



WOMENS' PARTICIPATION IN EDUCATIONAL LEADERSHIP OF PRIMARY
SCHOOLS IN GELAN TOWN OROMIA ETHIOPIA

BY

CHALTU NEGASSA

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CHALTU NEGASSA

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Chaltu Negassa

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University Advisor

Name: Demoze Degefa (PhD)

Signature: _____

Date: _____

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This is to certify that the thesis prepared by Chaltu Negassa Dano, entitled: Participation of women in educational leadership of primary schools in Gelan town administration and submitted in partial fulfillment of the requirements for the degree of Masters of Arts in Educational planning and Management Complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Approved by the Examining Committee

Internal Examiner: _____ **Signature** _____ **Date** _____

External Examiner: _____ **Signature** _____ **Date** _____

Advisor: _____ **Signature** _____ **Date** _____

Chair of Graduate Program Coordinator

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LISTS OF ACRONYMS

AA	Affirmative Action
CRC	Cluster Resource Center
E.C	Ethiopian Calendar
EMIS	Education Management Information System
ESDP	Education Sector Development Program
ILM	Internal Labour Market
Mgt	Management
MoE,	Minister of Education
PTA	Parent Teacher Association
SPSS	Statistical Package for Social Science
TEO	Town Educational Office
TVET	Technical Vocational Education and Training

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ABSTRACT

The purpose of this study was to investigate Factors Affecting the Participation of Women in educational Leadership Positions in the Primary Schools of Gelan Ademinstiretve town. These research questions sought answers for: woman applying for leadership positions; the interest of woman to come to school leadership positions; the attitude of the schools' society towards women in school leadership role, Institutional Related factors that impede women's representation and encouraging measures to enhance women's representation in school leadership positions. In order to meet the objectives of the study descriptive survey research design was employed. Samples of the study were selected using purposive and simple random sampling techniques. In order to collect data questionnaires and interviews were utilized. The questionnaires were distributed to 124 teachers, 9 school principals, and 8 Educational office mgt. 138 filled the questionnaires and 9 respondents interviewed. The data were analyzed using descriptive. The finding of this study revealed that some woman leaders are less confident ; and women have not freed themselves from the long lived negative attitude of the society towards them, they accepted their inferiority to men. It was further identified that the major cause lack of role models and mentors, lack of professional net-work and lack of equal opportunity in leadership positions. Therefore primary schools need to make the work place more conducive and friendly to attract more women to the primary school leadership position. Involving them in decision making and leadership and the commitment of the Town Education Office and primary schools to narrow down the gap will have paramount importance. Networking, monitoring and providing leadership training forcefully can help young women to come forward so as to exercise decision making by empowering themselves as chair persons . Finally, policies should be practical and not be only theoretical, and should be implemented properly.

CHAPTER ONE

1. INTRODUCTION

This section discusses the background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, and delimitation of the study, Limitation of, the operational definition of key terms and Organization of the Study.

1.1 Background of the Study

We know that school work largely has been polarized and stratified by sex, with large number of women teaching and relatively few men serving in teaching. However, the presence of women in leadership roles at primary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginners to consider career choices with role models of decision makers and leaders. Regarding this idea, Kagade (2000) discusses that for women to be active participant in the changing and development process, they must be present and provided with necessary skill and understanding needed to participate in principal ship level. Besides, women remain under represented in educational leadership position in most developing countries where Ethiopia,

In African societies, it is believed that men lead and women follow (Grant, 2005). In this context, leadership has carried the notion of masculinity and the belief that men make better leaders than women is still common today (Kiamba, 2006). Similarly, Hojgaard (2002) notes that societal conventions regarding gender and leadership traditionally excluded females and top leadership was viewed as a masculine domain.

This traditional perceptions of women as inferior to men also continue to prevail as many people invoke the preservation of African culture to justify the subordination of women. The division of labor for women and men resulted in discriminating women in the work place. Research finding in East Africa especially show that women's representation is mainly in positions like secretaries, office attendants and data entry clerks (Moes,2005) and until recently, 95% of all secretaries, stenographers and typists were women.

The number of women in administrative and leadership positions in Ethiopia remains extremely low in all administrative areas in general and schools in particular. For example, in the case of school leadership, it goes decreasing as one move from primary to secondary schools and institutions of

higher learning (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).

Women in Ethiopia are mainly limited to shoulder the hard and unpaid household responsibilities such as Child rearing and feeding the family, farming and taking care of domestic animals.

Unfortunately, both culture and religion played significant roles in limiting the positive roles that women could have played. They have been oppressed in many respects in their capacity as being women and lack of involvement in the male dominated socio-economic infrastructures and as member of oppressed class (MOWA, 2006). However, very few women may have succeeded in breaking up the male designed socio-economic hurdles, the history of those few who succeeded have become inspiring models.

The Federal civil service commission recent statistics revealed the fact that the overwhelming majority of women servants are concentrated in position such as cleaners and other lower paid jobs. Not only men and women have different jobs, but there are also different in the extent to which they are represented in the hierarchy of positions within jobs. When the doctors and hospital heads are usually men while most nurse and support staff are women .Men usually occupy the more skilled responsible and better paid positions.

Similarly, 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, school administrators were been male dominated to this consequence the government has set a plan to increasing the number of model female students and teachers in

school as well as appointing those able women at leadership position (MoE, 2006). In line with this, some sectors has been seen in increased the proportion of female school leaders such as principals, vice- principals, unit leaders, department heads and clubs heads (MOE, 2006). For instance, in Harare region there were Thirteen primary school female teachers in the Principal position, as it is all dominated by male (www.wojde.org).

Similarly, Gelan Town educational office report (2011 E.C) reveals that among Eighteen primary school principals and vice principals, there are only One female principals in both privet and government schools currently leading primary schools. Thus, it is very crucial to assess factors that affect female teachers in the participation of primary school 2nd cycle leadership in the Adimenstrtive town.

1.2 Statement of the Problem

It is believed that women hold half of the world population. This logic should have let them possess high proportion in different administration level so that they could play significant role in economic, social, cultural and political development of a country. However, the reality is the opposite in most cases. They are underrepresented in much status posts (Abebayehu, 1995). Several reports and research findings noted that there are women who have succeeded in their school leadership roles and initiated other women to be outstanding role models among teachers of adolescent girls that have contributed to the unpopularity of teacher as career choice. Sister Katherine, an example of feminist educational leadership has contributed a lot for advancing women in school leadership (Bacon, 2008). It is a very much exposed secret that women have been much marginalized (left aside) from higher managerial and technical positions than men workers. Women in those managerial or administrative, technical and scientific positions are very low Different auteur also states that it is well-known global fact that women's proportion in leadership positions is very small in relative to their statistics in the world population, (Jayaweera,1997,Abebayehu, 1995 and Yalew1997) the researcher believes that Ethiopia is not free of this defect.

Gender bias of men towards women's leadership participation and performance is another aspect that may hinder their access to educational leadership and other leadership positions. According to(Shakeshaft, 1993; Skria and Young, 20003, Thurman, 2004), female directors not only have to lead successfully but are scrutinized because of their gender. In East Asia, the need for women in school leadership position is regarded as important issue to ensure sensitivity

within school for the wellbeing of adolescent girls to enable girls beginning to consider career choices with role models to stimulate women to participate in decision making and to address issue of social justices by providing gender equality between adults within educational system (Johnson, 2001). Women hold fourteen percent of school leadership position in Korea (Kiamba, 2005).

In the African context, lack of female role model among teachers of adolescent girls may have contributed to the unpopularity of teaching as career choices for girls in the past (Coleman, 2001). Some African countries like Zambia have been implementing the policy of balancing leadership position in school following the rules of selection of school leadership in such a way that when there is a male school director, the deputy must be a female. Besides, when there is a female school director, the deputy must be male. This simple regulation has meant that school leadership is now less gender biased that balance leadership (MoE, 2006). In practice, however, it had been observed that they are underrepresented in the leadership positions within the education system (Education Sector Development Program (ESDP IV: 2010)

Historically in Ethiopia and women are suppressed and believed that they are unable to lead people, only men are created to lead and participate in leadership. Because of this traditional thinking the perception of women in leadership is still very low (Aretha, 1993). the Federal Democratic Republic of Ethiopia (FDRE) has strongly emphasized importance of education of women in its policy and enhancement of women participation in any position of schools' management (MOE, 1994). Therefore, the education of women and their involvement in leadership position in all aspects of development is very important; school leadership is one of these. Personally I, the researcher come to my own experience. I have taught for about 20 years in oromia different woreda and I have observed the reality towards perception, challenges and leadership participation of women.

Ethiopia also has similar back ground with other countries in relation to the under representation of women in status posts in general and educational leadership in particular. In order to understand the extent to which women are excluded from educational leadership in Ethiopia, it is authoritative to see the proportion of women's share in the teaching force.

Table 1 Positions held by Women in Gelan Primary Schools in Oct, 2011 E.C.

Positions	Male	Female	Status of women in %
Teachers	163	152	42.25
Principals	17	1	5.55
Vice Principals	12	0	0
Supervisors	4	0	0

However, the proportion of women principals and vice principals in primary schools is all limited relatively to their figure. With the exception of one female principal, out of the Eighteen (Eighteen) primary schools available in Gelan administrative Town, the remaining Seventeen primary schools are all run by men.

However, family related factors will be still influential variables in limiting the up-ward mobility of women who ones secured entry level administrative positions. This research finding outcome was gives some insight about the factors for low participation of women in educational administration in Ethiopia in general and in Gelan town in particular.

This is mainly because the research was not carried out in other administrative town in Oromia. In addition it evaluates the effectiveness of female versus male principals in their administrative roles, only leadership styles. But this study my focuses on investigating the major factors for the under representation of women teachers participation in educational leadership. Thus, the above facts indicate, the problem of underrepresentation of women in educational leadership in Gelan administrative Town seems worth stressing. To the researcher's knowledge, no research has so far been conducted in response to this problem in the Gelan administrative town. Hence, this study is designed to assess the major gap for low women's participation and factor that affect their participation in educational leadership.

Basic Questions

In addressing this problem, the following basic questions will be raised:-

1. What are factors affect women applying for, and being appointed to leadership positions in primary schools
2. To what extent do women show interest to be school leaders in Gelan Town primary school?
3. How is primary school staff teachers' attitude towards women in school leadership of Gelan administrative town?

1.3. Objective of the Study

1.3.1. General Objective

This study was attempt to investigate the major factors for low women's participation in educational leadership in both private and government primary schools of Gelan a administrative town in Oromia Region.

1.3.2. Specific Objectives

1. To identify the major challenges women from actively involving in educational leadership positions in both private and government primary schools of Gelan administrative town.
2. To assess the interests of women's coming to leadership positions in Primary schools of Gelan administrative town.
3. To study the attitude of primary school teachers' toward women in school leadership in Gelan administrative town.
4. To propose solutions for promote women teachers' participation in primary school leadership position in Gelan administrative town.

1.4. Significance of the Study

The purpose of this study to investigate the hidden factors to women applying for and being appointed to leadership position and suggest future possible opportunities for the solution of detected factors. To this effect, it serves as a spring board to the way adolescent girls follows their predecessors to critically see the fate of adolescent girls with the identification of the major factors that affect their participation in primary school leadership as their career choices.

This means teacher, who desire to their primary school leadership following their few role models who have succeeded in breaking the old “Boys Networks” will strengthen their future participation in primary school leadership .Besides, the result of the research was used as secondary source for a researcher who will conduct similar research topic that is related to this study. Practically, the Town was benefited from the research in such a way that adolescent girls and primary school female teachers’ was developed good perception toward competing equally with their male counter parts in their engagement to primary schools leadership. This does not mean that female teachers of any other educational institution will not be benefited from the research. The factors that hamper female teachers’ participation in different level of administrative position are under similar phenomenon.

Women teachers, especially who are at teaching staff , unit leaders, club coordinator and at the position of department heads will have an initiation to oversee the major factors that affect their role in primary school leadership and see the direction of their career development in school leadership.

Moreover, although the ultimate significance of the study is primarily for female teachers who want to involve in primary school leadership position in the Town, male teachers could be benefited from the research in such a way that female participation in school leadership position was precipitate with gender leadership balance with different gender leadership qualities. Hence, the researcher believed that, this study has the following importance:

1. It may help Gelan administrative Educational Office to get valuable information on existing practice of school leadership and hidden factors that block the execution of the solution and also helps to them to come up with solutions.
2. It may help the office to have any insight in promoting women’s participation and involvement in leadership position.
3. It may help to provide corrective solutions for low participation.
4. It provides the opportunity of widening knowledge for women teachers to participate in school leadership position.
5. The study may also used as a base for those who want to conduct further investigation regarding the issue.

1.5. Delimitation of the Study

In order to make the study easily manageable, the researcher investigated the major factors contributing for low women's' participation in educational leadership in Gelan administrative town. This could be possible because educational leadership is a broad term that encompasses leadership from lower level of educational institution to the higher one.

Gelan administrative town is one of the six Oromia special zone surrounding Finfine in Oromia regional state. The distance from finfine to this town is 25 km South-eastern of Finfine on the main road which takes to Akaki sub city and Dukam town.

It will be unmanageable to the researcher due to financial and time constraints to include all the schools. Therefore, the researcher was conducted the study of the selected Five government and Four privet primary school in Gelan administrative town. This means the study will not include preschool, General secondary school and TVTE College those found under the study area. Therefore, the finding of this research will be delimited in this scope to the primary schools of Gelan administration town.

