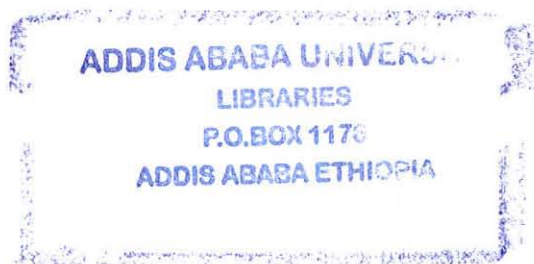


**Addis Ababa University**  
**School of Graduate Studies**

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of Employees towards Women as Leaders in  
Habru Woreda of Amhara Region**

**By:**  
**Koye Kassa**

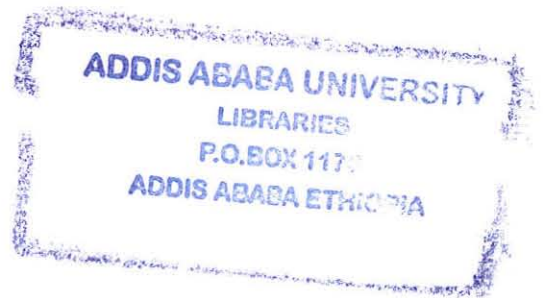


**June 2008**  
**Addis Ababa**

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**(Submitted in Partial Fulfillment of MA Degree in Social Psychology)**

**By:  
Koye Kassa**



**Addis Ababa Univeristy  
School of Graduate Studies  
Psychology Department**


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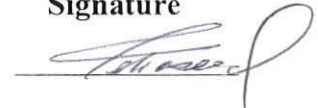
  
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## ABSTRACT

This study was conducted on government office employees of Habru Woreda. Its major purpose was to assess the causal attributions and attitudes of employees towards women as leaders. To this effect, a structured questionnaire was administered to 204 government office employees. To supplement the quantitative data gathered via questionnaire, Focused Group Discussion was held with nine employees of different sector offices, who were not participated in the final sample.

The quantitative data were analyzed using percentage, mean, t-test, and one-way ANOVA. The information obtained from focused group discussion was also summarized qualitatively.

Results show that employees have positive attitude towards women as leaders and the reasons were that women: have multidimensional personality, are more tactic full than men, approach workers as their family members, can create peaceful work environment and women are not susceptible for corruption, they are honest.

Furthermore, t-test of this study reveals that the magnitude of women's attitude towards 'women as leaders' was greater than men's attitude.

On the other hand, one-way ANOVA revealed that employees' education and salary had no significant effect on their attitude towards women as leaders.

Finally conclusions and recommendations were made on the basis of the research result.

## CHAPTER ONE

### 1. Introduction

#### 1.1. Background of the study

Women are subjected to inequalities in every society and sphere of activities though the degree varies from time to time, country to country.

According to Lindsey (2005), the Era of Industrial Revolution, World War I and II, and the most economic changes in the 20<sup>th</sup> century are important historical events, which paved way for women to involve themselves in the labor force.

Nevertheless, the participation level in public and political affairs was low, even in developed nations. And, this is indicative of the existence of inequalities for the last 50 years (Panos Ethiopia, 2001).

At this juncture, it will be wise to ask why women as a group are made to suffer from inequalities. Among others, a stereotype on the basis of gender may play a paramount role because the attitude of people toward women is highly influenced by the stereotypes people have about them. According to Young (1948), the concept “stereotype” was introduced into Social Psychology by Walter Lippman in the early 1920s. Since then it becomes an important area of study in the discipline. But, available documents disclosed that research on gender and organization has only recently been established as an important research field.

Gender stereotypes refer to set of beliefs about what it means to be female or male. And, they are rigid, inflexible and inaccurate (Lindgren &Harvey, 1981) as they are associated with emotional feelings (Young, 1948). Stereotypes are fixed ways of thinking about people that put them into categories and do not allow for individual variation (Franzoi, 2004). Accordingly, males are considered to be instrumental or agentic where as

females are stereotypically thought to be relational (Glombok & Fivush, 1994). Moreover, as it is presented in Franzoi (2004) table 4.1, the result of cross-cultural gender stereotypes studies around the world including nations in North and South America, Europe, Australia and Middle East, the personality traits attributed to men are courageous, severe, dominant, strong, independent, rude, unemotional, stern, daring, adventurous, progressive, robust, wise, enterprising, forceful, autocratic, active and aggressive where as traits attributed to women are fearful, softhearted, submissive, weak, dependent, sensitive, emotional, sentimental, superstitious, affectionate and attractive. Thus, it can be understood that gender stereotypes are socially and culturally determined differences between males and females.

The nature of gender-based stereotypes caught the attention of scholars, which then led to the development of different theories. These theories agree on the theme that gender based stereotypes represent culturally shared beliefs and do not necessarily reflect reality.

The complex nature of stereotypes made scholars in the area to consider the different components of stereotypes. Stereotypes have four major dimensions: content, uniformity, direction and intensity. These dimensions are related to each other. Content of stereotypes refer to traits/attributes, which describe men and women. Uniformity as an aspect of stereotype refers to agreement on the different traits as characteristics of men and women. Direction refers to whether the different attributes /traits assigned to men and women are positive, negative or neutral. Finally, intensity as one dimension of stereotype shows to what extent attributes/ traits are favorable or unfavorable.

Most importantly, the different dimensions of gender based stereotypes are communicated to the stereotyped group in a number of ways-both explicit and implicit. Proverbs deserve mentioning in this regard. Gender based stereotypes which are communicated through different means are powerful in coloring the perception of others towards men and women. In line with this, it is indicated that the stereotypes are considered as contributing factors for prejudice and discrimination toward stereotyped

groups (Allport, 1954; Arvey, 1979; Glick, Zion & Nelon, 1988; cited in Williams, 1992).

In most cases, evidences show that gender based stereotypes fuel discrimination but not necessarily. Gender based discrimination on women at work can be characterized as an injurious differential treatment of women on the basis of their gender regardless of individual merits and capabilities in handling different activities. Different theories have been developed in an effort to better explain as to what ignites discrimination against women.

Studies indicate the different areas at which workingwomen are treated differently on the basis of their gender. One of the most important areas of occupation is leadership.

Studies in the area also indicate that discrimination on working women takes place in two forms: formal and informal. Formal discrimination refers to direct and explicit exclusion from enjoying benefits at work place where as informal discrimination refers to less visible exclusions at work place such as denying access to information, models, excluding from informal networks. Most importantly, women encounter a "glass ceiling" (a term which refers to the invisible barriers frequently imposed on women on the basis of their sex), which limits their upward movement in their occupations (Hellriegel et al., 2001).

It goes with out saying that gender based stereotypes and discrimination on women workers are costly to women themselves, other women, their children, men, organization and the society at large. On top of these stereotyping and exclusion of half of a nation's human power deters development of that nation to a greater extent.

Having understood the intensity of the problem, scholars in developed nations conducted researches so as to curb the negative repercussions of gender based stereotyping and discrimination, though a lot remains to be done. On the other hand, workingwomen in developing nations are subjected to extensive stereotypes and discrimination on the basis

of their gender. And, socio-cultural factors fueling such stereotypic attitudes and discriminatory behaviors are rampant.

These gender based stereotypes and discriminations are inherent to Ethiopian context. Women are not considered as good employees as men. Especially, women are socially as well as culturally recommended for in door activities than office works. Employed women too may not be exceptional to this fact. This being the fact, there are only few researches that analyze the nature of gender based stereotypes and discrimination on women at work place. Two experiences of mine initiated me to raise this issue and conduct a research. One, when I was an undergraduate student and conducting my senior essay in government general secondary schools of Addis Ababa, I found that the number of female school principals was very low. Second, while the governments as well as private media are advocating about the empowerment of women, the number of female heads/ leaders is still significantly lower than that of males in the country in general and in Habru Woreda in particular. These made me to ask a question: why are not women appointed as heads/ leaders?

