quality indictor of female director. Participants discussed how their female directors were involved in the schools and community. In different ways females directors were involved inside and out said the school as through committees or in leaders.

Maskele’s discussed that the female director at her school acts a facilitator when the Board committee meets each month to recognize the problem students or learners. The problems of the student are raised in the meetings. Then, all the issue can be discussed to solve the problem of student face.

Fikadu’s director is also involved with in different committees at his school and Keble level: “I know here I feel like we do have really good committees. I think we have really good rank level meetings once after three weeks, and that’s something that we had never done before our recent female director came and that was a really good change that was put in place. Once after three weeks she meets with individually and she’s very open to comment’s, to problems we are having, and needs that we may have.”Mengistu discussed that his school is society based. He continued by explaining how teachers exchange best

teaching strategies at staff meeting and all level meetings, which make a wisdom of society

4.2. Principals, vice principal and woreda education expert view about the quality of female leadership

Most of Participants exchanged experiences about their perception of women director. Berahne describes the perceptions of teachers to word their principal. She said, “As I think all staff members have positive attitudes to word me.” While Roma also state the perception of teachers toward their principal. As she says “It is difficult to know ourselves.” But I feel all the staff members have good attitude towards me. She continues to assuring this, it is possible to see the teacher’s activity in the school environment, the relationship between teachers - students, than due to great contribution this school was rewarded by woreda education office. In addition to this, the perception of teachers toward female principals was “a negative felt as I think.” The negative perception was the outcome of gender issues, and stereotypes. The positive attitude was the contribution of understands reality of the world. Therefore, it is imposible to keep all time positive attitudes from staff members because of gender issue and stereotypes. .

In focus group discussion interviewee’s shared, what the teacher expected from their director. According to group discussion, the teachers were expected from the principals was respectful, good organizing, delegating the responsibility, supportive, good relationship with staff member, improving the student performance, classroom observation, and giving feedback for the members. All those activities can be supported by a transformational leadership style of female principals to change the learning environment.

As Fanose said, “the successful characteristics of leadership of effective female principals was effectively integrating with community, staff, and having the ability to lead.” That obtained from experienced women principals of our district.

Fanose stated that some of an advantage that provides from effective female principal. These are having a positive attitude toward staff members, assertiveness, versatile, planner, engaging, and problem solver. Know all the contribution provided by female principal was inspiring the awareness of female teacher toward leadership position.

Getahun shared some of the advantages that obtain from women principals are the same to Fanose.

According to Berhane said, “The characteristics of successful effective female principal were applying the quality of principals to improve the student achievement, staff development and facilitate the learning environment. To sum up, the principals responses were almost similar.

Fanose explain, about the leadership of female principals. I believed that female principals have the potential to lead like a male. But the different between the two were existed with gender issues. To assuring this, they are three effective female principals in our woreda. Because of having the potential to lead it is possible to minimizing the gap between male and female principals.

Berahne describes about self-confidences of female principal. According to traditional society attitudes, women have no self-confidence equals to man. Berahne said, “This is the attitude of the societies that based on socio-cultural back ground.” I remember one of day a parent of student came to the school for the problem of his son than they search man director but I am in front of that gust. This was because the society considered a woman as inferior to male and lack of self-confidence.

Roma said, “Female director have self-confidence like male.” But, due to priority given for male, women were lost their assets, leadership, and decision making. She said from her experiences, “The reality of this females lost their advantages is known as miss perception of society having toward female leaders.” She was concluded that females have self-confidence.

In focus group discussion majority of participants shared, about the day to day activates of their principals. According group discussion, the general activity of principal were checked the students and teachers attendance, guide the staff member’s, checked classroom, gathering information from students who late or absent than finding the solution. Therefore, all activities can be performed by female principal was to change the learning environment.

4.3. Perception of participants about Unsuccessful Female principals

Almez discussed an experience with female director who had unsuccessful organizational ability. According to Almez explanation, one of the problems for unsuccessful female director was the condition of the home. She stated that some of the cause for unsuccessful female leaders were “preparing food for children, washing children’s clothe, and she cannot be punctual because of home burden.”

Mengistu shared one of the negative sides of his past and recent female directors were relatively” rigid with the leadership.” He explains: Most of the time male directors are flexible or decide something based up on the situation. Everything is not black and white concrete. With female principals he perceived especially with the one director from the two that I have had as not flexible leader. Most of the time flexibility is less and they are more rigid with the leadership and consider past mistakes.