This study focused on the topic factors of women's' participation in leadership position primary Schools of Galan town in particular.

1.6. Limitation of the Study

This study has a number of its own limitations. For this study, the researcher encountered certain problems which are considered as a limitation of the study. Among other things some teachers and school principal , did not show willingness to give information and become half hearted to deliver right information. Covid 19 pandemic was other limitation . Although this resulted in wastage of time to organize fragmented information as the research demands quality work, the researcher solved the problem in designing several strategies. The researcher reacted with officials wherever the environment was conducive for the respondents. As far as the organization of the fragmented information is concerned, the researchers took the advice of senior researcher as an input to minimize limitations and effectively utilized time for the research.

1.7. Operational Definition of key Terms

For the purpose of clarity and consistency in the study, the following terms carry out the operational definitions of key terms given:

Leadership:- is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2008)

Leaders:-Luba Chlwniak (1997) defined leaders as individuals who provide vision and meaning for institutions and embodies the ideas towards which the organization strives.

Primary School:- The term primary school in the context of Ethiopian has eight years duration.

Underrepresentation: is a term used to describe the disproportionate (that is, too small or none) representation of women in educational leadership.

1.8. Organization of the Study

The research report is organized into five chapters. Chapter one deals with the problem and its approach .In chapter two the review of related literature is presented. Chapter three presents research design and methodology, followed by presentation and analysis of data in chapter four. Summary, conclusion and recommendation of the study are presented on chapter five.

CHAPTER TWO

2. RELATED LITERATURE REVIEW

This chapter discusses: concept of leadership, quality of educational leader, the hidden barriers factors to women applying for and being appointed to leadership, social attitude toward female's leadership, and female's interest or images to come to position.

2.1 Concept and basic definitions of leadership

The concept of leadership is an ambiguous term that can be defined in numerous ways depending on the theoretical perspectives one uses to view the phenomenon and on cultural beliefs, organizational culture and personal beliefs. It is wrapped up in the paper of management and is highly knotted with the cords of incomprehension and confusion. In fact, the term has never been clearly defined.

2.1.1. Definition of Leadership

Leadership has no simple and universal definition. Some leaderships researcher have focused on personal physical traits, or behaviors of the leaders; others have studied the relationships between leaders and followers; still others have how aspects of situation affect the ways leaders act. Some have extended the later viewpoints so far as to suggest there is no such thing as a leadership they argue that organizational success and failures often get falsely attributed to the leader but the situation may have a much greater impact on how the organization factions that does any individual, including the leader (Hughes, Ginnett, and Curphy, 2007).

Leadership has been defined in terms of behavior, influence over other people, interaction patterns, role relationships, individual traits, perception of other regarding legitimacy of influence and occupation of an administration position (Yukl, 1981)

Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations(. Drucker, P. F).

2.1.2. Leadership and Management

In trying to answer, "What is leadership?" it is natural to look at the relationship between leadership and management. To many, the word management suggests word like efficiency,

planning paperwork, procedures, regulations control, and consistency. Leadership is often more associated with words like risk taking, dynamic, change, creativity, and vision. Some say leadership is fundamentally a value choosing, and thus a value laden, activity, where as management is not. Leaders are thought to do the right thing. Whereas managers are thought to do things right. Here are some other distinctions between managers and leaders (Bennis, 1989): Managers administer; leaders innovate, Managers maintain; leaders develop. Managers have a short- term view; leaders have a long - term view. Managers imitate; leaders originate, Managers accept the status quo; leaders change it Managers control; leaders inspire.

This is not at all to say one is better than the other, only that they are different. Their differences, in fact, can be quite useful, since organizations typically need both functions performed well in order to be successful. They complement each other, and both are vital to organizational success.

2.2. Styles of Leadership

All managers develop a style of leading or motivating subordinates. A leadership style can be defined as a pattern of behavior. As suggested in role analysis, the specific exclusion of that responsibility can take many forms. As a consequence, there have been developed various frameworks or schemes that depict the types of leadership styles from which a manager may select organizational needs.

One of the commonly cited frameworks consists of a simple continuum from total autocracy to almost total democracy (Flippo, 1980)

2.2.1. Females and Males Leadership Style

Since men and women have different leadership styles, the variances do not mean that one has dominance over the other. The difference may be also in part to men seeing leadership as leading and women seeing leadership as facilitating. Also male and female administrators perform many of the same tasks in carrying out their work; different aspects of the job are emphasized. Women embrace relationship, sharing, and process, but men focus on completion tasks, achieving goals, hoarding of information, and winning. Women educational administrators focus on instructional leadership in supervisory practices and are concerned with students' individual difference, knowledge of Curriculum teaching methods

and the objectives of teaching (Conner, 1992). Men in leadership position tend to lead from the front, attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling other to make their subordinates contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers students, parents, non-parent community members, professional colleagues and super ordinates (Conner, 1992)

2.3. Women Leadership Behaviour

Aburdene and Nesbit (1992) described in their book, Mega trends for women, as behaviors that characterize women's leadership. The behaviors clustered in five central patterns were identified as behaviors that empower, restructure teach, provide role models, encourage openness, and stimulate questioning. Gillet- karam (1994), on the other hand used four behaviors, vision behavior in this category, women leaders word take appropriate risks bring about change. People behavior and women are acting collaboratively value behavior in women leader. Spend time building trust and openness (Pynes, 2004) no matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational administrators.

Gross and Trask (1976) listed capabilities of women in leadership:

- *Women principals have a greater knowledge of and concern for instructions supervision*
- *Supervisors and teachers preferred women over men.*
- *Students' academic performance and teachers' professional performance related higher under women principals.*
- *Women were more effective administrators.*
- *Supervisors and teachers preferred the decision making and problem solving behaviors of women*
- *Women principals were more concerned with helping deviant pupils.*
- *Women principals placed more important on technical skills and organization responsibility of teachers as a criterion for evaluation*
- *Women principals placed more important on technical skills and organization responsibility of teachers as a criterion for evaluation*

2.4. Women's and Leadership

Good school administration is more attuned to feminine those masculine modes of leadership behavior female attributes of nurturing, being sensitive, empathetic, initiative, compromising,

caring, cooperative and accumulative are increasingly associated with effective administration. While these characteristics are innate and valuable, women possessing the qualitative of a good leader skill face higher attrition and slower career mobility (porat, 1991).

Data on equality of opportunity in educational leadership or administration reveals that gender, more than age, experience, background or competence determines that role an individual will be assigned in education (Whitker and Lane, 1990). Since gender is a hindrance to women leaders, some believe compelled to lead in the manner that is considered the norm; that is, the way that men lead. Utilizing men's method of leadership is the easiest way for a woman to be hired for administrative position or any position of leadership, especially since this approach to leadership has repeatedly been established as acceptable to the public and successful in attracting and recognition. Those women who had a desire to become administrators have found their institutions and districts do not select or recruit them for training programs in the administration field, making it harder to break in to the system (Allen et al., 1995, Lindsay, 1990).

Transformational Leadership associated mainly with women are increasingly praised for having excellent skills for leadership and, in fact, women, more than men, manifest leadership styles associated with effective performance as leaders (Eagly, 2007)

Unlike men women have communal qualities, democratic and participatory, typically focusing on relationships and creating positive working atmospheres (Eagly and Johnson, 1990).

Therefore, the researchers strongly support this idea from the fact that if this quality of females' leadership is potentially released to school environment and provided that female access to leadership, they contribute their quality of leadership to schools.

Moreover, writers of popular books on leadership have argued that effective leadership is congruent with the ways that women lead (Helgesen, 1990; Rosener, 1995). For example, Rosener (1995) labelled women's leadership as interactive, involving collaboration and empowerment of employees, and men's leadership as command and control, involving the assertion of authority and the accumulation of power.

Even though, some writers stated women's effective leadership is attributed to a transformational leadership style which frequently brings effective leadership, there is a lack of women in higher level of leadership (Eagly, 2007). In this regard considerable research could be conducted so as to identify the barriers that cause female underrepresentation in educational

leadership. To different authors men and women are quite different in the ways that they lead. While men relying on somewhat antiquated leadership style that does not fit the needs of most contemporary organizations (Aburdene and Naisbitt (1992) described in their book, *Megatrends for Women*, 25 behaviors that characterize women's leadership. The behaviors clustered in six central patterns were identified as behaviors that empower, restructure, teach, provide role models, encourage openness, and stimulate questioning. GilletKaram (1994), on the other hand, used four behaviors: (a) a vision behavior -in this category, women leaders would take appropriate risks to bring about change; (b) a people behavior- women leaders provide care and respect for individual differences; (c) influence behavior- women are acting collaboratively; values behavior in which women leaders spend time building trust and openness (Getskow, 1996).

No matter how the leadership behaviors of women are delineated, the fact is that women do possess the capabilities and skills to be excellent educational leaders. Gross and Trask (1976) listed capabilities of women in leadership; Women principals have a greater knowledge and concern for instructional supervision, supervisors and teachers preferred women over men, students' academic performance and teachers' professional performance rated higher under women principals. Women were more effective administrators, supervisors and teachers preferred the decision-making and problem-solving behaviors of women. Farther more women principals were more concerned with helping deviant pupils. Women principals placed more importance on technical skills and organization responsibility of teachers as a criterion for evaluation (Allan, 2004).

2.5. Gender Difference in Managing Vertically

Women in Management

Women from the core of the family and household work longer hours than man in nearly every country and do more of the total work than men, and women contribute more of the development of their societies (Meron, 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. Only 30.8% of female employments are in the formal sector, which are mainly engaged in clerical and fiscal administrative positions earning less than 200.00 birr per months (MOE;2007).

In many organizations the idea of a good manager is still implicitly inched in to notion of “hegemonic” masculinity that represent qualities such as competitive aggressive non-emotional, goal oriented and physically strong Connell (1997).

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 aversion to femininity ,are those that dictate how organizations are managed (Change 1996) .But some insist that this kinds of leadership may have existed in times when people worked in hierarchic organizations where work was organized in to assembly lines but not in today’s more flexible expert organizations (kolununon,2002)

Gender Differences:- Other arguments attempting to explain the leadership gap revolve around the notion that women are just different from men. One argument in this vein is that women’s underrepresentation in elite leadership positions is a result of differences in leadership style and effectiveness. As discussed earlier in this chapter, any substantial leadership style differences between women and men should not disadvantage women and can even offer a female advantage (Eagly&Carli, 2007; Vecchio, 2002). Another oft-cited barrier to women’s advancement is the presumed gender difference in commitment to employment and motivation to lead. However, research indicates that women show the same level of identification with and commitment to paid employment roles as men do, and both women and men view their roles as workers to be secondary to their roles as parents and partners (Bielby&Bielby, 1988; Thoits, 1992). Empirical research does indicate that women are less likely than men are to promote themselves for leadership positions (Bowles &McGinn, 2005).

As Hughett, Ginnett and Curply (2007:13) reported that both male and female managers in fortune 100 companies were interviewed and completed surveys about how they influence upward- how they influence their own bosses. The result generally supported the idea that female managers influence attempts showed greater concern for others, while male managers; influence attempts showed greater concern for others, while male managers; influence attempts showed greater concern for self. One of the most surprising finding of the study was that, contrary to prediction, female managers were less likely than male managers to compromise or negotiate during their influence attempts.

2.6. Quality of Educational Leader

Research results show that, as cited in pardey (2007) leaders are born, not made but some of the qualities which commonly used and that make leader good. Collaboration and participation (pounder 1998), which is the ability to empower others, to collaborate and share power and human relation attitude including emotional balance with empathy (ability of leaders to look at things from other point of view).

Motivation as stated in sergioivanni (1985), inspiring effort and commitment among followers through motivation, intelligent ability to think scientifically and analyze problem with since of responsibility including vision and for sight having higher degree of imagination to aerating difference through compromise is a core leading quality.

Good leader is planner (Quong et al., 1998), with visioning and strategic planning with technique full decision making, for efficiency, the ability to produce higher volume with the same or fewer resources is accented leadership quality.

According to Goldering and Rallis (1993), stated that interpersonal communication a communication with his subordinate is a key leadership practice is vital in enabling understanding and sharing of knowledge and information and managing conflict with in school community is another basic quality of educational leader. Carden and Piggot- Irvine (1997), stresses staff appraisal and evaluation is a key leadership responsibility to staff professional development in school. In order to achieve the stated goal of school leaders have good skill and understand the way and procedures of staff appraisal and evaluation system.

New performance standard require improving skills and competencies for employees throughout the organization regardless of position (Bush and Bell, 2002). As stated in pynes (2004), skill deemed to be necessary include the academic basic including professionally in reading, writing and competition, self-management skills such as self-esteem, motivation, goal setting ability and willingness to participate in carrier deployment activities, social skills communicate clearly and influencing skills on leadership ability.

Total quality of educational leadership stated in Mosley (1996), an organization commitment to quality and continuing improvement in all areas of its operations including process as well as goods and services.

Generally the school leader should possess above mentioned quality in order to achieve the goal of the school.

2.7 Women's Qualities

The research and literature cited to this point in this review confirm that women have long been denied their rightful place in administrative positions. If women should in fact be in leadership positions, is it fair to ask, "Do they have what it takes?" "Do they have qualities that contribute to success as a principal?" I believe it is and I believe the answer is women not only have what it takes to be in leadership positions, they have what it takes to do such jobs well.