## **1.2. Statement of the Problem**

According to Woodson (2001), leadership is the process of developing ideas and a vision, living by values that support those ideas and visions, influencing other to embrace them in their own behaviors, and making hard decision about people and other resources. Thus, a leader is a person who reflects the key attributes of leadership, ideas, vision, values, influencing others and making tough decision. Ideally, most people in this contemporary world believe that both males and females are capable of having the quality of leadership. So, women should have equal access to head/ leadership positions as their counter parts, men.

Though most of the nations of the world have agreed and signed for the provision of equal access to women with that of men, particularly the number of men and women in head position/leadership is not equal. Empirical evidences obtained from several studies show that the gender gap in leadership has not been closed though there are some

indicators for narrowing gap (Forsyth, 1990). In fact increasing number of women holds jobs in male dominated fields but the rise to upper level management and leadership position in the field has been slow. This is also true for Ethiopia. Statistical results can witness for the existence of wide gender gap in leadership in our country. This gender gap in leadership exists in almost all of the world's nations. One possible explanation for this question may be attributed to people's attitude towards women as leaders. In this regard, Forsyth (1990) stated that research evidences indicate that most people assume that men make better leader than women and prefer male bosses. Similar finding show that this is also true for our cases. For instance, Yalew (1997) found that society views females as incapable to lead, intolerant, fearful, suspicious and ineffective as leaders. Yalew has found this result conducting research in Dessie, Gondar and Bahir Dar. Here, one may ask that can this result be true of other localities such as Habru Woreda of North Wollo Zone, which is closer to Dessie? In addition to my personal experiences, it is this question that initiates this study to be conducted on employees' attitude towards women as leaders in Habru Woreda government offices of Amhara Region where there are 71 positions of leadership of which females occupy only 4. To achieve this purpose, the study tries to answer the following basic questions.

1. Do men and women differ in self-reported work related behaviors?
2. Do men and women differ in attitude towards women as leaders?
3. Is there any relationship between educational qualification and amount of salary with attitude of employees toward women as leaders?
4. What are the causal attributions of employees' attitudes towards women as leaders?
5. Is there any relationship between work behavior and attitude of employees towards women as leaders?

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

#### **I. General objective**

The general objective of this study is to examine the attitude of employees towards women as leaders and perceived reasons for their attitude in Habru Woreda government offices.

## **II. Specific Objectives**

The study bears the following specific objectives. To assess:

- Whether men and women differ in self reported work behaviors.
- Whether women differ from men in attitude towards women as leaders.
- Whether there is a relationship between gender, qualification and amount of salary with attitude of employees towards women as office leaders.
- The causal attributions of employees' attitudes towards women as leaders.
- Whether there is any relationship between work behavior and attitude of employees towards women as leaders?

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

Though the study is conducted in small scale, it is assumed to give insight about attitudes of people towards women leaders in Habru Woreda. So, this study can be considered as an input for the effort that would be made to narrow the gender- gap in leadership position and provision of equal access for males and females.

### **1.5. Delimitation of the Study**

To achieve the purpose of this study, the target population of the study was people who are working in government offices of Habru Woreda. The result of this study, therefore, is delimited to this target population. On the other hand, though there are many factors that affect people's attitude towards females, this study is limited only to people's attitude towards females in terms of their capacity of leadership skills and their perceived reasons for their attitudes.

#### **1.4. Limitation of the Study**

Even though all attempts have been made to address the objectives set by using available resources, this research is not without limitations.

The first problem is the shortage of materials related to the issue under study especially on the Ethiopian context. Secondly, low budget allocated from the University. Thirdly, the researcher's lack of experience in the research area were some the limitations.

In sum, all the mentioned drawbacks might have influence the generalizability of the results of this study.

#### **1.6. Operational Definitions of Terms**

1. Leadership-is the process of influencing subordinates in order to achieve the goals and objectives of an organization.
2. Attitude –refers to a positive or negative evaluation of an object.
3. Gender stereotypes- refer to set of beliefs that describe women employees and their behavior related to leadership.
4. Gender Based Discrimination-any distinction, exclusion or restriction on women in different aspects of the work conditions especially in leadership.
5. Leader refers to a person who holds a position in any group and has the motive and ability to influence his or her subordinates to achieve the organization's goals.

## CHAPTER TWO

### 2. Review of Related Literature

#### 2.1 The Nature of Leadership

##### 2.1.1 The Concept and Meaning of Leadership

The history of leadership can be traced back to the emergence of the concept of group. By definition, group refers to a collection of two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other persons (Shaw, cited in Forsyth, 1990). From this definition, we can understand that there is a person who is more likely to influence and there are also other people who are more likely to be influenced to behave in a certain way. The person who influences and the people who are influenced are known as leader and followers respectively.

Thus, leadership is very important activity in a group. With this regard, Forsyth (1990) stated that leadership is a necessary prerequisite for coordinating the behavior of group members in the pursuit of common goals. Reviewing anthropological evidences, he also said that there is not known society without leadership in at least some aspects of social life.

Besides its existence, the concept of leadership was misunderstood in many societies. In line with this, Bennis, as cited in Forsyth (1990) stated that the nature of leadership in our society is very imperfectly understood. Consequently, it is obvious to observe people debating on what a leadership really means. For instance, some people make it as coercive power while others not. Still some other people viewed as an inborn potential while others viewed as learned behavior (Cribgin, as cited in Forsyth, 1990). Some management specialists try to introduce some formulas that predict leadership effectiveness whereas others do not accept these formulas for they assume that the use of formula overlooks the fact that no single problem solving strategy that fit all situation. Still some others viewed it as participatory whereas others as directive.

In spite of the fact that it is unlikely that all theorists and researchers would accept only one definition of leadership that can be used universally because of philosophical controversies or discrepancies that exist among them, a number of authorities have tried to define leadership. For instance, Forsyth (1990) defined leadership as reciprocal, transactional and transformational process in which individuals are permitted to influence and motivate others to promote the attaining of group and individual goals.

Hellriegel, Solcum and Woodman (2001), also defined leadership as a process of developing ideas and a vision, living by values that support these ideas and vision, influencing others to embrace them in their own behavior, and making hard decision about people and other resources.

According to Pigors, (as cited in Sharma, 2004), leadership is a process of control in which, by the assumption of surprising a person or group, regulates the activities of others for purposes of his own choosing.

Reviewing the work of Yukl, Denamrk (1993) stated that, leadership is a group process that involves instruction between at least two persons in the pursuit of a goal.. He stated that skills and behaviors for success in leadership may be learned rather than being innate.

According to Hart Lois Borland (1980), leadership is the process of influencing one or more people in appositve way so that the tasks determined by the goals and objectives of an organization are accomplished. The leadership role can be either assigned or assumed. It can occur in a small organization where everyone is known or in a complex bureaucracy where few people even in a department know each other.

From the different definitions of leadership by the different authors, it is clear that, leadership is an interactive process of a group regardless of its size and is based on the groups' objectives. Thus, there are leaders and followers in groups/organizations based on their perceived/agreed objectives.

### **2.1.2 Characteristics of Effective Leadership**

Characteristics of effective leadership have been well documented in the work of many authorities. For instance, Forsyth (1990); Taylor, Peplau and Sears (1997), Hellriegel, Slocum and Woodman (2001); Franzoi (2000) and Sharma (2004), reviewing the work of other authorities, have invested their effort to present precisely professional explanation of the characteristics of effective leadership. According to these authorities, the search for factors causing some people, but not others, to be effective in leadership has a long history.

Different authorities have different explanation for the question of what causes some people to be more effective in leadership than others. In earlier times, for example, two contrasting views were emerged from the 19th c historian, Carlyle and the Russian novelist, Tolstoy (Taylor, Peplau and Sears, 1997; and Forsyth, 1990). The first view, proposed by Carlyle emphasizes the unique personal characteristics of the leadership whereas the second view, proposed by Tolstoy emphasizes the situational factors acting on a group. In contemporary study of leadership, they are known as trait and situational factor theory or model.

Carlyle believed that history can be best understood by considering the contribution of few great men and women, such as prominent political figures who shaped the time in which they live. Finally, he proposed what he calls “great men” theory, which argues that some individuals possess certain innate/ personal characteristics that define them to greatness.