Fanose shared about the impact of genders issues. Gender issue is plays a great role to influence leadership. This is due to the societies considered male as hero, hegemonic, and powerful to control. As she said, “This is limited the capacity of females on specific type of opportunity.” Fanose revealed that for a long time, gender issue was influencing women in all direction and restricted in home servant. Getahun also support the idea of Fanose and He said, “Males were assigned for home leader, decision maker, and war place.” Generally, the miss conception of the society may impact on female leaders.

Reta shared his experience with a female principal that has motivation to everything but she was frightened. According to Reta, she used to give direction or instruction for the members to do something, she was afraid and as a result, he remarked that job was not completed within the given time.

Mengistu shared his experience of working with an unsuccessful female director:

He did work with an unsuccessful female administrator at one time who knew not more about how to organize, planned, communicate and motivate the staff. There were always some protests, focusing on what you had to say as an individual whether it was of importance for school. Most often principals were seen trying to do overlap every task at one time and don’t consider what you i.e. you fed less valued in the information that you had to bring to the tasks.

Berahne director share her experience about decision making. She said, “To making decision considering what is decided? Why you decided? For who to decided? And when you decided?” Those are important to minimize disagreement between the principals and concerned man. According to this principal making decision without consideration of the realities are difficult to bring the goal achievement and demoralizing the employees, while with Misrake idea.

The generally views emerged from the respondents that explain how these secondary school teachers perceive the effective leadership practices of female principals. According to the teachers in this study female principals possess certain characteristics and qualities that promote certain positive effects in a secondary school setting. The participants would like a female principal who develops a school vision that benefits the needs of the students. The vision needs to be communicated to all the stakeholders involved and everyone should be held accountable. All school decisions should take student needs into consideration.

In this study many of the participants also identified an effective female leader as caring and involved in the school community. The participants valued working with a female principal who was concerned about their home life and work situation. The participants indicated that a caring female principal provides a positive community.

Effective organization was another quality identified by the participants. Organization is an important quality. Organization in all aspects of the school helps the faculty and staff knows what is expected of them. In this study an effective female leader also provides staff development at all levels. Chapter 5 addresses a summary of the findings, conclusion about this research, and recommendations for future studies.

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter deals with the summary of the major findings of the study, the conclusions that can be drawn from the findings, and the recommendations which the researcher suggest to be implemented by related stakeholders.

Summary of Major Findings of the Study

The main objective of the study was to identify the perception of school teachers' towards leadership of women principals in selected schools of Arsi Sude woreda.

The basic questions addressed in this study were:

- i. What do secondary school teachers perceive to be the most desirable leadership qualities of their successful and unsuccessful female principal?
- ii. How did participants do observe working in school with women director?
- iii. What do high school teachers perceive to be the benefits and challenges associated with having a female principal?

With regard to basic research question number one, majority of participants pointed out that female principals were more organizing to facilitate work, had a clearer vision for the school, and were more focused on student improvements staff development and support the members.

There are also unsuccessful female leadership characteristics that teacher's perceive as weak, emotional, or unable to control her mind. Due to this female leaders have been stereotyped as being prudish and cruel. That is why informants said, principals fail to get staff respect. Some of participants also blame female principals for lack of organizational skills failure to complete paperwork on scheduled timely. The view that female principals home burden influenced their effective leadership, these female principals were often late for work, hence not punctual.

Respondents perception related to basic research question number two said that free communication is the major characteristics of female leaders. In this regard, majority participants said that female leader were easier to communicate with than male director. Female directors were easy when a staff member had a question or problem. Through free communication by the director, the participants expressed that they know what was

expected of them. The participants noted that this helped them get goals set by the director.

The last basic research question was what benefit and challenges do both female or male teachers perceive in working with a female principal? Majority of the respondents shared the ideas that are female leaders like to be more supportive. Female principals are often prone to understand the family problems of the staff members. For this reason, most of the female principals were teachers before becoming managers. Therefore, they know the need of the teachers through balancing work and home.

A number of the interviewees in this study stated that an observed the negative side in working with a female principal was emotionally uncontrolled of her mind due to stereotype or discrimination. This is influenced her decision making. The interviewee also indicated that female principals to have less flexibility with decisions.

CONCLUSION

The purpose of this study was to assess teacher perceptions of the leadership practices of female principals in Sude woreda Arsi Zone Oromia regional state of Ethiopia. This was achieved by interviewing teachers about how they what they perceived as effective leadership practices exhibited by female principals. A principal's leadership characteristics can have an effect on school's environment. Aspiring female principals and educational leaders may benefit from the findings in this study. This will help them understand what teacher's perceive as effective leadership practices.