Characteristics that have been traditionally viewed as being "female" have long been regarded as being less valued than those characteristics traditionally associated with males. Terms such as nurturing, sensitive, empathetic, intuitive, compromising, caring, cooperative, and accommodative are often used when referring to women. Rather than seeing these qualities as being "weak", however, some current leadership theories celebrate this "feminine" model of leadership. Mahoney (1993) cites Shakeshaft as saying that school environments led by females tend to have a teaching and learning focus, are less concerned with standardized achievement, and tend to be close communities where individuals feel cared about. Kristjanson, as cited by Mahoney (1993), mentions that empowerment is the main goal of feminist style leadership. Women seem to be used to empowering people, talking to people and allowing them to decide. Many women do not tend to lead by the once favoured autocratic "bossing" style, but rather by inspiring and empowering people to find solutions to problems.

Helgesen (1990) in her insightful book, *The Female Advantage: Women's 38 Ways of Leading*, studied the strategies and organization theories of our successful female leaders. Helgesen proposes that there are several differences in the ways men and women typically approach management. Women see themselves at the center of a network, or "web of inclusion", where communication, or the flow of information throughout the organization, is so vital. They are concerned with keeping relationships in good standing, and are able to pace themselves and integrate their work and home life. Women exhibit strengths in planning and communication, human relations and skills, and the ability to focus on ends as well as means. Women's experiences and expectations as women and mothers, in addition to their acquired management and human relations skills, often make them better managers (Helgesen, 1990). Helgesen (1990) also discusses how women use the metaphor of voice to depict their intellectual and ethical

development. She concludes that women's ways of leading emphasize the role of voice over that of vision. A vision may exist alone in the mind of person and can be a vision without being communicated to anyone else. But a voice cannot be a voice unless someone is there to hear it; it finds its form in the process of interaction. This suggests that women engage in two-way processes of communication by listening and speaking; a process in interaction and interconnectedness, rather than the quest for authority and autonomy.

Shakeshaft (1989) documents the strengths that women offer educational systems: "Women enter education with clear educational goals, supported by a value system that stresses service, caring, and relationships". Women are seen to spend more time interacting with students and staff, more time in discussion about programming, viewing their job from the perspective of master-teacher or educational leader as opposed to a managerial-industrial perspective. Their democratic, participatory style of communicating and decision making leads to a greater sense of community and inclusiveness.

Shakeshaft (1989) further explains that women's commitment to education is evidenced by their academic preparation and increased membership in professional associations; their greater knowledge of teaching methods and techniques, and their focus on teaching and learning, methods, techniques, programs and progress that stress achievement within a supportive atmosphere. Because women enter administration later than men, and have generally taught longer than men, female administrators not only have more experience in the classrooms, but they also have more knowledge of curriculum, qualities that are vital for an administrator.

Ortiz and Marshall (1988) summarize extensive research documenting female leaders' strengths in management and teaching and their emphasis on instructional leadership. In a study of 142 female educators aspiring to positions of leadership, the authors note "an overriding concern for children's welfare propels the women in this study to become school leaders." Similarly, Gaskell's (1992) work shows women tend to be more nurturing, less hierarchical and more consultative as administrators. Women are capable in the areas needed to strengthen our educational organizations. Research in the United States has shown that in schools and districts with female administrators, achievement scores in reading and math are higher, there is less violence, and staff morale is higher (Mahoney, 1993). Schuster (1989), in a national study in the U.S., reported data from 183 superintendents in 1986 and compared data from a survey of 762 superintendents in 1984. Female superintendents scored significantly higher than their male

counterparts on every measure: better academic preparation, more knowledge of literature, more hours spent on the job, and more teaching experience. Sergiovanni summarizes this nicely when he states, "that while women are under-represented in principal ships, they are over-represented in successful principal ships" (Brandt, 1992).

2.8. Affirmative action, Quotas and Targets

Affirmative action (AA) is a change intervention promoted in equity driven political agendas. Programmers include organizational goals for increasing the representation of historically excluded groups, timetables for their achievement and the introduction of strategies and practices to support targets (Konrad and Hartmann, 2001). Quotas and targets can be perceived as discriminatory (in this case against men) or as risking causing backlash and accusations of tokenism (Baez, 2003; Lihamba et al, 2006; Morley et al, 2006).

Conversely, they can be seen as necessary and suitable, particularly in areas where gender segregation is entrenched, and can compensate for and tackle gender bias in recruitment and selection (OECD, 2008). They were a contentious topic in Lord Davies' (2011) UK report on women on boards. However, Norway introduced quotas in 2008 mandating at least 40% of each sex on publicly listed boards. Since then other European countries have, or are considering, legislation in the form of quotas (e.g. Spain, Iceland, Finland, France, Netherlands, Belgium and Italy). Case Study 4 illustrates an AA intervention that has produced auditable change

2.9. The Hidden Barriers to Women Applying for and Being Appointed to Leadership

Women in leadership confront barriers or obstacles that men do not realize exist. Some myths suggest women cannot discipline students, particularly male students; females are too emotional, too weak physically; and males resent working with females (Whitaker and Lane, 1990). The problems which women face in educational leadership are many and they range from the area of getting in to jobs to getting on jobs. The sources of these problems are many and varied.

2.9.1. Lack of Role Models and Mentors

If women want to succeed, they need to be mentored in to these positions traditionally help by men and with a suitable mentor; they would have as much greater chance of understanding the same called working Collins (1983) strengths this ideas by stating that mentors are more important to women since they give lots of encouragement ;share their aspirations ;have ablate faith in women ability boost self-esteem give vision to think big so as to see the big picture;

shape personal philosophy and formulate one's support; teach by example, import valuable information, introduce themselves to the organizational structure and give feedback on one's progress. Lacking a mentor meant that women leaders experienced limited career advancement. To aid a women's career; it's frequently mentioned to have a sponsor, support system or mentor in the context of succeeding women as managers.

Finu (1990), state that progress in a career requires access to inner circle of association that is different to attain. Elite position is in organization having traditionally been served for men. If women want to function effectively and efficiently as organizations members, they need access to inner circle support. Women who are serious about a career are beginning to discover that it is possible to enhance credibility through mentoring.

2.9.2. Lack of Professional Net works

Women's net works can great impact the culture and policy of organizations and profession. They provide women avenues to develop talents build relationships and support job equality women leaders need support, encouragement and a sense of connection with others who understand the world in which they live. Like mentor lack of professional net works was perceived as more of a barrier to their career advancement due to the perception more women administrators also felt that they were excluded from the informal socialization processes in to the profession known as the good old boy network (Allen et al., 1995). Net working is enemas of making long term contact which serves as an insurance for one's profession

2.9.3. Institutional challenges to Women's Leadership

It appears simple for women to gain employment of lower level of the organization it is providing very difficult for them to reach management positions. The institutional resistance to women that is presents in all areas of the work, which is a sign of social and economic gender inequality.

2.9.3.1. Occupational Segregation and Discrimination

Occupational segregation and discrimination by gender constitutes a major social problem for working women. Goldin (1990), stressed that even participation in the work place by women has steadily increased along with a history of political and legislative action designed to eliminate (or at least ease) inequalities and discrimination, paradoxically gender differences in occupations remain constant. Today, half of the labor force is made up of women, yet only one

tenth of all women workers are in management. Many of them are in middle-level positions from which there is little enhancing for promotion.

Smith (1997) confirmed that women are rarely paid in positions of authority. The assignment of male supervisors to be predominantly female work force limits women's upward mobility, even in female dominated occupations. Outcome of occupational segregation is significant pay difference between men and women worker. Even though the principle of equal remuneration for work of equal value has been in to the labor legislation in many countries, sex differences continue to be one of the most persistent forms of gender inequalities with (2001)

2.9.3.2. Lack of Equal Opportunity of Education

Mungi (2002) suggested female teachers find themselves taking longer to become a head of departments than their men's counterparts due to gender oppressions in the promotion system as well as experience disrespect from boy students in communicates low social status compared to men's. The reason for lack of equal for women to education, vocational training and on the job training is on pre-requisite for women to obtain more highly and better paying job. Until sufficient number of women have the qualifications and skills required for moving in to "men's" jobs, they cannot constitute the cortical mass organizations needed to insure that all women, most just the exceptional few, have the chance to advance (Wirth, 2001).

Even when women succeed in gaining education and enter the decision making main stream, they are often marginalized by an institutional setting that imitate men's different needs and experience. Accordingly, some organizations are restricting in to smaller unit tending to become narrower, autocratic cost cutting necessary for survival. This meant shorten management hierarchies, which reduces opportunities for promotion for women who have narrow specialist, expertise (Coopers and Danidson 1984).

2.9.3.3. Stereotypes of Women in the Work Force

Like men, women managers work in an environment that emphasizes achievement and goal accomplishment; however, organizations send different messages to men and women, giving men much more latitude. Men can use variety of command and control, persuasive and risk taking techniques where as gender stereotypes hold women to more limited range. The work force is experiencing a slow evaluation, not at revolution towards gender blindness that designed.

2.10 .Hiring Practice and Recruitment

The way an organization makes decisions about hiring, promotions and paying women leaders is strongly influenced by its culture and the gender stereotypes that underlie it (Howard and Wellins 2009). These assumptions and biases can result in employers overlooking talented candidates and limiting their access to the talent pool (Equal Opportunity for Women in the Workplace Agency 2008b).Hurdles to women's advancement in leadership are encountered in recruitment and hiring processes, and in job assignment, training and promotion activities in unjustified assumptions (Palermo, 2004).

These assumptions include that women have less career ambition and diminished loyalty to their employers because of their more significant caring and household responsibilities (Howard and Wellins, 2009). Gender stereotyping excludes women from leadership roles (Piterman, 2008).

Research indicates that employers avoid recruiting women. Women are less likely to be considered for leadership roles and are segregated into marginal roles that do not lead to positions of influence. Women are not encouraged to take operating roles that might lead them to positions of influence, and are not being offered challenging assignments (Chief Executive Women, 2009).

Recruitment problems, and in particular the selection and appointment process, was identified as a significant barrier for women seeking principal ship. According to Sinclair (1998), part of the problem is what is defined as leadership behavior: When women exhibit what, in a man, would be judged as leadership behaviors, they are judged as something less than, or other than, leaders. Rhode, (2002) argues that this lack of recognition is due to women's lack of mentors and access to informal networks of advice and contacts. This reinforces Ehrich, (1994), who reported that Women in a variety of professions such as management, academe, and education continue to experience a lack of mentoring opportunities.

With regard to women seeking principal positions in primary schools, Power (2002) describes the role of recruiting and hiring committee on selection panels as one of gatekeepers to leadership. The influence on the interviewing usually a non educationalist and members of the local community who may also be non educationalists are causes of unpredictability for applicants. It may seem logical to think that lay women would have replaced women when

principal ships became available, but statistics show an increase in males appointed. In summary, socialization and stereotyping of women, individual barriers, and organizational/system barriers, combine to make appointment to principalship more difficult for women. They perceive their capacity to remain authentic and build cultures of shared leadership to be an uphill battle. This is an important barrier limiting women's advancement beyond low-paying jobs. Such practices, in conjunction with the difficulty of changing career paths once employed in an organization, perpetuate the existence of female job ghettos that are low-paying and cut off from mobility channels (O'Farrell and Harlan ,1984; Roos and Reskin, 1984).

Hiring practices in entry level jobs determine access to ladders. Complex organizations contain many subsystems of job ladders (pipelines) to which different rules and procedures apply (Osterman, 1984).

Employers typically recruit applicants for a specific job within a company. Just as in hiring decisions, recruitment strategies for entry-level non-management and nonprofessional jobs rely on traditional sources that yield a homogeneous set of applicants.

Similarly, vocational education programs and business colleges supply women to meet employers' demand for clerical workers (Giese 1989; Vetter 1989). Personal networks of friends and relatives are another common way that people find out about entry-level jobs

Employers use administrative rules and procedures to regulate hiring, promotion, and wage systems in the "internal labour market"(ILM) of organizations (Osterman 1984). The ILM theory is useful in analyzing more formally and precisely the notion of the "pipeline" for career advancement. Ideally, a job ladder that links steps in a logical progression of skill, knowledge, and experience acquired on the job characterizes an ILM. Formal rules govern who is eligible to move up the ladder and how promotion decisions are made.

The external barriers to career advancement for women are pervasive. Grady cites Timpano (1992) as maintaining that sex discrimination is practiced through «filtering methods" that filter out qualified women. Timpano's filtering methods include: «Recruiting filters limiting job opening announcements to "within the district" when few if any women are certified as administrators; "Application filters" ,downgrading an applicant for a top administrative position by suggesting that she apply for a lesser administrative or teaching position; «Selection criteria filters" applying dual selection criteria by allowing men to skip one or more rungs on the career

ladder but requiring women to climb each step concerned about returning home alone late in the evenings from meetings?"; and lastly, "Selection decision filters" rejecting a woman because she is aggressive, but hiring a man for the same reason. Research and statistics indicate that sexual discrimination, whether covert or overt, does exist in hiring practices in educational administration (Grady, 1992).

Mahoney (1993) cites Christianson in pointing out that when such selection boards have to choose between a man and a woman, both equally competent, it is more likely the man will be chosen.