In contrast, Tolstoy believed that these political leaders came in to prominent, not because of personal qualities, but because of the sprit of the time. He also concluded that the conquests and loses of military leaders such as Napoleon, the great, were not because of their willing decision and skills but because of uncontrollable aspects of the historical situation. Finally, Tolstoy proposed new approach that emphasizes the role of situational factor in determining history. The view of Tolstoy was supported by wonderful statement

of Halsey, as cited in Taylor, Peplau and Sears (1997). In his golden words, Halsey said there are no great men. There are only great challenges which ordinary men are forced by circumstances.

A number of empirical studies have been made to test the premises of these models; trait and situational model. For instance, reviewing 163 studies, Stogdill, as cited in Forsyth (1990), concluded that leaders, relative to followers, were high in personality traits such as achievement orientation, adoptability, self-confidence, sociability, taking responsibility, etc. In addition, Robert Lord and his Colleagues, as cited in the same book, adapting method of meta- analysis that pooled statistically the results of a dozen of studies, found that personality traits such as intelligence, dominance, masculinity , femininity, etc are significantly related to leadership conception.

Most importantly, however, the question of whether these characteristics are acquired genetically or they stem from the situation that each leader faces. Thus, if this situation is reversed- if the leaders were in a position of follower and the follower in the position of leaders the result would have been changed. Empirical evidences from the work Stogdill himself and other researchers such as Mann, as cited in Forsyth (1990), can support the aforementioned argument. Both authorities stated that several reviewers who conducted hundreds of studies concluded that the correlation between personality trait and leadership was too small to serve much predictive purpose.

A strong critic of trait model come form Hellriegel, Stocum and Woodman (2001), who stated that the trait model of leadership is inadequate for prediction of effective leadership for at least three reasons such as:

- There is no constant pattern between specific trait and leadership effectiveness.
- The model tries to relate the physical characteristics such as weight, height, appearance, etc to leadership effectiveness
- Leadership itself is complex.

On the other hand, results of researchers on communication network demonstrated the importance of situational forces such as communication to predict effective leadership (Leavitt, as cited in Taylor, Peplau and Sears, 1997). Hersey and Blanchard, as cited in Forsyth (1990), also stated that to a large extent, the fit between leadership style and the needs of the group members is determined by group maturity that can be defined as the capacity to set high but attainable goals, willingness and ability to take responsibility, and education and or experience of individual or group. Osborn and Vicars (1976) also stated that the difference attributed to the sex of the leader may, in reality, be due to differences in age, education and or experience. However, Smith, Morrison, and Wolf, as cited in Yalew (1997) stated that four year education even doesn't bring a change about student's sex role stereotypes.

Stogdill, as cited in Forsyth (1990) found the relationship between age and leadership, particularly business and political leaders are often older than their subordinates. He also recognized that it takes time to climb up the organizational hierarchy.

Traindis, as cited in Franzoi (2000), in his part, believed that the great concern of collectivist culture for the needs of the group and interpersonal relations may foster an environment in which relationship oriented leaders are often desired.

Though both trait and situational models seem to hold as such controversial ideas, they should not be regarded as absolute contradictory, but complementary to be the "roof" and the "wall" of the house of leadership in which effectiveness shall rejoice here and there. Most of the authorities such as Franzoi (2000); Forsyth (1990), and Taylor, Peplau and Sears (1997) agreed upon the fact that there is no single theory / model that fit every situation.

Consequently, recognizing the contribution of both trait and situational factor theories, contemporary theorists exerted their effort to develop new models of leadership effectiveness that took into account the interaction between leader's quality, member's quality and situational characteristics (Forsyth, 1990). One of the interaction models is

Fiedler's contingency model that assumes the leadership effectiveness is contingent to both personal characteristics of the leader and the nature of group situation.

As it has been discussed in Forsyth (1990), Tylor, Peplua and Sears (1997) and Franzoi (2000), Fiedler contingency theory pinpointed two key sets of factors; leaders motivational style (leadership styles) and situational control. The model involves two leadership styles such as task and relationship oriented leadership styles.

Those leaders who give emphasize to completion of tasks than relationship are called task oriented leaders whereas those leader who give more emphasis to interpersonal relationship than completion of tasks are known as relationship oriented leaders ( task oriented). However, both styles are important for effective group functioning.

Fiedler has also highlighted three situational factors that may affect leadership quality: leader member relationship, task structure and leader's position power. Examining these three factors, Franzoi (2000) stated that when leader/ member relationship is good, there is clear task structure, and the leader has strong position power, the leader is more likely to have situational control that allows him/ her to exert influence on the group members to bring change.

Contemporary group dynamists have also examined the impact of group member's participation in decision-making on group performance. This issue of group member's participation on decision making was first made by kert Lewine, Ronald Lippitt, and Ralph whit in their classier studies of authoritarian, democratic and laissez- faire leadership style (Forsyth, 1990).

In general, group dynamists assume that a number of specifiable factors determining the effectiveness of leadership that might bring a person to be a leader, though there is no universal agreement on these factors. The set of factors includes personality traits, physical characteristics, leadership styles and other situational factors (Forsyth, 1990; Tylor, Peplau, and Sears, 1997, and Franzoi, 2000).

On the other hand, different authors tried to mention some of the personal characteristics of leaders related to trait theory of leadership. For instance, according to Bass, cited in Drummond (2000) and Stoner, Freeman & Gilbert (1995), leaders differ personally from non-leaders. The personal characteristics of leaders are intelligence, self-confidence, desire for power, integrity and sociability. Thus, according to these writers leaders are born and leadership qualities are innate.

Moreover, Ross and Hendry (1958), summarizing different researches, mentioned a leader as a one who is self-confident, well-integrated, emotionally stable individual, has a desire to lead and is willing, able, and competent in a particular situation; is identified with the norms, values, and goals of the group which he/she is the leader; is a warm, sensitive, and, sympathetic person, and able to help members in a practical way; is intelligent relative to other group members; and who is consistent in performing his leadership functions.

### **2.1.3. Qualities of Effective Leaders**

There are qualities or characteristics that make effective leaders different from non-effective leaders. This assumption lies on the two basic models of leadership: the traits model of leadership and behavioral models of leadership.

According to Hellriegel, Slocum and Woodman (2001), successful leaders have personality traits that are different from those of less effective leaders. These writers state that, evidences suggested that there are four traits shared by most (but not all) successful leaders. These are;

- **Intelligence.** Successful leaders tend to have somewhat higher intelligence than their subordinates.
- **Maturity and Breadth.** Successful leaders tend to have emotionally mature and have a broad range of interests

- **Inner motivation and achievement drive.** Successful leaders are results oriented; when they achieve one goal, they seek another. They don't primarily depend on employees for their motivation to achieve goals.
- **Honesty.** Successful leaders have integrity. When individuals in leadership positions state one set of values but practice another set, followers quickly see them as untrustworthy. Many surveys show that honesty is the most important characteristic when employees are asked to rank and comment on various traits of successful and unsuccessful leaders. The critical characteristic of trust translates into the degree of willingness by employees to follow leaders.

Based on the behavioral approach of leadership, James, Stoner, Edward, and Daneil (1995:3-4) state that:

*It is important to isolate the behavior characteristics of effective leaders. In other words, rather than try to figure out who effective leaders are, researchers tried to determine what effective leaders do, how they delegate tasks, how they communicate with and try to motivate their followers or employees, how they carry out their tasks, and so on. Behaviors, unlike traits, can be learned, so it followed that individuals trained in appropriate leadership behaviors would be able to lead more effectively. These researches have focused on two aspects of leadership behavior: leadership function and leadership styles.*

According to the behavioral approach of leadership, effective leaders are those who perform both task-related (problem-solving) and group maintenance (social functions) roles.

According to Ambekar (2004), there are about eight leadership qualities regardless of leadership positions. These are:

**1. Good communication skill.** Communication is the key to be a great leader. The reason for this is simple: if he possesses the other leadership qualities but if he fails to communicate well, he will never be great leader.

What he can do is communicate with others in the organization about what IT can do to move the company forward. In other words, good communication is the key for developing good business relationships. If he can't establish a good business working relationship, he is not going to be that leader, that team player. He will not be able to communicate how IT can add long-term value to the company. The modern leaders must therefore be equipped with good communication skill and use new ways to do effective communication.