The literature review examined particular leadership practices associated with female leaders. It is important for educational leaders to educate themselves on effective leadership practices. As the literature suggested, incorporating effective leadership practices will strengthen the motivation level of the followers in the workplace. The leaders stay attentive to the followers by making time during the day to listen and share information. This creates a connection between the follower and leader. The data analysis suggests that female principals possess certain qualities that positively affect teachers by enhancing their motivation. The participants in this study want a female principal who is attentive to their needs by listening and understanding the responsibilities teachers have in balancing home and work. The participants also wanted a female principal who provides a vision and school decisions that are based on the needs of the students.

The participants also valued having a female principal who is organized in all aspects of the school environment. The participants shared that when their female principal has clear expectations of what they need to do and follow through to make sure they did it appropriately. Female principals need to continue to use school data to incorporate a school vision and the best practices for the students. The participants indicated their principal's having a clear vision helps them to create the best learning environment for the students.

Recommendation

To solve the problems of perception of secondary school teacher towards leadership of female principals in the study area revealed in their following recommendations are suggested

1. It is recommended that gender balance of leadership be seen in schools around the country. There should be more emphasis put on promoting more women into administrative level positions. Even though it is set as one goal for equality in the education sector, this is not currently practiced. This approach needs the voice of women in the education sector, and education authorities to give a chance for potential women to hold leadership positions and it would be useful to get the perception of other stake holders such as school boards, parents and students about women to leadership positions that helps engage more women to leadership positions than to hold the awareness of equality between male and female and to reduce more socio cultural back ground perception

2. It is recommended that school need to select principals who are supporter the staff, organized, have clear expectations for the staff and look for future principals who will support the standard of leadership (School Leadership Licensure Consortium Standards) like to facilitate a vision that is shared by the stakeholders, Develop a school culture that provides student growth and staff development, Ensuring a safe and effective learning environment, Collaborating with community and faculty, Acting in a professional and ethical manner and Understanding the political and cultural perspectives and incorporate them into the school environment.

3. It also recommended that women director need to be promoting gender awareness or aware that stereotypes still exist. They might be observed as being emotional, dominant, and contradictory with decision making. These stereotypes may cause barriers for female principals to deal with. Being aware of such stereotypes can make possible for female principals to reduce the impact of such stereotypes when they take place and give hint the equality they happen.

4. Recommendations for future research. The problem of the study was to understand the perceptions of teachers regarding the successful leadership of female principals. This study provided the perceptions of a small percentage of teachers in three secondary schools. The following are the recommendations for additional study:

- Only teachers were interviewed in this study except two woreda educational experts and three school leaders. A study of the principal's perception of effective leadership could be used to determine the similarities and difference between what principals and teachers view as effective leadership practices.
- Interview teachers from urban and rural schools to assess their perception of effective leadership of female principals. There could be differences in the appropriate leadership practices of elementary, high, and preparatory school female principals.
- Additional research in this area needs to be conducted in a variety of secondary schools. This would provide a larger sample of participants.
- Interview teachers from secondary schools to compare their perceptions of male and female principals.

5. It is also recommended that more mentoring and networking workshops, in service training opportunities and role modeling be given to female teachers who want to, and have potential in leadership. This needs to done so that these female teachers can feel empowered and see that they have the potential of being leaders to more develop self confidence.

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Interview guideline questions prepared for both female and male teachers

Open-ended Interview Questions

1. Do you think there should be women director? Why?
2. How many years you worked under a women director?
3. What was your first reaction like when you heard that you would be working under a female director?
4. What imitation did your work colleagues have towards the director?
5. How did these imitations influence your attitudes and beliefs of women in leadership?
6. What is the effective female principal are important manners?
7. What do you observe as the most significant leadership characteristics for successful female leader?
8. What role does gender play in school leadership?
9. What is it like to task at a school with an effective female director?
10. What do you perceive as best practices for decision-making and leadership? How are the teachers, staff, principal, and community involved in the decision making in the school?
11. What guarantee is there that learners have equal chance to learn?
12. How do the director, teachers, and employees, perceive themselves as accountable for student learning?
13. How is the school lead by the fact information to assess educational performance and programs in the school?

Question for group Discussions

13. What do you expect yours principal to do each day? And what are key roles?
 - a. How were these expectations fulfilled by your principal?
14. What leadership ways of your women director influences you in your teaching?
15. From your teaching experience, what is one thing unique about your principals' leadership style that has brought about a successful change to your school?