Dopp and Sloan (1986) found lack of female role models, resistance from persons in the community, and lack of central office experience to be common external obstacles to women aspiring to superintendent status. Shapiro (1987) offers more insight into the topic by suggesting that low levels of encouragement for women to enter administrative posts, a limited number of role models, lack of networks and discriminatory hiring and promoting are important barriers to women seeking administrative placement in school systems.

One of the external barriers that continues to reinforce the status quo is the hiring practice that still tends to be highly subjective and directed at those who appear to fit into the "old boys" network. This "Old boy's network" has been used to recruit, train and replace men in administration (Pigford and Tonnsen, 1993). Women are not privy to these "locker room discussions" where these networks are developed and where informal decisions and important contacts are made. With this lack of networks, women often do not face the same kind of encouragement to apply for administrative posts. It has been said that men often act as "gatekeepers" to the profession, excluding women: Through all the stages of preparation- from encouraging teachers to seek administrative positions to final selection of administrative candidates- the chances are that a man will be preferred to a woman (Hawthorne and Henderson, 2000).

Researchers have also examined institutions of learning, and why advancement for women in this realm of education may be limited. Watkins (1998) points out that anti-nepotism policies are widespread in institutions of learning. These policies appear to be inordinately discriminatory to wives, usually due to the fact that husbands are employed first, and many institutions forbid the hiring of any relative.

In addition to discriminatory hiring practices, and lack of networks, the lack of role models has been cited as another impediment. Women do not have access to a large number of appropriate role models, and, as a result, women may not even give administrative posts consideration (Cooper Jackson, 2001).

As Restine (1993) noted, "Women's paths into administration are often unplanned and unexpected". Having female role models would definitely help to encourage other young aspirants to follow suit. Coleman (1996) helps explain the barriers to women's career progress as constraints experienced through socially defined roles outside the work situation. The constraints considered in this regard arise from the socially defined expectations that women will take responsibility for domestic matters including childcare.

Schmuck, as cited by Coleman (1996) refers to the "gender overlay" of schools that subtly favours young male teachers. For example, male principals interact more with young male than young female teachers, and young men tend to be given more opportunities to serve on committees and, therefore, begin to "exhibit those qualities that will recommend them for further responsibility" (Coleman, 1994). Coleman also observes that male teachers may also benefit more from an informal level of "mentoring" than their female equivalents. Male principals tend to sponsor male teachers. Additionally, many school boards and selection teams are male-dominated.

2.11. Social Attitude towards Women's leadership

According to Whitaker and lone (1990), society's toward appropriate male and female roles in an other factors that identified women as not task- oriented enough, too independent on feedback and evaluations of others and lacking independence to women receive little or no encouragement to seek leadership positions while men were encourage to enter administration to a greater degree than women, despite the positive perceptions of principals toward female capabilities. Lack of encouragement exist even through women who are doctorates are more likely than men to desire an academic career, But are not being hired at equal rates. Women are excluded from decision making and leadership since their childhood in different ways (corner, 1997). The new born baby girl in the cost is center of attention of her parents and family .Through the year as time progress, through playing games with her friends, through the example of her parents and later since learning at school, the childhoods have learned all the appropriate behavior and will being to regard thin behavior as perfectly natural (Lindsay, 1990).

2.12. Women's Interest or Images to Come in Position

Even though women are interested to place in position to leadership but there are a number of obstacles that hidden them the lack of formal and informal social networks, or not being a number of the "clubs" as men, results in the lack of recognizing that often leads to advancement. Administration involves hard work, long hours and lots of in house politics which is stress ties are added, a women can work to or more hours per week that may conflict with family responsibilities, since some administrative positions are located in another city or state one barrier is the reluctance of women to relocate the support from the school board, the attitude of a few women administrations that "we don't hire the competition". The isolated associated with minority status, sex typed expectations, and gender bias, the enormous amount of stress this part of the job, and the lonely at the top feelings are barriers women face. There also exists lack of role models and mentors due to the fact that there is not a large amount of women in administrative positions (Whitaker and lane, 1990).

The current under representation of women in top administrative positions is reflected in several researches studies conducted in women in educational administration, when they try to enter or advance in administrative careers shakes half, (1989).promotion argued by Well and Catalyst (2001) was the fact that managers do not like reporting to women where male has a difficult time being supervised by women. Psychological stress is also created by conform to socially induced images of feminist to be the perfect wife, mother and home maker, this produces many burdens of guilt that inhibit career ambitions and performance (cooper and Davidson, 1984).

Women commonly feel a constant pressure to perform and prove themselves at the work place and simultaneously a persistent feeling of guilt in coping up with the expectations of the family at home. However, women are successful in maintaining the balance between homes and work; not only have managed to assume leadership positions that are still considered mama's domain (Parikh, 2009).

Collin (1983) point out that women can be destructive to each other in the same organization even is the same division and end up sabotaging their own chance of success. Many females in educational leadership position experience a spectrum type of negative treatment from female teachers to horizontal violence. The concept of the term horizontal violence" was created by Freire (1972), who explored the effects oppression/ violence on minutes and/ or women.

To sum up, the interest and image of women themselves to come in to position of leadership affected by several factors, these are administration involves hard work, long hours end lots of in- house politics may conflict which family responsibilities. In addition to these, women can be destructive to each other in the same organization even is the same division and end up sabotaging their own chance to success in position to leadership.

2.13. Synthesis and Knowledge Gap

The literature reviewed in this chapter suggests that despite passing positive legislation for women, barriers still exist to affect from progressing into school leadership, including lack of confidence, sex role stereotyping, gender and race discrimination .Although these challenges are prevalent in schools, the literature suggests the women's leadership may be developed if networking and monitoring opportunities are provided for women in school leadership.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research methods used in assessing women participation in primary educational leadership and factors. The chapter also includes research design and approach; sample and sampling techniques; types and sources of data; and methods of data collection and analysis that will be employed in this study.

3.1. Research Design

A descriptive survey design with quantitative research supported by qualitative research methods was employed in this study. This methodology was chosen for its appropriateness to the nature of the topic, which needs wider description, investigation of facts and information related to it and complement to it.

3.2. Sources of Data

There are two types of data, namely primary and secondary data. The researcher used the primary and secondary data which was respectively collected from primary and secondary sources in order to gather reliable information about women participation in educational leadership under the study area.

The study used primary and secondary sources of data. The staff profiles of each school were collected and compiled to calculate the proportion of women in school leadership positions as compared to men. Review of documents of the Ethiopian Ministry of Education like Education Sector Development Program, Education and Training Policy; were reviewed thoroughly for the purpose of preparing the data collection instruments. Semi structured interviews and questionnaires were applied as data collection instruments. The questionnaires were administered to teachers, principals and Town Education Office management and female affairs. The interviews have administered to school supervisors and vice principal to collect data in all selected schools

3.2.1. Primary Sources of Data

The primary data sources were the key informants for information such as education office management and female affairs, teachers, school principals, CRC supervisors and vice principals. The decision to use these subjects as a source of primary data is based on the

expectation that they have better information on the contribute to women participation in educational leadership at primary schools. All of them were taken as data sources to assess their perceptions towards women participation on educational leadership.

3.2.2. Secondary Data Source

The secondary data were collected from various unpublished documents and annual reports. As for secondary data source documents, records of strategies to assign principals and annual statistical reports from Gelan educational office (EMIS) city administration were consulted.

3.4. Sample size and Sampling Techniques

3.4.1. Sample size

The target population was about 205 total of the population in the sample primary school of Gelan administration town and the education office. But the researcher proposes to take the total sample 150 were selected and used as data source and the rest schools were excluded because of budget and finance and also to manageable the study.. This sample was comprised bodies of sample school teachers, principal, vice principal, CRC supervisors, educational office management and female affaires of Gelan administrative town based on the objective of the study.

Sample is a sub-set of population selected to participate in the study. The sample size of this study were simplified formula provided by Yamane (1967); to determine the sample size of teachers is used by (Yamane) formula $n = \frac{N}{(1+N(e^2))}$ where n= sample size, N= population, e =sample error by taking 95% of confidential interval level.

$n = \frac{179}{1+179(0.05^2)} = 124$ Respondents teachers are form nine schools and the sample size of teacher from the selected each schools are by (Yamane) formula $n_i = \frac{n(p)}{N}$ ni = sample size of selected school, n= sample size, N= total population, p= total population of school.s

In addition to the above calculated sample sizes (124 teachers), 9 school principals and 8 educational office management and female affaires totally 141 respondents were selected as a sample for the study using the simple random sampling technique of lottery method. This was because in simple random sampling, every member of a population has an equal and

independent chance of being selected as sample and it is also appropriate to quantitative research design. Three CRC supervisors and six vice principals totally 9 participants were purposively selected for interview. Therefore, the total sample size of this study will be 150 respondents.

3.4.2. Sampling Technique

In this study, the researcher were used probability and non-probability sampling techniques because combination of both techniques was enabled the researcher to collect relevant information to enrich the finding of the study from which the summary and recommendation will be developed.

For qualitative data, the researcher was used purposive sampling technique of non-probability method .The rationales for using purposive sampling technique was that this technique gives opportunities to select critical subjects of the study. This is because purposive sampling helps the researcher to select the right type of respondents. Accordingly, 3 CRC supervisors and 6 vice principal was purposively design for interview.

Table 2. Respondent representation of the sample size.

No	Name of sample school	Number of teacher (N)	Sample size $n_i = \frac{n(p)}{N}$
1	Dalota	44	31
2	Kiltukare	19	13
3	Marino	14	10
4	ChafeTuma	17	12
5	Tulugurach	18	12
6	Kenenus	19	13
7	Nafyad	18	12
8	Waltane	13	9
9	Beza	17	12
Total		179	124

Description of the sample size . Source: (Gelan Town education office EMIS, 2019)

Table 3 Description of Sample and Sampling Techniques

No	Respondents	Total Population	Sample Size	%of the sample	Sampling Techniques	Data collection tools
1	Teachers	179	124	69.27%	Simple random sampling	Questionnaires
2	School principals	9	9	100%	The whole population	Questionnaires
	Educational office mgt and woman affaire	8	8	100%	The whole population	Questionnaires
3	CRC supervisors	3	3	100%	The whole population	Interview
4	Vice principals	6	6	100%	The whole population	Interview
Total		205	150	73%	Simple random sampling	

To conduct the study, researcher was used both probability and non probability sampling and purposive sampling. In probability sampling technique all respondents of the population do have equal chance, were as in purposive sampling techniques few group of people who can deal the interview are considered.

3.5. Data Gathering Instruments

The intended information for the study was obtained by using questionnaires, a structured and semi-structured interview and document analysis.

3.5.1. Questionnaire

To secure the reliability and adequacy of information, questionnaire comprising both open and close ended questions were collected from sample of primary schools teachers, principals and educational office Management and female affairs in educational sector. This is because questionnaire is suitable to collect large amount of information from large number of respondents with in short period of time and in a relatively cost effective way. All questioners was conducted in English and translated in to Afan Oromo it allows the respondents to give

information with no threat. In line with this, it makes likely an economy of time and expense and high proportion of usable response (Best &/Kan, 2003). The questionnaire has two parts. The first one was designed to gather information on the status and practice on factors affecting women leadership in primary schools and to identify factors that affect their representation. All 124 teachers and 9 school principals were select fill in using sample random sampling . The other one was designed to examine factors that constrain and/or facilitate women to assume leadership position. Eight TEO managers and women affairs were selected to fill up this questionnaire.

The questioners were distributed teachers & principals with 31 items. They contained eight parts designed to address the variables of the study that relate the specific objectives of the study. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the women's leadership style in primary school leadership. The third part deals with the decision making skills of women leaders. The fourth part included social factors affecting women's participation in primary schools leadership, fifth part deals with women's interest to come on position to school leadership in primary school leadership. The sixth part of the questionnaire deals with institutional factors that affect women's representation in the primary schools leadership position. The last and 7th part of the questionnaire focused on ranking factors affecting women's representation in the role of school leadership according to their seriousness.

The second questionnaires were For Educational office Mgt and Woman Affairs. It consists of 26 items, classified in to four parts. The first part of the questionnaire was designed to obtain information on personal characteristics of the respondents. The second part was set to obtain information on the leadership capabilities and competences of women in the primary schools. The third part deals with policy issue affecting women representation in primary school leadership. The fourth deals with ranking of factors that affect women representations in the role of school leadership according to their seriousness.

The respondents were asked to indicate the extent of their engagement to a particular behavior or practice from a five scale likert type scale ranging strongly agree [SA] =5, Agree [A] =4, undecided [UN] =3, Disagree [D] =2 and strongly Disagree [SD] =1 that will help to measure the level of conformity of the respondents.

3.5.2. Interview

The other data collection instrument was interview, This instrument consists of 10 items, with key informants (three CRC supervisors and six vice principals of Gelan administrative Town primary schools) was made at three Cluster Resource centers /CRC/ level orally to get insight to qualitative data which was helpful to triangulate the quantitative data. The interview was facilitated by the researcher

This is an oral administration of interview. It's therefore a face-to-face interaction. The interview schedule was administered to 6 vice principals and 3 CRC supervisors of Gelan administrative Town selected primary schools. The interview was conducted in English and translated to Afan Oromo. Interview was informal to allow collection of more realistic information concerning factors affecting the participation of women in school leadership in primary schools. All three school supervisors and six vice principal in the selected schools were interviewed for twenty-five minutes each.

The process of the interview recorded by tape recorder. This helped to minimize the risk of passing (losing) important information.