**2. Honesty.** The most valuable asset of a leader is honesty. He must be honest with both his employees and the management committee. Another part of his features is integrity. Once a leader compromises his or her integrity, it is lost. That is perhaps the reason integrity is considered the most admirable trait. The leaders therefore must keep it "above all else."

**3. Visionary out look.** Leadership qualities are different for different position. He /she has to be able to look beyond where we are today, know where the business is going, and be able to use that vision to move the company forward. Being able to do this is a rare skill indeed.

**4. Selecting a good team .**A good leader although he possesses sound technical skills he assures that the team he selects is efficient enough to back up any skill he lacks. Choosing the best people for such team is a skill. A leader, after all, is a human being and does not have answer for everything. But by working together he creates an atmosphere of mutual trust and respect; the teams then always find the best solution.

**5. Action speaks louder than words.** Managers must be able to put aside their concerns to listen to (and appear to listen to) those around them. As a result, they can know what is going on, and know what is both said, and said between the lines. They have the knack of appearing to know what people need even if those needs are not expressed directly. However, knowing what is going on, and identifying the needs of those around them is not sufficient. The responsive manager also acts upon that knowledge, attempting to help fulfill the needs of employees, superiors, etc. Responsive managers wield influence to solve problems for those around them, often before even being asked.

**6. Ability to motivate people around.** A good leader must always keep motivating his teammates for good work and should maintain healthy environment. He must give first priority to safety of workers and see that superiors don't exploit them.

**7. Consistency. Leadership effectiveness is impossible without consistency.** Every leader has an approach that is unique to them. Don't change your personal style radically after all; it got you in a leadership position. Modify the rough spots but take care not to confound your staff by displaying inconsistency. Your expectations, though subject to modification based on ever-changing business needs, should remain as constant as possible. The business world is confusing enough without you adding unwelcome surprises into the mix. Keep things simple and consistent.

**8. Ability to stand against critics.** As the success rate increases your critics multiply and become louder. Come to peace with the fact that you will always have a camp of people who critique every decision you make. They are generally the ones who are excellent problem-identifiers rather than problem-solvers. Develop your skills of repelling such critics so that they do not diminish your confidence or enthusiasm. It takes focus and confidence not to be adversely affected by criticism. Strong leaders learn the art of listening to critics, but ultimately making decisions for the good of the department, not to simply please the critics. The following quote sums it up nicely: "Some of the most talented people are terrible leaders because they have a crippling need to be loved by everyone." As rightly stated by James Schorr.

Though there is large number of factors that is assumed by many authorities to have relation with leadership, the researcher tends to limit his attention to gender and attitude that will be discussed in the next section of the paper.

## **2.2. Gender difference in Leadership**

Usually, people categorize people as feminine or masculine based on cues about gender that are readily available from physical characteristics such as voice, dressing style, facial bear, posture, gesture, etc. This process is known as gender stereotyping, of course, the

tendency to divide people as feminine or masculine is not limited to people only but it also includes objects and activities. For instance, children learn that dolls are for girls while guns are for boys; housekeeping is for mother where as ploughing is for fathers, nursing is for women whereas engineering is for men, etc. Thus, people hold a principle that emphasizes their expectations of roles from males and females.

As summarized well in Tylor, Peplau and Sears (1997), and Berry, Poortinga, Segall and Dasen (1999), the traditional gender role principle prescribed a division of labor by sex and conferred great power on men. According to this principle, domestic activities such as cooking, childrearing, housekeeping, etc. are left for women while professional activities out side the home such as medication, construction, leadership, etc are enjoyed by men. Even in the world of work out side the home, women who went out for paid-work are limited to secretary, nursing, receptions, clerical work, elementary education, etc. In general, these authors, revising a number of studies and other documents of media, stated that men are shown in a wide variety of social roles and activities as well as portrayed as experts and leaders whereas women are more often restricted to domestic activities and family roles as well as to be good subordinates or followers.

A number of research evidences indicate that many people assume that men are good leaders while women are good followers as well as thought that women should not seek places in leadership (Forsyth, 1990; and Taylor, Peplau and Sears, 1997). Since leadership is traditionally viewed as masculine concept, women will not have vigor to enter this male dominated area (Hollander and Yodor, cited in Yalew, 1997). Surprisingly, the masculine concept of leadership is more often held by women thereby their participation in leadership position would be lagged behind (Denmark, 1993). It can, therefore, be concluded that this condition may create and encourage gender gap in leadership.

Many research results that examined the contemporary leadership positions, uncovered the absence of women from leadership and presence of gender gap in the field. For instance, Szilvia, Szabo, the vice- chairperson of commission on status of women in UN

economic and social council (2006) said that though women's visibility in public life had grown from 11.3% in 1995 to 16.3% in 2006, equitable access for women's participation in leadership remains still to be a challenge. Analyzing survey results from U.S Census Bureau and Department of labor, Osborn and Vicars (1976) stated that though women compose slightly more than 50% of the population of United States of America and 38% of the work force, only 18% women were placed in managerial position.

When we come to our country, according to a study made by Ministry of Labor and Social Affaires in 1988, as cited in the national policy on Ethiopian women (1993), it is indicated that from the total population employed in both private and government organizations, men constitute 82.1% while women constitute only 17.9%. The policy uncovered that the number of women in positions in authority is very low though it has been faint to speak the exact number of women held leadership position.

According to personnel statistics compiled by the Federal civil service Agency (2006), there are 490,363 permanent government office employees in Ethiopia. Of which 324,291(66.13%) are males and 166,072(33.87%) are females. From the report it is also possible to see that the number of female employees is increasing. For instance, the percentage of female employees in 1975 is closer to 18%, in 1985 it is nearly 22%, in 1995 it increased to about 36%, in 2005 it is closer to 33%; which is declined compared to the year 1995 which was 36%. Even in the reporting year the percentage is lower than the year 1995 though the number of female employees is increasing from 1975 to 2006 (i.e 18,206 in 1975; 43,134 in 1985; 85,315 in 1995; 139,685 in 2005 and 166,072 in 2006).

When we see the number of employees at the regional level, according to the same report there are a total of 117,191 government office employees in Amhara Region. Among which 73,303(62.6%) are males and 43,888(37.4%) are females, which shows a better female percentage than the national level.

At the Woreda level based on the primary data from Habru Woreda Capacity Building Office, there are about 508 employees at Woreda offices level. Of which 344(67.7%) are

males and 164(32.3%) are females. This shows that the percentage of female employees at the Woreda level is lower than both the Regional and national level.

In the civil service statistics it is impossible to get data about the number of women in leadership position. But a recent report of Amhara Regional State Civil Service Bureau shows that there are 160 high posts at the regional level. Of which only 4 (3.75%) are occupied by females. The same report indicates that only 28(39.4%) of the 71 leadership positions of North Wollo Zone Departments is held by females. This is much better than the leadership position females have at the regional level.

When we come to Habrun Woreda the focus of the research, there are 71 leadership positions. From these only 4(5.63%)are occupied by females. Among the four female leaders two are the head and vice head of the Woreda Office of Women's Affaire, which are commonly given for females at all levels. The rest two are from Woreda Court and Woreda Office of Water Resources at lower position: Administration and General Service head and Archive head respectively.

In spite of the observed gender- gap in access for leadership position, some research evidences indicate that there is also gender difference in application of leadership style (Eagly et al, cited in Franzoi, 2000; Forsyth, 1990; and Eagly and Karau, cited in Tylor, Peplau and Sears, 1997). According to these studies, men are more likely to apply task oriented leadership style while women are more likely to apply relationship oriented leadership style (participatory approach). The explanation for this gender discrepancy in leadership style might be attributed that women are more often encouraged to develop interpersonal skills and take responsibility since early in their development. Available research evidences, however, witnessed that there is no gender difference in leadership effectiveness. In other words, men and women are equally effective as leaders (Brown, cited in Forsyth, 1997).

According to Bartol (1974), the contemporary society is experiencing a period of significant change in the concept of women's role that can be reflected in the increasing

number of women who are planning in their lives around careers in the work world. He also stated that while the bulk of these women are in low paying, low skilled jobs, and legal and social forces are making it possible for women to acquire business positions entailing responsibility. The counter-arguing studies, however, indicate that although the gender gap in leadership has narrowed in recent years, it has not closed since the number of women in leadership is very low (Forsyth, 1990).

### **2.3 Attitude towards Female Leaders**

Literally, attitude refers to a negative or positive evaluation of objects (Schuman, cited in Franzoi, 2000), which partly determine human behavior. On the basis of this evaluation, people usually expect males and females to demonstrate gender link behavioral characteristics. Summarizing the works of many authors, Yalew (1997) stated that males are described by the sex role stereotypes of the society as aggressive, adventurous, self confident, creative, achieving, problems solver, competitive, able to lead and make decisions, and soon whereas females are perceived of fearful, concerned with domesticities, talkative, dependent, sensitive, emotional, passive, humanitarian, helpful, quite, etc.

Because of this stereotypic perspective, people male or female leaders/ subordinates are treated differently (Powell and Butterfield; and Schein, cited by the same author, 1997). As a consequence, examining a number of research results, Tsui and Gutek (1984), Forsyth (1990), and Taylor, Peplau and Sears (1997) showed that people may some times evaluate males favorably than females and vice versa in some other time or still in some other time may not show any sex difference in their evaluation.

According to Rise, Bender and Vitters, as cited in Yalew (1997) researchers who assessed the direct influence of sex role stereotypes on the evaluation and treatment of women and men in managerial and leadership positions disclosed that individuals who have traditional sex role orientations seem to have negative attitude and react unfavorably to female leaders.

A vice- chairperson of commission on status of women, Szabo (2006) stated that a wide range of stereotypical attitudes and practices impeded women's participation in decision-making processes.

Women are seen as lacking important leadership qualities. Regarding to this, Paludi as cited by Yohannes (2007) pointed out "Widely accepted stereotypes depict men, but not women, as as having the requisite skills and characteristics for managerial and leadership positions."

Other things being equal, Schein (2001) underscored that if managerial position is considered as "masculine" one, a male candidate appears more qualified by the virtue of sex typing of the position. This paves ways for discrimination in leadership.

These different treatments of women and men stem from the belief that women lack aggressiveness, leadership ability, competitiveness, ambition, required for management positions (Bond & Vinacke; Maier and Megargee, cited in Terborg, Peters, Illgen and Smith, 1977).

According to Adkinson cited in Yalew (1997), reviewing several researches revealed that women's absence from leadership position is as a result of the interaction of sex role stereotypes, occupational sex typing, socialization, and discrimination. The extent of discrimination is reflected on bias against women in personnel decisions that include among other things development, promotion, and supervision (Rosen & Jerdee, 1974; cited in Yalew, 1997). Rosen & Jerdee reported that sex stereotypes did appear to have subtle influences on both sexes. In 1973, Rosen & Jerdee found that women are not conceived of capable of leading organizations and institutions. They were placed in those traditional occupations that are considered appropriate for women, which mainly include clerical, nursing, teaching, and social services. Surprisingly, they indicated that "the tendency to devalue the women's performance is not limited to men. Women themselves view other women as professionally incompetent as compared to men". This result goes

along with some research outcomes (Wood & Karten, and Dovidio et al, cited in Yalew, 1997).

Moreover, stereotypically masculine traits were highly observed by traditionally oriented males. For instance O'Leary & Donoghue(1978) Stated that males were portraying characteristics such as self descriptive and committed to pursuing a career in business where success is achieved through competition whereas female subjects were found to adopt a behavior similar to a nontraditional oriented person. All these outcomes indicate that women are perceived as in capable of leading.

On the other hand, Muldrow and Bayton as cited in Yalew (1997) disproved the idea that there is difference in decision-making ability between men and women. These reporters reported that there were no significance differences between men and women executives on the types of decision tasks variables-decision latency, item importance, decision accuracy, amount of information used, decision confidence and decision flexibility-presented to them.

The same to the above, sex difference was not found as a factor influencing confidence and dogmatism. This result goes along with the findings of Edson that has been revised by Adkinson cited in Yalew (1997). According to Edson Females who don't conform to social stereotypes and seek managerial and administrative positions showed ambition, assertiveness, realistic assessment of administration as a career and were characteristically self-confident and competent. Though the debate on the leadership ability of men and women continues, recent results showed that men and women differ in their mental operation. Begley (1995) indicated that "...men and women in general have brains that work differently". And also the scientists warned us that the use of their brains in different ways doesn't mean they are different or one is superior or inferior to the other intellectually.

Finally, large number of researches has indicated that, regardless of the similarities of intellectual ability and behavior patterns of males and females, sex role stereotypes tend to stand at the background to make the sex of the leader male.

#### **2.4 Attitude towards Female Leaders in Ethiopia**

In traditional societies, there is a rigid distinction between what men and women should or should not do. In this regard, Williams and Best, as cited in Taylor, Peplau, and Sears (1997) stated that cross- cultural researchers indicate that traditional attitudes about gender roles are strongest in rural and non- industrialized societies.

As Yalew (1997) said, though studies in the area of attitude of the society towards females as leaders are available very scarcely or absent at all, one may assume that we are not more likely to escape from the influence of traditional attitude about gender roles since our country, Ethiopia, is regarded as non industrialized. Ababayehu, cited in Tesfaye (1996) found that women are marginalized from educational Administration. And also Yalew (1997) found that the society view females as in capable to lead, intolerant, fearful, suspicious, and ineffective as leaders irrespective of difference in age, educational level, sex and religion.

Heads of Bureaus are political appointees and yet women are not assigned as bureau heads with the exception of Women's Affaires Bureau. For instance when decision-making positions for the year 1997 is taken in Afar, Amhara, Gambella abn Southern regions, there were 19,12,13,and 16 bureau heads respectively but none of them was women (World Bank, 1998).

According to Panos Ethiopia (2001), as of many African countries, in Ethiopia, men than women are currently considered as being decision makers, manager, or leaders in society. In a panel discussion organized by commission on status of women (2006), Amy Mazur also stated that the number of women in decision making positions was increasing slowly, summarizing the main points of the report from expert group meeting on equal participation of women and men in discussion making processes held in Addis Ababa in October 2005.

As stated by Addissalem (2006) females in our society are considered as inferior, weak, dependent, receptive, and submissive. To sum up, in a research conducted in Debre Markos by Yohannes (2007) it has been stated that the majority of the respondents (96%) replied that men rather than women are elected (appointed) for leadership positions in their institutions (offices).

Recently the primary data from Amhara National Regional State Civil Service Bureau (2008) shows that there are only two Bureau Heads out of fifteen positions and this can witness the truth mentioned so far.

The arguments presented above may be supported by the following Amharic proverbs.

		Meaning
ምን ሴት ብታውቅ	Men set betawk	“however knowledgeable a woman may be
በወንድ ያልቅ	Bewoned yalek	the final decision rests with a man”
ሴት ልጅ በማጅት	Set lij bemajet	“woman’s place is in the kitchen while that of
ወንድ ልጅ በጅሎት	Wond lij bechilot	a man’s the court of law”( Yalew,1997).
የሴት ልባም	Yeset lebam	“ Aclever/wise women
የአህያ ቀንዳም	Yeahya qendam	a horned donkey (never exist)”
ማወራት ነዉ ሴትነት	Mawerate newe setnte	“ To talk is womanly;
መሥራት ነዉ ወንድነት	Meserate newe wondinet	to work is manly ”
ዉኃ የናጠና	Wuha yenatena	“One who believes a woman is like
ሴት ያመነ አንድ ነዉ	Set yamene anid newe	one who churns water” (Yeshi, 1995).

The statement of the National Policy on Women (1993) that emphasizes the number of women in authority position is very low can witness the truth. Thus, because of the gender stereotypes and any other reason the proportion of women leaders is very low and needs much attention to curb the situation, this is why this research is to be conducted.

## CHAPTER THREE

### 3. Research Design and Method

#### 3.1. Method

This study was designed to assess employees' attitudes towards women as leaders. For this end survey method of study was assumed to be best suited. Thus, the researcher followed procedures of survey method to collect and analyze data.