3.5.3. Document Analysis

The staff profiles of each school were collected and compiled to calculate the proportion of women in school leadership positions as compared to men. These documents were vital for they helped the researcher to identify the proportion of women in school leadership positions. As for secondary data source, documents, records of strategies to assign principals and annual statistical reports from Gelan TEO were consulted.

3.6. Procedures of Data Collection

To answer the research questions raised, the researcher goes through a series of data gathering procedures. Questionnaires and interviews were used for data collection. The questionnaire was distributed to TEO, principals and teachers. The interview was presented to CRC supervisors and vice principals and all activities in the data gathering were done with face contact of the researcher and the document analysis was done. The participants were allowed to give their own answers to each item independently and the data collectors were closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were

collected and make it ready for data analysis. The interview was conducted after the participants' individual consent is obtained. During the process of interview the researcher was attempted to select free environment to lessen communication barriers that disturb the interviewing process. Through this way gathered the raw data. Descriptive survey method used to analyze the data and so that to make summaries, conclusions, and recommendations for the study.

3.7. Methods of Data Analysis

Quantitative data analysis method supported by qualitative data were employed in order to answer the basic research questions and to achieve the objectives of the study. The data collected from respondents through questionnaires were tabulated, organized and analyzed quantitatively depending on the nature of the basic quantitative mean score and percentages. Data collected from interview were analyzed along side with the key concepts corresponding to the main research questions and cross checked with each other as well as with the quantitative data for factual verification. Moreover ,education and training policy documents declared since 1994 including the Education Sector Development Program IV(ESDP-IV,2010-15) Action plan were evaluated to see whether those polices consider gender balance in promotion and advancement of women into leadership and management positions. Thus, the frequency and percentage was derived from the data as it well serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al, (2008). Qualitative data was analyzed by transcribing respondent's idea and views through narrations, descriptions, and discussions to help capture aspects of the study that could not be done through the quantitative method and to triangulate research findings derived from the literature review and primary sources. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for solutions.

3.8. Ethical Considerations

The research did everything to make this work based on the accepted professional and ethical requirements. To this end, the researcher informed the respondents about the study it is for academic purpose. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that subjects, confidentiality will be protected. Moreover, the study was based on their permission of the respondent. The researcher also did not personalize any of the response of the respondents during data presentations, analysis and

interpretation. Furthermore, all the materials and the responses of research participants used for this research are appropriately acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter deals with the presentation and analysis of data that are categorized in to two major parts, part one present the characteristics of respondents and the second part deals with the analysis and interpretation of the data obtained through, questionnaire, interview and document analysis regarding factors that affect women's representation in primary schools leadership position in ademinstiretve town. Questionnaire was distributed to 124 teachers, 9 principals & and 8 TEO Mgt and women affaires. Thus a total of 141 questionnaires were distributed to the selected primary school and town education office management and women's affairs. Out of these 138 (98.87%) of them were properly filled and returned to the researcher. All 9 interview respondents that means (3 CRC supervisor and 6 vice principal) (100 %) have properly participated and gave the required information on the issue under investigation. In general, 98 % of respondents have participated as respondents to the issue raised through questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data. Most of the data gathered were organized using tables. For the sake of convenience of interpretation related questions were treated together.

4.1. Characteristics of the respondents

This part focuses on analysis of the demographic characteristics of the respondents. Regarding sex and responsibility out of the total 121 teacher respondents which is 71 (58.68 %) of male and 50 (41.32 %) of female. Out of the total 9 principals respondent which is 8 [88.89 %] of males and 1 (11.1%) female. These statistical data shows the lower number of females represented in primary schools leadership positions in Galan town. In addition, to this out of the total eight town education office management and women affaires 7(87.5%) and 1(12.5 %) of male and female respectively. From this one can confirm that gender inequality shows to represent women in educational leadership position is low, compared to their male counter parts.

Table 4 Respondents by sex and responsibility

No	Item	Characteristics of item	Respondent									
			Teacher		School principal		CRC SUP.		TEO MGT& Women affairs		Vice principal	
			No	%	No	%	No	%	No	%	No	%
1	SEX	M	71	58.68	8	88.89	3	100	7	87.5	6	100
		F	50	41.2	1	11.1	0	0	1	12.5	0	0
2	Age	Below 25	3	2.48	0	0	0	0	0	0	0	0
		26-35	57	47.1	2	22.22	0	0	2	25	4	66.67
		36-45	32	26.45	4	44.45	2	66.67	4	50	2	33.33
		46-55	28	23.14	2	22.22	1	33.33	2	25	0	0
		Above 55	1	0.83	0	0	0	0	0	0	0	0
3	Qualification	DIPP.	40	33.06	0	0	0	0	0	0	0	0
		DEGREE	79	65.3	8	88.89	1	33.3	6	75	6	100
		MA/MSC	2	1.65	1	11.11	2	66.66	2	25	0	0

4.2. Data Presentation and Analysis

In order to answer the basic question No 1, the 5 issues: intuitional related issues, policy issues, issues of leadership capabilities and competences of women, issues on women leadership style, and decision making skills were presented to the respondents. In addition to that, the participation of women in leadership position (principals, vice principals and supervisor) and major factors that affect the effectiveness of women leadership practice were assessed. A five point scales ranging from strongly agree to strongly disagree were used.

4.2.1. Institutional Related factors that impede women's representation in primary schools positions.

This part comprises of items that are related with institutional factors that impede women under representation to school leadership positions;

As indicated in item 1 on Table 5, the majority of respondents i.e. 62(51.24 %) of teachers and 5(55.56%) of principals rated "strongly agree" that indicates gender discrimination regarding recruitment, selection and development of women in primary school leadership position while 8(6.61%) of teachers and 1(11.11%) of principals were rated "strongly disagree" on the issue. The mean value 4.02 of teachers and 4.0 of principals' shows positively support the stated issue ideas. From this one confirms that there is gender discrimination regarding the recruitment, view of growth and development of women in leadership position within educational system. To strengthen the view with (2001), indicates that even though the principle of equal remuneration for work of equal value has been incorporated into the labor legislation in many countries, sex differences continue to be one of the most persistent forms of gender inequality.

As can be seen on Table 5 items 2 out of 121 teacher respondents 37(30.58%) and 6 (66.67%) of principals rated 'disagree', 'strongly disagree' respective that institution provides flexible working hours while institution provides flexible working hours to women with mean value of teachers and principals were 2.74 and 1.89 respectively. Respondents suggested that school work has no flexible working hours, it provides full day time function and it needs serious administration. In addition to this, they confirmed that school administration to this, they confirmed that school administration is a hard task and women prefer simple task rather than hard task. From this, one confirms that school administration is too hard work and it has no flexible working hours. Thus, it contributes low representation of women in school leadership position in Gelan Adimensestrive Town.

Regarding the third item on Table 5, view of respondents on complexity of school leadership position hinders women to become schools leader. The majority of respondents responded 'strongly agree' that complexity of school leadership positions hindered women to become schools leaders while only 6(4.96 %) of teachers rated 'strongly disagree' on the issue. The mean values of teachers and principals 4.07 and 4.44 respectively support the idea positively. According to the interview conducted on school supervisors confirmed that school

administration involves hard work and long hours and house politics which is stressed and added that many conflict with family responsibilities. That is why; women representation is too low in school leadership position.

Items 4 and 5 deals with women do not have encourage to form their own network and less motivated by supervisors in education system. In response to item 4, 64 (52.89 %)of teachers and 5(55.16 %) of principals were rated 'strongly agree' that the education system does not encourage women to form their own net works. In item 5, the majority of respondents i.e. 54(44.63%) of teachers and 5(55.56 %) of principals were rated 'agree' that women's are less motivated by supervisors in education system. The main value 3.60 of teachers and 4.22 of principals' shows positively support the idea. From this, one can confirm that the education system does not encourage women to form their own network and less motivated by supervisors.

Table 5 Institutional related factors

N	Items	Respondent	Rating scale										Mean Value
			SA [5]		A[4]		UN[3]		D[2]		SD[1]		
			N	%	N	%	N	%	N	%	N	%	
1	There is gender discrimination regarding recruitment ,selection ,and development of women in education system	T=1 21	62	51.24	25	20.66	17	14.05	9	7.44	8	6.61	4.02
		P= 9	5	55.56	2	22.22	-	-	1	11.11	1	11.11	4.0
2	Institution provides flexible working hours	T=1 21	17	14.05	17	14.05	27	22.31	37	30.58	23	19	2.74
		P= 9	1	11.11	1	11.11	--	--	1	11.11	6	66.67	1.89
3	Complexity of school leadership position hindered women	T=1 21	66	54.55	25	20.66	9	7.44	15	12.40	6	4.96	4.07
		P= 9	5	55.56	3	33.33	1	11.11	--	--	--	--	4.44
4	Education system do not encourage women to form their own network	T=1 21	64	52.89	34	28.1	13	10.74	9	7.44	1	0.83	4.25
		P= 9	5	55.56	3	33.33	1	11.11	-	-	-	-	4.44
5	Women are less motivated by super visors in education system	T=1 21	26	21.49	54	44.63	15	12.40	19	15.70	7	5.79	3.6
		P= 9	3	22.22	5	55.56	1	11.11	-	-	-	-	4.22

Remarks: T=Teachers & p= principals

4.2.2 in Policy Issues Affecting Women's representation primary schools Leadership positions.

As item 1 of Table 6, which deals with whether policies and programs designed do not encourage women to become schools leader the majority of respondents, which is 5 (62.5%) expressed their 'strongly disagree' on the policies and programs that designed not encourage women to became schools leaders while only 1 (12.5%) of respondents expressed his agreement on the issue. The mean values of respondent support the idea negatively. From this, one policies and programs designed encourage women can conclude that to become leaders but the problem is its implementation.

Regarding the second item, that is lack of support, lack of commitment and unwillingness of stake holders to place women in school leadership positions, agreement column rated by the majority which are 5(62.5%) of respondents, from this, one can conclude willingness of stake holders to place women in schools leadership positions is one of the major factors that hinders under representation of woman in primary schools leadership position in adimenstitive town.

As far as item 3 is concerned lack of mentoring and evaluation of the policy during implementation phase the majority of respondents which are 3(37.5%) rated strongly disagree while 1(12.5%) of respondents expressed contrast to the idea. Majority of respondents agree that there in lack of mentoring and evaluation of policy during implementation phase.

As can be seen on Table 6, item 4 out of the total 8 respondents which are 5(62.5) rated agree column that Ethiopian women have benefited a lot from the policy while 2(25%) of respondents rated disagree on the issue. From this, one can confirm that even if Ethiopian women benefited a lot from the policy, but their representation is low in schools leadership positions. The reasonable ready above in item 2, In addition to this low in schools were suggested that successful implementation of any policy requires that those implementing, if are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to be a waste of resources. Respondent suggested that Ethiopian women are benefited a lot but their representation is too less.

Table 6 The view of TEO MGT & Women affairs Policy related factors that affect women’s representation in school Leadership.

No	Item	TEO MGT& women affairs		
		Respondent	Frequency	Mean value
1	Policies and programs designed do not encouraged women	0	5	0
		1	4	12.5
		1	3	12.5
		1	2	12.5
		5	1	62.5
	Total frequency or mean value	8		100
2	lack of support, lack of commitment and unwillingness of stake holders	0	5	0
		5	4	62.5
		2	3	25
		1	2	12.5
		0	1	0
	Total frequency or mean value	8		100
3	Lack of mentoring and evaluation of the policy during implementation phase	1	5	12.5
		1	4	12.5
		1	3	12.5
		2	2	25
		3	1	37.5
	Total frequency or mean value	8		100
4	. Ethiopian women have benefited a lot from the policy	3	5	37.5
		2	4	25
		1	3	12.5
		1	2	12.5
		1	1	12.5
	Total frequency or mean value	8		100

4.2.3 The view of TEO Mgt and women affairs' on leadership capabilities and competences of women.

Items 1, 3, 7 and 9 in Table 7 such as women demonstrating strong interpersonal skills, women are able to manage change for self and others, ability and a sound knowledge of administration and management, ability of inspiring, visioning change for school in others and ability to plan and coordinate desired activities for women rated higher in the “Strongly agree” column and also this can be supported with the mean values of 4.5, 4.5, 4.5, 4.75, and 4.5 respectively.

In the same Table items 2,5,6,8,10,11,and 12 such as strong ability to delegate and empower other in decision making, processes to use reflection and honest feed back to develop self-awareness, having sound knowledge of and commitment to work, leading and reinforcing the teachers and identify of the leading and reinforcing the teachers and identify of the school, implement rules and regulations properly, create conducive working environment, and provide professional counseling whenever it is necessary for women were rated higher in agree column and positively supported by the mean values of 3.5, 3.38, 3.87, 3.38, 3.75,3.5,and 3.87 respectively. To strengthen the stated ideas Conner (1992) suggested that men in leadership positions tend to lead from the front attempting to have all the answers for their subordinates. Women lead forward facilitative leadership, enabling others to make their subordinate contribution through delegation, encouragement and nudging from behind. Because women's main focus than men with teachers, students, parents, non-parent community members professional colleagues and super ordinates.

While items 4 and 13 such as, develop supportive network among colleagues and treats staff and students on equal grounds, were rates higher in disagree column with the mean values of 2.87 and 3.0 respectively support negatively the idea. This shows that there are some chauvinism and stereotype with regard to the characteristics and qualities of female Leaders' compared with that of their male counterparts.

Table 7 View of TEO MGT and women affairs on Leadership capabilities

N 0	Items	Scale										Mean Value
		SD [1]		D[2]		UN[3]		A[4]		SA[5]		
		N	%	N	%	N	%	N	%	N	%	
1	Women demonstrating strong interpersonal skills	-	-	-	-	1	12.5	2	25	5	62.5	4.5
2	Women have strong abilities to delegate and empower other in decision making	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
3	Women are being able to manage change for self and others	-	-	-	-	1	12.5	2	25	5	62.5	4.5
4	Ability to develop supportive net work among colleagues	2	25	3	37.5	2	25	1	12.5	1	12.5	2.87
5	Women have abilities to use reflection and honest feedback to develop self awareness	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.38
6	Women having a sound knowledge of and commitment	-	-	1	12.5	1	12.5	4	50	2	25	3.87
7	Women are inspiring, visioning change for school in other	-	-	-	-	-	-	2	25	6	75	4.5
8	Leading and reinforcing the teachers and identity of the school	1	12.5	1	12.5	1	12.5	4	50	1	12.5	3.38
9	Women have ability to plan and conduct desired rules activities	-	-	-	-	1	12.5	2	25	5	62.5	4.5
10	Women implement rulers and regulations properly	1	12.5	-	-	1	12.5	4	50	2	25	3.75
11	Women have ability to create conductive working environment	1	12.5	1	12.5	1	12.5	3	37.5	2	25	3.5
12	Women provide professional counselling whenever it is necessary	-	-	1	12.5	1	12.5	4	50	2	25	3.87
13	Women treat all staff and students equal ground	2	25	1	12.5	2	25	1	12.5	2	25	3.0

4.2.4 Women Leadership Style

Research finding indicates that good leaders use all types of leadership style, depending on the situation and the people involved, so as to be able to influence others in order to achieve the organizational goals style is participatory approach in the school compound, but this does not mean the perfect style. The view of the respondents was obtained using the five point liker type of scale.

As indicated in item 1 on Table 8 the respondents were asked to rate their view on women's capability to control their emotions in the work place 52 (42.98%) of teachers and 4 (44.44%) of principal respondents rate highly on strongly disagreement column, while 13(10.74%) of teachers and 1(11.11%) of principals expressed their ideas in contrast. The mean value of the teachers and principals are 2.28 and 2.22 respectively. From this one can confirm that both respondents agreed women do exhibit poor in controlling their emotion.

As can be seen on Table 8, item 2 out of the total 130 teachers and principals, 39(32.23%) and 4(44.44 %) respectively expressed their agreement on women principals' capability to understand their subordinates feelings in the workplace, while 1(8.26%) of teachers and 2(22.22 %) of principals were rate disagree on the ideas. The stated idea was positively supported by the mean values i.e. 3.60 and 3.67 of teachers and principals respectively. From this, one can conclude that women principals understand their subordinates' feelings in the work place.

Item 3 on Tables 8, depicts the respondents' views regarding women's ability to make people work being involved in it the majority of respondent i.e. 54(44.63%) of teachers and 4(44.44%) of principals showed they are strongly in agreement with the mean values of 3.89 and 4.22 respectively.

With regards to the fourth item of Table 8, out of the total 130 teachers and principals 74(61.5%) and 7(77.77%) respectively express their agreement on women's ability to show greater perseverance and patience to follow-up things, while 27(22.31%) of teaches and 1(11.11%) principals of the total respondent reflected their idea negative on the issue raised, the mean values of teachers and principals are 3.59 and 3.89 respectively. According to the interview conducted on school supervisors and vice principals they expressed the fact that females are careful in planning and in implementing school programs, not self-centered and

showed priority to their talks to achieve the stated goals of the organization. In addition to these, they are punctual have high patience, never expose to corruption and administer the school in a democratic way.

As depicted on Table 8, item 5, the ability of women principals to solve problems systematically, the majority of respondents which is 88 (72.72 %) of teachers and 8(88.89%) of principals were rated in “agree” column while 18(14.86%) of teachers and (0 %) of principals rated on “disagree” column for the stated ideas, the mean values of teachers and principals are 3.96 and 4.22 respectively, support the ideas positively, regarding this Pigford and Tenssen (1993) stated this may be due to their women’s vast experience when they were at home and managing family with child bearing, giving care to elders and the like. In addition to this, the majority of respondents suggested that women have been socialized to attend to the needs of others, that involve caring, understanding, supportive and the like, and have always involved people in decision making, seeking support and approval from others.

Table 8 Teachers' and principals' responses to the questionnaires

N 0	Items	Respondent	Rating scale										Mean Value
			SA [5]		A[4]		UN[3]		D[2]		SD[1]		
			N	%	N	%	N	%	N	%	N	%	
1	Women's control their emotion in the work place	T	13	10.74	15	12.40	17	14.05	24	19.83	52	42.98	2.28
		P	1	11.11	1	11.11	1	11.11	2	22.22	4	44.44	2.22
2	Women's understand their subordinate feeling	T	34	28.10	39	32.23	23	19.01	15	12.40	10	8.26	3.60
		P	2	22.22	4	44.44	1	11.11	2	22.22	-	-	3.67
3	Women's make people work being involved	T	54	44.63	28	23.14	19	15.70	11	9.09	9	7.43	3.89
		P	4	44.44	3	33.33	2	22.22	-	-	-	-	4.22
4	Women's show greater perseverance and patience to follow up things	T	37	30.75	37	30.75	20	16.4	14	11.57	13	10.74	3.59
		P	3	33.33	4	44.44	1	11.11	--	--	1	11.11	3.89
5	Women's solve problem systematically	T	55	45.45	33	27.27	15	12.40	9	7.43	9	7.43	3.96
		P	3	33.33	5	55.55	1	11.11	-	-	-	-	4.22

Remarks: T=Teachers, p= principals

4.2.5 Decision Making Skills of Women Leaders

We know that decision making is one of the management pillars of any organization. For any organization, achievement, success and better performance towards the desired objectives are

the aggregate results for many activities. In this regard, six items were presented to the respondents to be rated by the five point likert scales.

Item 1 on Table 9 shows the respondents views regarding women's ability to articulate and consistent in decision making. The majority of respondents i.e.42 (34.71%) of teachers and 3(33.33 %) of principals rated women principals are moderately competent to articulate and in decision making, while 20(16.53%) of teachers and 2(22.22 %) of principals respondents were rated women principals are Strongly disagree to articulate and consistent in decision making, that is also supported by the mean values of teachers and principals 2.95 and 3.22 respectively. From this, one confirmed that women principals are moderately competent to articulate and consistent in decision making compared with that of their male counterpart.

As can be seen on the Table 9 item 2 out of the total 130 teacher and principal respondents 64(52.89%) and 5(55.56 %) respectively rated on strongly agree column regarding to women principals capability to make decision that consider the situation. The mean value 4.12 of teacher and 4.44 of principals shows the positively support on the responded issue.

With regard to item 3 on the Table 9 the majority of respondents which are 58(47.93%) of teachers and 3(33.33 %) of principals rate strongly disagree column on women principals to take measures under the influence of social norms, while 13(10.74%) of teachers and 1(11.11 %) of principals expressed their idea in contrast. The mean value 2.12 of teachers and 2.67 of principals shows negatively the idea. From this one confirmed that women principals are highly influenced by social norms as compared to their male counterpart.

As it indicated in Table 9 item 4 and the majority of the respondents which is 64(52.89%) of teachers and 5(55.56 %) of principals' responded strongly agree column regarding to women principals to allow subordinated to participate in decision making. The mean value of 4.06 of teachers and 4.44 of principals are support positively the idea. To strengthen, the idea Mbua (2003) stated that democratic leadership style is successful in the school setting.

According to the interview conducted on the school supervisors and vice principals expressed that women principals are generally more democratic in the way they operate in their school compared to their male counterpart.

Item 5 shows the respondents views regarding women's ability to be able to make decision that is not affected by nepotism. The majority of respondent's i.e. 54(44.63 %) of teachers and

4(44.44 %) of principals rated strongly agree column on women principals make decision without affected by nepotism, while 8(6.61 %) of teachers and 2(22.22 %) of principals rated strongly disagree on the issue. From this, one can conclude that women principals make decision without affected by nepotism.

As can be seen on Table 9 item 6 out of the total 130 teacher and principal respondents, 49(40.50%) and 7(77.78 %) respectively rated on agree column on women principals lack of confidence in decision making with the mean value 3.84 of teachers and 4.22 of principals. In addition to this the majority of respondents suggested that women principals need to be involved in caring, understanding, supportive and the like, and have always involved people in decision making seeking support and approval from others. From this, one can conclude that women principal's lack of confidence in decision making in their schools as compared to that of their male counterparts.

Table 9 Respondents view on decision-making skills of women leadership

N	Items	Respondent	Rating scale										Mean
			SA [5]		A[4]		UN[3]		D[2]		SD[1]		
			N	%	N	%	N	%	N	%	N	%	
1	articulate and consistent in decision making	T	19	15.70	18	14.87	42	34.71	22	18.18	20	16.53	2.95
		P	2	22.22	2	22.22	3	33.33	-	-	2	22.22	3.22
2	Make a decision that consider the situation	T	64	52.89	27	22.31	15	12.40	10	8.26	5	4.13	4.12
		P	5	55.56	3	33.33	1	11.11	-	-	-	-	4.44
3	Taking measures under the influence of social norms	T	13	10.74	8	6.61	17	14.05	25	20.66	58	47.93	2.12
		P	1	11.11	2	22.22	2	22.22	1	11.11	3	33.33	2.67
4	Allow subordinate in decision making	T	64	52.89	25	20.66	13	10.74	13	10.74	6	4.96	4.06
		P	5	55.56	3	33.33	1	11.11	-	-	-	-	4.44
5	Making decision that are not affected by nepotism	T	54	44.63	32	26.44	17	14.05	10	8.26	8	6.61	3.94
		P	4	44.44	2	22.22	1	11.11	-	-	2	22.22	3.67
6	Lack of confidence in decision making	T	37	30.58	49	40.50	17	14.05	15	12.40	3	2.48	3.84
		P	2	22.22	7	77.78	-	-	-	-	-	-	4.22

4.3 Self Interest of Women related factors

This part of the analysis attempted to investigate the possible solutions to self-interest of women that prevent them from being appointed to school Leadership position. The majority of factors were listed, presented and rated by the respondents using the likert type scale;

As can be seen on Table 10 item 1 out of the total 121 teacher and 9 principal respondents, 49(40.49%) and 4(44.44%) respectively rated Strongly agree on the women's lack of confidence on their capability to lead school, while 17(14.05%) of teachers and 2(22.22 %) of principals rated in disagree on the issue. According to the interview conducted with CRC supervisors and vice principal expressed women do not want to carry very hard tasks and they prefer simple tasks. In addition to this, they consider themselves as incapable to lead school and they fear consider males are more knowledgeable than women. From this, one can concluded that women lack of confidence in their skill to lead schools.

Regarding the second item on table 9 views of respondents on women having less aspiration to become school leaders, the majority of respondents i.e.67(53.37%) of teachers and 4(44.44%) of principals rated on strongly agree,9(7.43%) of teachers and 2(22.22%) of principals were rated strongly disagree that less aspiration of women's to become school leadership position. The idea also positively supported by the mean values of teachers and principals, i.e. 4.11and 3.67 respectively. In addition to these, respondents suggested that a combination of women's aspirations and experiences are what ultimately determinant factors, not to enter educational administration. To strength, the idea Wrusher and Sherman (2008) revealed that some, women felt uncomfortable describing themselves as powerful.

As indicated in item 3 on Table 10 the majority of respondents i.e 65(53.71%) of teachers and 5(55.56%) principals rated strongly agree on woman fear risk taking in school when make decision, while 9(7.44%) of teachers 2(22.22%) of principals suggested that women leaders need supports from their colleagues and other bodies to make decision, rather than they make alone. From this, one can conclude that women fear of risk taking in school leadership positions.

Item 4 deals with balancing professional work and family responsibility. In response to item 69(57.02%) of teachers and 6(66.67%) of principals rated agree that women fear of balancing

professional work and family responsibility and also positively supported by the mean value of teachers and principals were 3.69 and 3.67 respectively.

This is another major factor that affects women leadership position in primary schools of deminstiretve town.

Item 5 and 6 deal with lack of mentors and role models and lack of professional networks. In response to in response to item 5, 67(55.37%) of teachers and 5(55.56%) of principals rated strongly agree that women's lack of mentors and role model. Collins (1983) strengths this ideas by starting that mentors are very important to women since they give lots of encouragement; share their aspirations; have absolute faith in women ability boost self-esteem give vision to think big so as to see the big picture; shape personal philosophy and formulate one's support; teach by example, import valuable information; introduce themselves to the organization structure and give feedback on one's progress. Lack a mentor meant that women leaders experienced limited career advancement. To help a women's career, it is frequently mentioned to have a sponsor, support system or mentor in the context of succeeding as managers.

In item 6, 62(51.23%) of teachers and 4(44.44%) of principals and vice principals rated strongly agree on the issue of women's lack of professional network. From this, one can conclude that lack of support from other female subordinates, mentors and role models and professional network are the major factors that affect women leadership in primary schools of Gelan Ademinstiretve Town. Lack of mentor and role model, lack of professional network was perceived due to that perception, more women administrators also felt that they are excluded from the informal socialization processes in to the profession.