#### 3.2. Participants

This study was conducted in Habru Woreda of Amhara National Regional State. Participants were taken from the four main pools of the Woreda named Capacity Building, Administration, Agricultural and Rural Development and Finance and Economy. The target population of this study was both females and males working in government offices of the woreda. Accordingly, from each office 40% of the employees from both sexes were selected randomly. Thus, from the total of 508 office employees of the woreda (344males and 164 women) 204 employees (138 males and 66 women) were selected and the questionnaire was administered. All of the respondents filled out and returned the questionnaires.

For the focus group discussion (FGD) employees from different offices and positions were selected purposefully to make the samples representative of concerned bodies. The total number of discussants was 9. Of them 3 were females and 6 were males. Odd numbers was selected with the assumption that odd numbers work better than even numbers in braking conversations. (Dawson, 2002.)

The agreement with the discussants was reached five days before the actual discussion date. The date, time and venue of the discussion were informed to them.

The necessary materials for the discussion session such as pens and notebooks were bought two days before and a day before the actual discussion date the discussants were checked for their attendance.

### **3.3 Instruments**

Since the method of the research was survey, the instrument used to collect data was questionnaire, which consisted of a) 12 items on work behavior, b) 32 items on attitude of employees towards women as office leaders and c) 3 items about the causal attributions of employees' attitudes.

All of the work related behavior items and attitude items had five alternative responses. The alternatives are strongly agree, agree, cannot say, disagree and strongly disagree which were scored with values 5, 4, 3, 2, and 1 respectively for positive statements and scored inversely for negatively stated items.

The leading question on the causal attributions of employees' attitudes was "Yes" or "No" question. Following the leading question, five possible reasons for the positive and negative attitudes were listed to be ranked by respondents. The ranks given by the respondents were given values opposite to the magnitude of the ranks. The higher the rank, the lower the value given. To support the reliability of the study, in addition to questionnaire focus group discussion was used.

#### **3.3.1. Translation**

The questionnaire was initially prepared in English and translated into Amharic for administration. It was because Amharic is relatively more convenient than English for respondents.

#### **3.3.2. Validity**

As part of a validation process, 4 experts who are instructors in the departments of psychology from Addis Ababa University validated the questionnaire and focus group discussion questions. Based on their validation some of the items were restated and some others are rejected.

### **3.4. Pilot-Test**

The researcher prepared some of the items of the questionnaire and some of them were adapted from Yalew (1997) and Yohannes (2007) while the researcher developed all focus group items. Thus, to check the appropriateness and clarity of items pilot testing was done, the questionnaire was pilot tested with 20 employees. The respondents for pilot testing were taken randomly, one respondent from one office of different positions. Based on the pilot test result some corrections were taken such as changing the background items from open ended to close ended, changing some words in the different items.

### **3.5. Procedures of Data Collection**

Questionnaire and focus group discussion were the main tools used to collect data. After discussion with Woreda officials, five data collectors were recruited and were trained about the contents of the questionnaire and how to approach respondents during data collection. After training of data collectors, instrument was distributed for the participants getting their consent.

### **3.6. Data Organization and Analysis**

After the questionnaires are gathered, item discrimination (chi-square test), item total correlation and alpha reliability test was done.

#### **3.6.1. Item Analysis**

All the work related behavior items and all attitude items were found discriminating as their chi-square value was significant. But on item total correlation test, 11 of the 12 (exception of item 3) work related behavior items showed 0.4 and above, whereas on attitude items only 18 of the 32 items showed 0.4 and above correlation with the total value.

### **3.6.2. Factor analysis**

By excluding the items, which have an item total correlation value below 0.4, factor analysis was done for both scales. Four factors were extracted from 11 work related behavior items. Alpha reliability value for each of those 4 factors was found to be below 0.6. For this reason it was decided to abandon the analysis on the basis of the factors of work related behavior, and use total score of 11 items as a single variable.

Where as for attitude items, four factors were extracted from 18 items. Alpha reliability value for each of those four factors was found to be above 0.6. For this reason it was decided to perform the analysis on the basis of the factors of attitude. In factor analysis reliability was above 0.6 and the eighteen items are divided into four dimensions. Items 8,12,14,16,19, and 22 were put together and named as women's decision-making ability, items 11,13,15 and 29 as women's social interaction, items 23,27,28, and 31 as women's objectivity in decision-making and Items 1,6,7, and 9 were categorized in the same dimension and named as women's decision-making efficiency. The factor analysis result of the 18 attitude items is presented below (for detail please look at Appendix C).

Table 1: Factor analysis result of attitude items

Items	Component			
	1	2	3	4
Item1	3.031E-02	2.743E-02	.266	<b>.704*</b>
Item6	.210	.150	.168	<b>.693*</b>
Item7	.247	.493	-.042	<b>.472*</b>
Item8	<b>.473*</b>	3.733E-02	-.026	.390
Item9	.568	5.327E-02	.125	<b>.565*</b>
Item11	1.135E-02	<b>.618*</b>	1.088E-02	.204
Item12	<b>.666*</b>	.173	.220	-.193
Item13	-.090	<b>.785*</b>	7.576E-02	.129
Item14	<b>.620*</b>	-.047	.232	.184
Item15	.160	<b>.765*</b>	.158	-.026
Item16	<b>.436*</b>	.144	.335	.246
Item19	<b>.617*</b>	9.732E-02	.145	.336
Item22	<b>.596*</b>	.127	.297	.102
Item23	.194	.152	<b>.778*</b>	4.509E-02
Item27	.232	-.016	<b>.703*</b>	.113
Item28	.105	1.358E-02	<b>.698*</b>	.359
Item29	.156	<b>.755*</b>	-.074	-.094
Item31	.381	-.046	<b>.497*</b>	3.712E-02

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a Rotation converged in 9 iterations.

Table2: Reliabilities of attitude scale dimensions

Factor	1 Decision making ability (6 items)	2 Social Interaction (4 items)	3 Objectivity in decision making (4 items)	4 Decision making efficiency (4 items)	Total Scale (18 Items)
Alpha Reliability	0.728	0.734	0.721	0.708	0.843

The reliability for the group, which consists items 8,12,14,16,19,and 22 is 0.728 for the group consisting of items 11,13,15,and 29 is 0.734, for the group consisting of items 23,27,28,and 31 is 0.721 and for the group consisting of items. 1, 6, 7, and9 is 0.843.

After the data have been gathered tested for its reliability, different statistics were used for analysis. Chi-square was employed to check whether there is significant difference in responses of respondents to work behavior statements and attitudes toward women as

leaders. Two-tailed t-test was used to compare the mean scores of sex. One-way ANOVA was used to examine the effects of different variables on attitudes of employees towards women such as work behavior, educational status, and salary group. Pearson's correlation is used to assess the relationship between work behavior and attitude of employees

## **CHAPTER FOUR**

### **4. Results**

The findings obtained by employing questionnaire and focus group discussion are presented in five major sections. In the first part, the demographic characteristic of respondents is summarized. In the second section, the agreement level of respondents to the work related behaviors of respondents are presented. The third part presents the attitude of employees (both sexes) towards women as leaders. In the fourth part the beliefs of employees on women's leadership ability and their causal attributions are summarized and the last section presents the result of the focus group discussion.

#### **4.1 Demographic Characteristics of Respondents**

Two hundred four employees were taken as respondents and the result obtained about their demographic characteristics is summarized as follows.

**Table 3: Demographic Characteristics of Respondents**

No.	Characteristics	Respondents				Total
		Male		Female		
		No.	%	No.	%	
1	Sex	138	68	66	32	204
2	Age					
	• 18-26 years	29	21.01	25	37.87	54
	• 27-35 years	57	41.30	31	46.96	88
	• 36-44	31	22.46	9	13.63	40
	• 45 years and above	21	15.21	1	1.51	22
3	Educational level					
	• Primary education complete	1	0.72	2	3.03	3
	• Secondary school complete	43	31.15	33	50	76
	• TVT/College Certificate or Diploma	57	41.3	26	39.39	83
	• First degree and above	37	26.81	5	7.57	42
4	Years of service					
	• 1-9 years	65	47.1	48	72.72	113
	• 10-18 years	37	26.81	13	19.69	50
	• 19-27 years	27	19.56	5	7.57	32
	• 28 years and above	9	6.52	--	--	9
5	Current occupation					
	• Professional science	41	29.71	6	9.09	47
	• Medium professional	42	30.43	21	31.81	63
	• Administration	16	11.59	2	3.03	18
	• Secretary and finance	18	13.04	25	37.87	43
	• Handicrafts	1	0.72	--	--	1
	• Guard and labor	9	6.52	9	13.63	18
	• Others (executives, judges, prosecutors)	11	16.66	3	4.54	14
6	Salary per month in Birr					
	• 151-650	22	15.94	24	36.36	46
	• 651-1400	71	53.62	35	53.03	106
	• 1401-2350	38	27.53	7	10.60	45
	• Above 2350	7	5.07	--	--	7

As it is indicated in table 3 above, 138 (68%) of the respondents are males and 66(32%) of the respondents are females.