Table 10 Self Interest of Women Related Factors

N	Items	Respondent	Rating scale									Mean Value	
			SA (5)		A(4)		UN(3)		D[2]		SD (1)		
			N	%	N	%	N	%	N	%	N		%
2	Women’s think themselves as lack of confidence on their capabilities to lead school	T	49	40.49	32	26.45	15	12.40	17	14.05	8	6.61	3.80
		P	4	44.44	2	22.22	1	11.11	2	22.22	-	-	4.11
3	Women’s having less aspiration to become school principals	T	67	55.37	24	19.83	15	12.40	6	4.96	9	7.43	4.11
		P	4	44.44	2	22.22	1	11.11	-	-	2	22.22	3.67
5	Women’s fear risk in school when they make decision	T	65	53.71	28	23.14	15	12.40	9	7.44	4	3.31	4.17
		P	5	55.56	2	22.22	1	11.11	2	22.22	-	-	4.44
8	Women’s fear of balancing professional work and family responsibility	T	19	15.70	69	57.02	14	11.57	14	11.57	5	4.13	3,69
		P	1	11.11	6	66.67	-	--	2	22.22	-	--	3.67
10	Lack of mentors and role models	T	67	55.37	36	29.75	9	7.44	2	1.67	7	5.79	4.28
		P	5	55.56	2	22.22	2	22.22	-	-	-	-	4.33
11	Lack of professional network	T	62	51.23	37	30.59	10	8.26	6	4.96	6	4.96	4.18
		P	4	44.44	3	33.33	1	11.11	1	11.11	-	-	4.11

4.4 Social Factors Affecting Women Representation in Primary Schools leadership Positions

Research finding indicated that the attitude of society towards women affect their participation on educational leadership position. The focus of this part of analysis is to assess that society related factors affect women in school leadership position in primary schools of ademinstiretve town.

As indicated in item 1 on Table 11 the majority of respondents i.e.55(45.45%) of teachers and 4(44.4%) of principals are generally more democratic in the way they operate in their school, while 1(12.40%) of teacher and 1(11.11%) of principal respondents rated disagree column, the mean value of teacher and principal are 3.56 and 3.78 respectively the stated ideas. According to the interview conducted on school supervisors they expressed female principals are more democratic, honest, punctual and committed in their work.

Regarding the second item on Table 11 view of the respondents on there is no difference between men and women principals in the emphasis placed on maintaining school discipline, the majority of respondents i.e.52(42.98%) of teachers and teachers 4(44.44%) of principals expressed their disagree on the issue, while 8(6.61%) of teachers and 1(11.11%) of principals rated strongly agree on there is no difference between men and maintaining school discipline with the mean value 2.59 of teachers and 2.67 of principals support the ideas negatively.

Item three on Table 11 which asked respondents to rate their views as to whether girls and boys assume different roles and expectation, the majority of respondents. That is 55(45.45%) of teachers and 4(44.44%) of principals rated in strongly agree column with the mean values of teachers and principals were 3.98 and 4.11 respectively. Both respondents agreed that women in the society to assume different roles expectation based on the sexes. Regarding this Newman (1995) stressed that despite the iterance of women in paid of force in unprecedented numbers, they tend to occupy low status job that are typically considered “female”. Mend tend to old occupational position that confer more wealth and power than those typically held by women.

As can be seen on Table 11 item 4 out of the total 130 teachers and principal and respondents 47(38.84%) and 3(33.33%) respectively rated in disagree column regarding to family encourage women to pursue their education while 19(15.70%) and 1(11.11%) respectively support negatively. From that one can concluded lack of encouragements of women on their family side

to pursue their education is the major factor affecting women to represent in schools leadership positions.

As stated in item 5 of the same Table was the fact that women do not have ability, skill and competence to be in school leadership position, the majority of respondents. i.e. 62(51.24%) of teachers and 4(44.44%) of principals were rated strongly agree on the issue with the mean values of teachers and Principals are 4.02 and 4.22 respectively. This issue was the major cause, thus affecting women's school leadership position.

As indicated on Table 11 item 6 respondents were asked to make their views as the influence of patriarchal ideology affects women's representation in primary school leadership position. Out of the total 130 teacher and principal respondents 86(71.07%) and 8(77.78%) respectively rated in Agree column; while 22(18.18%) of teachers and 1(11.11%) of principal were rated disagree column on the issue. The mean scores of teachers and principals were 3.88 and 4.22 respectively shows patriarchal ideology in the society is another factor affect women in school leadership position in Gelan ademinstiretve town.

As indicated items 7, 8 and 9 on Table 11 the respondents were asked to rate their view on women's reconciling conflict demands, Accordingly, 83(68.59%), 79(65.30%) and of teachers and 6(66.66%) and 6(66.66%) of principal respondents rated on disagree column with the mean values were 2.30, 2.29, 2.26 and 2.33 respectively. This shows that there are some chauvinism and stereo type with regard to the characteristics and qualities of female leadership compared to that of male counter parts.

Table 11 Societal Related Factors

N	Items	Respondent	Rating scale										Mean Value
			SA [5]		A[4]		UN[3]		D[2]		SD[1]		
			N	%	N	%	N	%	N	%	N	%	
1	Women's leaders are generally more democratic in the way they operate in their school	T	27	22.31	55	45.45	17	14.05	15	12.40	7	5.79	3.56
		P	2	22.22	4	44.44	2	22.22	1	11.11	-	-	
2	There is no difference between men and women principals in the emphasis placed on maintaining school discipline	T	8	6.61	20	16.53	25	20.66	52	42.98	16	13.2	2.59
		P	1	11.11	1	11.11	2	22.22	4	44.44	1	11.1	
3	Girls and Boys are socialized differently in the society to assume different roles and expectation.	T	55	45.45	34	28.10	15	12.40	9	7.44	8	6.61	3.98
		P	4	44.44	2	22.22	3	33.33	-	-	-	-	
4	Women are encouraged by their family to pursue their education forgot investing in education	T	8	6.61	19	15.70	20	16.53	47	38.84	27	22.3	2.45
		P	1	11.11	1	11.11	2	22.22	3	33.33	2	22.2	
5	Think Women do not have ability, skill and competence	T	62	51.24	25	20.66	17	14.05	8	6.61	9	7.44	4.02
		P	4	44.44	3	33.33	2	22.22	--	-	-	-	
6	The influence of patriarchal ideology in the society	T	56	46.28	30	24.79	13	10.74	8	6.61	14	11.5	3.88
		P	5	55.56	2	22.22	1	11.11	1	11.11	-	-	
7	Women principals display greater respect for the dignity of the teachers in their school	T	8	6.61	9	7.44	25	20.66	47	38.84	32	26.4	2.29
		P	-	-	2	22.22	1	11.11	4	44.44	2	22.2	

4.5 Factors that impede women's representations in school leadership

This part shows the percentage and rank order of the responses, regarding the most serious factors that impede women's representation in primary school principal ship position.

As table 12, below depicts clearly, out of the 9 (nine) factors that were thought to hind representation in school leadership position in Gelan ademinstiretve Town, the social attitude towards women took the first place which is 76 (58.46%) rated as first, interest of women related factors, took the second place which is 61 (46.92%) lack of role models and mentors rated as third which is 59(45.38%) are the major factors affect women's leadership primary schools of Gelan ademinstiretve Town. The data above, gender inequality in work place, lack of professional network, and lack of equal employment opportunity were ranked by respondents as 4th, 5th and 6th major factors respectively; affecting women's primary school leadership in Gelan ademinstiretve Town. In addition to this, though they are not as serious as the above six mentioned, factors such as lack of educational equality, occupational segregation and discrimination, and government policy towards women up-ward mobility can be considered. According to the rating, the issues ranked first, second and third required serious attention. This was also supported by the respondents of the CRC supervisors and vice principals through their interviews.

Table 12 Seriousness of the factors that affect women’s school leadership position:

		The way respondents ranked																Rank						
No	Items	Respondent	Items																					
			1		2		3		4		5		6		7		8		9					
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
1	Attitude of society	T&P	76	58.46																1 st				
2	Interests of women	T&P	31	23.85	61	46.92	18	13.85	4	8	6	10	4	7	2	2	4	3.08	2	2	1.54	1.54	2 nd	
3	Lack of role model & mentors	T&P	10	7.69	6	4.62	59	45.38	14	14	7	6	12	4	7	2	2	5.38	1.54	2	2	1.54	1.54	3 rd
4	Gender inequality in work place	T&P	2	1.54	2	1.54	25	19.23	61	61	14	14	10	7.69	6	4.62	4	3.08	6	4.62	4.62	4.62	4 th	
5	Lack of professional networks	T&P	11	8.46	18	13.85	11	8.46	12	12	9.23	49	37.69	7	7	14	6	3.08	4	3.08	4	3.08	3.08	5 th
6	Lack of equal opportunity	T&P	6	4.62	10	7.69	20	15.38	14	14	10.77	6	4.62	45	34.62	7	5.38	16	12.31	4	4.62	4.62	4.62	6 th
7	Lack of educational equality	T&P	2	1.54	4	3.08	7	5.38	14	14	10.77	14	10.77	20	15.38	38	29.23	18	13.85	13	10.00	10.00	10.00	7 th
8	Occupational segregation and discrimination	T&P	4	3.08	5	3.85	7	5.38	12	12	9.23	6	4.62	6	4.62	14	10.77	54	41.54	22	16.92	16.92	16.92	8 th
9	Government policy towards women upward ability	T&P	2	1.54	6	4.62	8	6.15	5	5	3.85	4	3.08	4	3.08	34	26.15	22	16.92	45	34.61	34.61	34.61	9 th

Remark: T&P =Teachers and Principals

4.6 Respondents Suggestion to improve women's representation in primary schools leadership positions.

Respondents were asked to suggest solutions and recommendations that can address the problems in the Ademinstiretve Town. They suggested that now days, there is good environment and formulated policies that appreciate women; this is not only in educational sphere but also in political, economical and social spheres. However the problem is on the implementation of the policy. In addition to formulating policy the government should be committed to implement it at a grass root level. They further commented that the base of all things is improving the education, especially, in universities the number of women is increasing at alarming rate this should be encouraged and through serious awareness creation of programs to uplift the attitude of the society towards gender equality and decreasing harmful tradition practice has to be seriously done. In addition to this, they confirmed that creating gender awareness program within school society, forming females club, representing equal number of management positions beginning from assignment classroom monitors to high managerial positions.

4.7 Interview Results

According to the interview conducted with school supervisors and vice principals they confirmed that school involves hard work and long hour's politics, stressed and added conflict with family in school leadership position. expressed the fact that women are careful in planning and implementing school programs, not self centred and give priority to their tasks to achieve the stated goal of the organization .In addition to this, they are punctual ,have high patience ,never expose to corruption and administer the school in democratic way.

The interviews conducted with CRC supervisors showed that special attention is given to female teachers while recruiting and selecting for principal-ship positions .One supervisors officials mentioned that they use different mechanism to attract or inspire women's participation in leadership positions, as the official said, for instant by providing women's symposium regarding women's role in leadership and by giving practical exercises , encouraging women's to involve in leadership position . The interviews with females Vice principals also showed that for some the encouragements the received from their immediate boss turner their interest on to peruse leadership careers .As it was discussed in previous sub sections it is not that they are

discouraged from joining leadership positions directly it is that they are happy from different sections

Generally, from all the discussions, anyone can understand that there are different factors that have lessened women's participation in educational leadership. These factors are generally categorized into two major parts namely individual and social-structural as already discussed before in general.

According to the researcher's point of view, they are resulted from each other and impede women's participation in educational leadership. For example, the reason why women are not confident is because of the social background they have as discussed earlier. In the culture of the community in general, women are not leaders; they are followers rather. As a result of lack of confidence, they are not aspired to become leaders. It can be said that socio- structural factors are the sources of individual factors that caused women's underrepresentation in general.

Accordingly, women teachers should be assigned at the bottom educational leadership positions such as department head, unit leader, club coordinator and PTA so that they would get bottom experiences that will help them for future leadership positions advancement. In addition to that, the society and the women teachers themselves should get awareness through different trainings and workshops about the equality of females and males to alleviate the inequity matter (gender stereotype or sex discrimination) in bringing females to the educational leadership positions. This will help the females to be confident and to aspire for leadership positions. Increasing the gender heterogeneity in the primary school teaching staff is another suggestion because the more the number of women teachers exists in the staff is the more women competent may exist for educational leadership positions. The respondents also said that women role models should be put in the educational leadership positions and male dominance should be minimized.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION OF THE FINDINGS.

This chapter deals with the summary, conclusions and recommendations of the study in general. Therefore, general conclusions were drawn on the bases of the findings and recommendations were given to the concerned educational leadership bodies to minimize the factors for low women participation in leadership position in the primary schools of Gelan ademinstiretve town are found below.

5.1 Summary of major finding

The main purpose of the study was to assess participation of women in school leadership positions in the primary schools of Gelan ademinstiretve town. Accordingly, descriptive survey design with quantitative research approach was employed in this study; and the related literature was reviewed.

To this end, the study basic questions addressing the issues related to extent of female teachers' participation in primary school leadership, major organizational and personal factors affect female teachers' participation in school leadership, and primary school teachers' attitude towards women in school leadership of Gelan Administrative town.

Different data collecting tools questionnaires, interviews and secondary sources were employed to carry out the study. In order to get answers for the above basic questions, among of Eighteen government and private primary schools are found in Gelan Ademinstiretve Town. The study was carried out in nine government and private primary schools that were selected by SRS sampling techniques to the study. There were 349 total populations of school principal, teachers, Vice principal, supervisor and TEO Mgt and Women affairs in the administrative town. The study incorporated a total of 141 questionnaires distributed to the selected primary school and TEO Management & Women Affairs. Unfortunately, 138 of them properly filled and returned to the researcher. In addition to this, 3 supervisors and 6 Vice principals were interviewed. The response of TEO Management & Women's affairs, teachers and principals to each of the questions given was analyzed and interpreted. Most of the data gathered were organized using tables,, Presentation of the data in line with the basic research questions. For the sake of convince of interpretation, related questions were treated together.

Finally, the study has employed different data analysis tools that the student researcher thought of as result to the study under consideration. These statistical tools used include percentage, mean score and rank order. The analysis made therefore, justifies the following major findings

1. A Woman does not encourage forming their own network and are less motivated by supervisors in education system. Successful implementation of any policy requires that those implementing it are simultaneously provided with support and put under pressure. Pressures with support create alienation and resistance, while support without pressure tends to a waste of resource.
2. Majority of the respondents believes that women teachers have less interest to be an educational leader The level of women's interests for positions in educational leadership was low. The study revealed: Only few female teachers showed interest in leaving teaching and join educational leadership. Furthermore, it was disclosed that as the position increased in hierarchy, the number of women interest decreased. Eventually, a close look to the low level of women's aspiration to positions revealed the adverse effect of external limiting variables. At institutional and societal levels, the study evidenced factors, such as, lack of encouragement and support systems for women, the lesser access to pre-administrative training, the job definition and requirement of educational administration, etc. as threatening women's interest to educational leaders.
3. Finally respondents asked about the way to enhance women's representation in that school leadership position, they confirmed that creating gender awareness programs with in school society, forming females club, representing equal number of female students in different school management positions beginning from assignment classroom monitors to high managerial positions.
4. They do not like to approach mentors for help because of the inferiority complex they have already acquired as a result of societal attitude. Even though they may be better than their male counter parts in their performance, they fear that their mentors in the mentoring processes may criticize their little weak side and expose them to the rest staff members.

5.2 Conclusions

Based on the major findings, the following conclusions were drawn. The conclusion from this is that the rareness of women in primary schools leadership position is indicative for the presence of unfriendly working environment for women in primary schools. Hence primary schools need to make the work place more conducive and friendly to attract more females to the primary school leadership process. Involving them in decision making and leadership and the commitment of the top management to narrow down the gap will have paramount importance. Networking, monitoring and providing leadership training aggressively can help young women to come forward. Moreover, primary schools and Town Education Office need to be committed to implement the education policy correctly and translate their plan into action in order to mitigate (overcome) the gender inequality in leadership instead of paying a lip service to problem. Generally, an ambition dealing with the gender disparity in leadership such as engendering leadership through motivating, empowering and involving women in decision making systematically could narrow down the persisting gap as women hold up half the sky.

5.3. Recommendations

To control factors affecting the participation of women in school leadership positions in the primary schools, the following recommendations are forwarded, in view of the above findings.

- i. Women themselves should strive for breaking the bondages that hindered them from participating in the leadership position in education, should avoid the inferiority complex and compliance that might have emanated from the societal attitudes, and they should attempt to be beneficiary from the sound policies of the country like men. They have to develop self-confidence, helping each other and they have to break the silence so that their voices are heard better.
- ii. As the organizational framework is concerned, Town Education Office must backup women's who are in different school management positions, provide opportunity based on equity to open doors for the involvement of women in educational management so that they would be aspire schools administration and higher educational positions.
- iii. The supervisory system of supervisors should be encouraging for women.
- iv. Forum for female teachers should be established .This will help to identify the needs, share experiences and develop the culture of mentorship and net works.
- v. The primary schools should create conducive grounds for both female teachers and female students, to exercise decision making and leadership qualities at the base by empowering for instance as chair persons of clubs, committees and school boards
- vi. Furthermore; more women leaders should be given opportunities for school management, as they will act as role models to the girls in their various schools.
- vii. Female teachers and principals must be empowered; further education opportunities must be provided to develop their skills and become effective in the decision making roles.

Finally, policies should be practical in realty and not be theoretical, and they should be implemented correctly.

For instance The Town Education Office has to work jointly with other offices and politicians to bring attitudinal changes in the communities to evade the stereotypic misconception about women: It has to empower and assign female teachers in different levels of educational leadership areas such as principals, education office experts, etc.

The overall recommendation of the study was the government should give great emphasis to work on women leadership, since they are half of the population, quality education should be improved. Finally further studies on similar issues should be encouraged..

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Appendix

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

A. Questionnaire to be filled by teachers and principals

The questionnaire is designed to collect data for a research thesis which is entitled. “Factors affecting the participation of women in school leadership positions in the primary schools of Gelan administration Town”.

The purpose of this study is to gather information on the status and put into practice on factors affecting the participation of women in school leadership positions in the primary schools of Gelan administration Town.

The information obtained will help and recommend an intervention that may contribute to enhancement of women’s representation in the primary schools leadership.

The result and success of the study depends on the quality of your responses thus, the researcher requests you to give accurate and honest responses to the items presented. Confidentiality is a priority and the data you give will be used for this purpose.

Direction

- Please do not write your name
- Indicate your response by using a “X” mark in the box and.
- Give short answer in the space provided.

Thank you for your participation!

Part I. Background of respondents

1. Sex

A. Male B. Female

2. Age [in year] A. Below 25 B. 26-35 C. 36-45 D. 46-55 E. Above 55

3. Education background A. T.T.I B. diploma [10+3, 12+2] C. Degree

D. MA

4. Work experience (in year) A. 1-5 B. 6-10 C. 11-15 D. 16-20

E. Above 20

5. Marital status A. Single B. Married C. Others

Part II. Women’s leadership style / women in leadership

Listed below are some points on Women’s leadership style that are at the position of primary school leader.

Please kindly rate the variable by putting an “x” under the scale you agree with by using the following scales. Very poor [1], Poor [2], Medium [3], Good [4] and very good [5]

No	Indicator	Scale				
		1	2	3	4	5
1	Women control their emotion in the work place					
2	Women understand their subordinate feeling					
3	Women make people work being involved					
4	Women show greater perseverance and patience to follow up things					
5	Women solve problem systematically					

Part III. Decision making skills of Women leaders

The following are points about the female who are at decision making of the primary school leadership positions. Please kindly rate the indicators by putting “x “under the scale you agree with by using the following scales. Very good [5] , good [4] , medium [3], poor [2] , very poor [1]

No	Indicator	Scale				
		1	2	3	4	5
1	Articulate and consistent in decision making					
2	Make decision that consider the situation					
3	Taking measures under the influence of social norms					
4	Allow subordinate in decision making					
5	Making decision that are not affected by nepotism					
6	Lack of confidence in decision making					

Part IV. Societal factors affecting female’s participation in primary schools leadership

Put an “x “in one of the boxes provided for each possible factor, use the following scales.
 Strongly agree [5], agree [4] , undecided [3] ,Disagree [2] , and strongly disagree [1]

No	Indicator	scale				
		1	2	3	4	5
	Attitude of the society towards women					
1	women leaders are generally more democratic in the way they operate in their schools					
2	There is no difference between men and women leaders in the emphasis placed on maintaining school discipline					
3	Girls and boys are socialized differently in the socialized differently in the society to assume different roles and expectation					
4	women were encouraged by their family to pursue their education					
5	Think do not have ability , skill and competence					
6	The influence of patriarchal ideology in the society					
7	women leaders display greater respect for the dignity of the teachers in their schools.					

Part V. Women’s interest to come on position to school leadership in primary schools

Put an “x” in one of the boxes provided for each possible factor, use the following scales.

Strongly agree [5] Agree [4] undecided [3] disagree [2] strongly disagree [1]

No	Indicator	Scale				
		1	2	3	4	5
	Women’s interest					
1	Women’s think themselves as lack of confidence on their capabilities to lead school					
2	Women’s are having less aspiration to become school leaders					
3	Women’s fear risk taking in school when they make decision					
4	Women’s fear of balancing professional work and family responsibility					
5	Lack of mentors and role models					
6	Lack of professional net work					

Part VI. Institutional factors that affect women’s representation in the primary schools leadership position

Put an “x” in one of the boxes provided for each possible factor. Use the following scales.

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

No	Indicator	Scale				
		1	2	3	4	5
1	There is gender discrimination recruitment, selection and development of women in education system					
2	Institution proved flexible working hours.					
3	Complexity of school leadership position hindered female					
4	Education system do not encourage female to form their own network					
5	female are less motivated by supervisors in education system					

Part VII .suggested items

1. In your opinion, what are the factors affecting female in becoming primary school leadership positions?

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

3. If you are given a chance to select leader for your respective school, whom do you prefer? Male or female, what are your reasons?

4. From your observation, what are the interests of female to come school leadership position? High or low, what are your reasons?

5. In your perspective, what major difference do you notice in the way females and males perform in the role of school leadership?

Part IIX. Rank the following factors affecting female’s representation in the role of school leadership positions according to their seriousness. Put the rank on the space provided by using 1 for very serious problem to 9 for least serious

No	Factors affecting female representation in to school leadership position	No
1	Attitude of society	
2	Lack of role models and mentors	
3	Lack of equal employment opportunity	
4	Lack of professional net work	
5	Interest of female themselves	
6	Gender inequality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards female upward mobility	

Appendix B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by TEO Mgt& Female affairs

Part I. Back ground information of respondents

- 1. Sex:** A. Male B. Female
- 2. Age [in year]:** A. Below 25 B. 26-35 C. 36-45
D. 46-55 E. Above 55
- 3. Educational background:** A. Degree B. Master
- 4. Work experience:-** A. Below 5 B. 6-10 C. 11-15
D. 16-20 E. Above 20
- 5. Marital status :-** A Single B. Married C. Other

Part II. This portion relate to leadership capabilities and competences of women in the primary schools. Please kindly rate the variable by putting an “x” under the scale you agree with and use the following scale. Very good [5], good [4], Medium [3], poor [2] and very poor [1]

No	Indicator	Scale				
		1	2	3	4	5
	Women’s leadership capabilities and competence					
1	Women’s demonstrating interpersonal skills					
2	Women have strong abilities to delegate and empower other in decision making					
3	Women are being able to manage change for self and others					
4	Ability to develop supportive net work among colleagues					
5	Women have abilities to use reflection and honest feed back to develop self awareness					
6	Women having a sound knowledge of and commitment to					
7	Women are inspiring, visioning change for school in other					
8	Leading and reinforcing the teachers and identity of the school					
9	Women have abilities to plan and coordinate desired activities					
10	Women implement rules and regulations properly					
11	Women have ability to create conducive working environment					
12	Women provide professional counseling whenever it is necessary.					
13	Women treat all staff and students on equal ground					

Part III. Policy issue affecting female’s representation in primary schools leadership

Put an “x” in one of the boxes provided for each possible factor. Use the following scales strongly agree [5], agree [4], undecided [3], Disagree [2], and strongly disagree [1].

No	Indicator	Scale				
		1	2	3	4	5
1	Policies and programs designed not encouraged women					
2	Lack of support, lack of commitment and unwillingness of stake holders.					
3	Lack of mentoring and evaluation of the policy during implementation phase					
4	Ethiopian female have beneficed a lot from the policy					

Part IV. Suggested items

- In your opinion, what are the factors that affect women in becoming primary schools leadership positions? _____

- If you are given a chance to select leader for your respective school, whom do you prefer? Male or female, what are your reasons? _____
- In your opinion, whose concern to minimize the under representation of women in leadership role? _____
- From your observation what are the interests of women to come school leadership position? High or low, what are your reasons? _____
- From your perspective, what major difference do you notice in the role of school leadership _____

Part V. Rank the following factors that impede female’s representation in the role of school leadership positions according to their seriousness.

Put the rank on the space provided by using 1 for very serious to 9 for least serious one

No	Factors affecting female representation in to school leadership position	No
1	Attitude of society	
2	Lack of role models and mentors	
3	Lack of equal employment opportunity	
4	Lack of professional net work	
5	Interest of female themselves	
6	Gender inequality in work place	
7	Lack of educational equality	
8	Occupational segregation and discrimination	
9	Government policy towards female upward mobility	

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Guide for CRC Supervisors and Vice Principals

The main purpose of this interview is to collect relevant data regarding women's participation in educational leadership in primary schools of Gelan administration town.

The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for your cooperation!

part I: General information and personal data.

1. Sex ___ 2.age__ 3 .Educational background ____4. Marital status____5.Work experience ___

Part II: Suggested items

What is the extent of women's representation in the town administrative school system?

1. Do you think women leadership performances affected by their sex?
2. Have you ever observed gender related problems that women leaders encountered that needed your office intervention?
3. Do you think the organizational structure of school affect women participation in their leadership position?
4. Do the government policy and your institution encourage women to school leadership position?
5. What do you think major factors affecting women's representation in school leadership?
6. If you have an opportunity to place /select school leader that do you select male or female? Why?
7. What are your suggestions regarding the enhancement of leadership role by women in the town administrative school system?

8. What is your impression about women to occupy leadership position in town school system?
A. High B. low if your response is low, why?
9. In your opinion what are the reasons for the problems by women encounter in school leadership?
10. What do you think is the best way to minimize the under representation of women in leadership position in school system?