Concerning the age of respondents, 21.01% males are from 18-26 years, 41.3% are 27-35 years, 22.46 are 36-44 years, and 15.21 are 45 and above years. On the other hand 37.87% females are 18-26 years, 46.96% are 27-35 years, 13.63% are 36-44 years and 1.51% are 45 and above years.

Regarding the educational level of respondents, 37.87% of females completed primary education, 46.96% of females completed secondary education, 13.63% of them are certificate and diploma holders and 1.51% of females are first degree graduates. On the other hand 0.72%, 31.15%, 41.3%, and 26.81% of males are primary education completers, secondary school completers, certificate and diploma holders and first-degree completers respectively.

Respondents were requested about their total years of experience and the results found are the following. The proportion of employees who have experience of 1-9 years (72.72% women and 47.1% men), 10-18 years (26.81% men and 19.69% women), 19-27 years (19.56% men and 7.57% women) and 28 years and above (6.52% men and no women) respectively.

Respondents were asked about their current occupation and the following results are found. The proportion of employees who work at professional science level (29.71% men and 9.09% women), medium profession (31.81% women and 30.43% men), administration (11.59% men and 3.03% women), secretary and finance (37.87% women and 13.04% men), Handicrafts (0.72% men and no women) Guard and labor (13.63% women and 6.52% men), and others like executives, judges and prosecutors (16.66% men and 4.54% women).

Besides, table 3 shows the salary of employees. Those, whose salary lies between 151-650 birr accounts 15.94% men and 36.36 % women. 53.62% men and 53.03% women

earn salaries in the range 651-1400 birr. The proportion of employees who earn salaries in the range 1401-2350 accounts for 27.53% men and 10.60 % women. Only 5.07% of men and none of women earn salaries in the range 2351 and above.

**4. 2. Respondents’ level of agreement on work related behaviors**

A total of 12 statements about work behavior were presented for respondents. And respondents were asked to indicate their level of agreement as strongly agree, agree, cannot say, disagree and strongly disagree. Their responds were coded by giving values 5,4,3,2, and1 for strongly agree, agree, cannot say, disagree and strongly disagree respectively. The responses of the respondents to those statements are presented below in terms of means, standard deviations and t-test values.

Table 4: Means, standard deviations and t-test values of the work related behavior of employees for sex groups(Males n=138; Females n=66)

Variable	SEX	Mean	Std. Deviation	t-test value	Sig. (2-tailed)
Work behavior total scale	F	43.9091	6.11613	-1.716	.089
	M	45.4203	5.36658		

As shown in Table 4 above, there were no significant mean differences between male and female employees. In this regard, the higher the mean score means the employees have more acceptable the work related behaviors.

The t-test of the study further found that there was no significant difference between male and female employees in most of work behaviors.

**4.3. Attitude of employees towards women as leaders**

Out of the 32 items presented for two hundred four (138 men and 66 women) employees, only eighteen items with item total correlation 0.4 and above were selected. After factor analysis was done the selected items were grouped into four dimensions as women’s a) decision-making efficiency, b) decision-making ability, c) social interaction and d)

objectivity in decision-making. The result presented below in terms of t-test is significance of difference between male and female on the attitude and its dimensions.

Table 5a: Means, standard deviations and t-test values of the attitude towards women as leaders for sex groups.

Variable Attitude Dimension	SEX	N	Mean	Std. Deviation	t-values	Sig. (2-tailed)
Decision-making efficiency	F	66	15.8939	3.67163	1.337	.184
	M	138	15.1739	3.44066		
Decision making ability	F	66	23.6667	4.95001	1.542	.126
	M	138	22.5725	4.27160		
Social interaction	F	66	16.2879	2.82715	8.853*	.000
	M	138	12.2826	3.39598		
Objectivity in decision making	F	66	15.1667	3.62293	1.434	.154
	M	138	14.4203	3.15491		
Attitude Total Score	F	66	71.0152	11.22291	3.998*	.000
	M	138	64.4493	10.43231		

As shown in the Table 5a, there were significant mean differences between male and female employees for only the social interaction dimension. In this case, the higher the mean score means the more the positive attitude toward women as leaders. When we see each dimensions in detail, male and female employees don't differ in attitude in women's decision-making efficiency, decision-making ability and objectivity in decision making.

The t-test of this study further found that there was significant attitude difference between male and female employees on total scores. That means female employees perceive women more positively (Mean=71) than males (Mean=64.4). However, this result needs to be seen in light of significant difference in one of the dimensions.

In the following table the result of one-way ANOVA on women's decision-making efficiency, decision-making ability, social interaction and objectivity in decision-making across educational level are presented.

Table 5b: One-way ANOVA summary table for employees' attitude towards women across educational status (Males n=138; Females n=66)

Dependent Variable	(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.
Decision making efficiency	Primary Complete	Secondary Complete	.26316	2.06407	.999
		Certificate/diploma	-.97590	2.06076	.965
		First degree and above	-.52381	2.09556	.995
	Secondary complete	Certificate/diploma	-1.23906	.55671	.120
		First degree and above	-.78697	.67420	.648
	Certificate/diploma	First degree and above	.45209	.66400	.904
Decision making ability	Primary compete	Secondary complete	-1.96491	2.67051	.883
		Certificate/diploma	-2.44177	2.66623	.796
		First degree and above	-2.59524	2.71125	.774
	Secondary complete	Certificate/diploma	-.47685	.72028	.911
		First degree and above	-.63033	.87228	.888
	Certificate/diploma	First degree and above	-.15347	.85909	.998
Social interaction	Primary compete	Secondary complete	2.36842	2.18537	.700
		Certificate/diploma	2.10843	2.18187	.769
		First degree and above	3.30952	2.21870	.444
	Secondary complete	Certificate/diploma	-.25999	.58943	.971
		First degree and above	.94110	.71382	.552
	Certificate/diploma	First degree and above	1.20109	.70302	.322
Objectivity in decision making	Primary compete	Secondary complete	2.48246	1.94449	.579
		Certificate/diploma	2.06426	1.94137	.712
		First degree and above	1.16667	1.97415	.935
	Secondary complete	Certificate/diploma	-.41820	.52446	.856
		First degree and above	-1.31579	.63514	.166
	Certificate/diploma	First degree and above	-.89759	.62553	.479
Grand total	Primary compete	Secondary complete	3.14912	6.55150	.963
		Certificate/diploma	.75502	6.54100	.999
		First degree and above	1.35714	6.65144	.997
	Secondary complete	Certificate/diploma	-2.39410	1.76704	.529
		First degree and above	-1.79198	2.13995	.837
	Certificate/diploma	First degree and above	.60212	2.10759	.992

As can be observed in Table 5b, there was no significant difference among educational status groups in attitude towards women's decision-making efficiency,

decision-making ability and objectivity in decision-making. The result reveals that employees regardless of their educational level have similar attitude towards women as leaders.

In the following table the result of one-way ANOVA on women's decision-making efficiency, decision-making ability, social interaction and objectivity in decision-making across salary groups is presented.

Table 5c: One-way ANOVA summary table for employees' attitude towards women across salary groups (Males n=138; Females n=66)

Dependent Variable	(I) salary	(J) salary	Mean Difference (I-J)	Std. Error	Sig.
Decision making efficiency	151-650	651-1400	-1.52010	.61558	.068
		1401-2350	-1.27440	.73102	.304
		>2350	.34783	1.41450	.995
	651-1400	1401-2350	.24570	.62033	.979
		>2350	1.86792	1.36060	.518
	1401-2350	>2350	1.62222	1.41657	.662
Decision making ability	151-650	651-1400	-2.01395	.79068	.056
		1401-2350	-1.03575	.93896	.688
		>2350	-1.24845	1.81687	.902
	651-1400	1401-2350	.97820	.79679	.610
		>2350	.76550	1.74763	.972
	1401-2350	>2350	-.21270	1.81953	.999
Social interaction	151-650	651-1400	.37531	.66119	.942
		1401-2350	.64638	.78518	.843
		>2350	-.08696	1.51931	1.000
	651-1400	1401-2350	.27107	.66629	.977
		>2350	-.46226	1.46141	.989
	1401-2350	>2350	-.73333	1.52154	.963
Objectivity in decision making	151-650	651-1400	-1.42781	.57916	.069
		1401-2350	-.86135	.68777	.594
		>2350	.90373	1.33082	.905
	651-1400	1401-2350	.56646	.58363	.766
		>2350	2.33154	1.28011	.266
	1401-2350	>2350	1.76508	1.33277	.549
Grand total	151-650	651-1400	-4.58655	1.94504	.089
		1401-2350	-2.52512	2.30980	.694
		>2350	-.08385	4.46939	1.000
	651-1400	1401-2350	2.06143	1.96005	.719
		>2350	4.50270	4.29908	.722
	1401-2350	>2350	2.44127	4.47595	.948

As can be seen in Table 5c, there was no significant difference among salary groups in attitude towards women's decision-making efficiency, decision-making ability and objectivity in decision-making the result reveals that employees regardless of their salary amount have positive attitude towards women as leaders.

The following indicates the analysis made to assess the relationship between employees' self-reported work behavior and their attitude towards women as leaders. The result is described next to the table.

Table 5d. Correlation result of employees; work behavior total and women's decision-making efficiency, decision-making ability and objectivity in decision-making.

Attitude Dimensions	Work behavior total
Decision making ability	.261**
Social interaction	.139*
Objectivity in decision making	.122
Decision making efficiency	.331**
Attitude total	.295**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

As can be observed in Table 5d above, the work related behavior of employees is directly correlated to most of attitude dimensions. The work behavior is not correlated to their attitude towards women's objectivity in decision-making. The correlation result generally indicates that the work related behavior of employees is positively correlated to attitude dimensions. Though it requires further research to establish cause and effect relationship between work related behavior and attitude of employees, the positive correlation may indicate that the employees' positive attitude towards women as leaders could be the result of their positive perception of work related behavior.

#### 4.4. Respondents' beliefs towards women's leadership ability and their causal attributions to their beliefs.

In this section, respondents were requested whether they believe that women are good at leading or not and to arrange their perceived reasons for their beliefs in a rank order. The results are summarized hereunder.

Table 6. Respondents' beliefs on women's leadership ability and their causal attributions

No	Item	Respondents											
		Male				Female				Total			
		No.		%		No.		%		No.		%	
1	Do you believe that women are good at leading?												
	• Yes	103	74.63	62	93.93	165	80.88						
	• No	35	25.36	4	6.06	39	19.11						
2	If your answer for number one is "Yes", put your reasons in rank order	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Mean(Rank)	
		M	F	M	F	M	F	M	F	M	F	M	F
	2.1.Women have multidimensional personality	37	18	23	16	20	18	22	10	1	-	2.76 (1)	3.45 (2)
	2.2.Women approach workers as their family members	26	8	29	16	31	17	17	21	-	-	2.70 (2)	2.98 (4)
	2.3.Women can create peaceful work environment	10	8	31	19	34	17	28	18	-	-	2.40 (4)	3.07 (3)
	2.4.Women are more tactic full than men	29	28	19	11	18	10	34	13	3	-	2.50 (3)	3.63 (1)
	2.5. Other, (women are not susceptible for corruption, they are honest)	1	-	1	-	-	-	2	-	4	2	2.12 (5)	1 (5)
3	If your answer for number one is "No", put your reasons in rank order	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Mean (Rank)	
		M	F	M	F	M	F	M	F	M	F	M	F
	3.1.Women are born for kitchen works and work at home	-	-	4	1	7	2	19	1	5	-	2.28 (5)	3.00 (4)
	3.2. Women are dependent on men for every activity	11	-	5	2	14	1	5	1	-	-	3.57 (2)	3.25 (2)
	3.3.Women have less political and social awareness	19	4	11	-	5	-	-	-	-	-	4.4 (1)	5.00 (1)
	3.4. Women are not respected as leaders by their followers	3	-	15	1	8	1	9	2	-	-	3.34 (3)	3.25 (3)
	3.5. Others, (low educational status, lack of models, lack of self confidence)	2	-	-	-	1	-	2	-	1	-	3.00 (4)	--

As indicated in table 6 above, the total of 204 (138men & 66 women) respondents were asked whether they believe that women are good at leading or not. Among them, 103(74.63%) of men, 62(93.93%) of women and total of 165(80.88%) of respondents answered that they believe women are good at leading.

Regarding their causal attributions for their beliefs, women sample selected the following in rank orders. Women are more tact full than men as first rank, women have multidimensional personality as second rank, women can create peaceful work environment third rank, women approach workers as their family members as forth rank, and women are not susceptible for corruption and they are honest as fifth rank.

While men respondents put causal attributions for their positive belief as: women have multidimensional personality as first rank, women approach workers as their family members as second rank, women are more tactic full than men as third rank, women can create peaceful work environment as fourth rank, and women are not susceptible for corruption and they are honest as fifth rank.

On the other hand, women and men respondents who don't believe that 'women are good at leading' had indicated the causal attributions as: women have less political and social awareness as first rank, women are dependent on men for every activity as second rank, women are not respected as leaders by their followers as third rank. Women are born for kitchen works and work at home became the fourth reason for female respondents and fifth for males. And male respondents' forth reason is that, women have low educational status, lack of female leader models, lack of self-confidence.

#### **4.5. Result of Focus Group Discussion (FGD)**

The questions presented for the focus group discussants were the following.

1. What qualities are expected from a leader?
2. Do you think that sex (gender) is one of the qualities or characteristics of a leader? If so, which gender leads better?
3. What are the main reasons for the low number of women in leadership positions in your woreda?
4. How much committed are women in preparing themselves for leadership positions?
5. What is expected from employees (both genders) to increase the number of women in leadership positions?

Regarding the first question, the discussants mentioned and agreed on the following points as the qualities expected of a leader:

- better educational status than his/her followers
- free from any addiction (alcohol, chat, cigarettes...)
- self confident
- respected by the community (out side the work place)
- just, free of partiality
- honest and committed
- rational (one who believes in reasons and not rigid)
- democrat (one who believes in team work)

On the second question, though one female discussant strongly argued that sex should be one of criteria in assigning leaders because women have better personality and are most of the time free from corruption, most of the discussants said that sex doesn't matter one's leadership qualities since it is natural and leadership ability is mostly a learned behavior.

For the low number of women in 'leadership position' in Habru Woreda the discussants mentioned the following reasons.

- ***The child rearing practice of the society***: previously females were considered as less capable than males by the society. And females grew up in a way that makes them passive and inferior.
- ***Women are over loaded***: women are engaged in both office (outside) works and kitchen works and the unwillingness of men to assist women in the household works.
- ***Low motives of women themselves***: though women have the possibility to come into power, they are not ready and voluntary to take the responsibility because of their lower political awareness and participation. Unless they are members of the ruling political party, they will not come to especially the top positions.
- ***Men's misperception about women***: most men even who are employees of offices and educated don't accept women's leadership ability more than theory. And most of the time men do not respect women as their leader. Men are not in a position to share leadership positions for women.

Regarding the fourth question, the discussants agreed that most of women are not committed to take leadership positions. This is because of their low educational and training access, lack of experience and low acceptance of women as leaders by their society members (though this attitude is decreasing). They stated that, according to their woreda experience, those women who got the access of trainings about current women situations around the world are relatively ready to be leaders. The discussants concluded that, by this time, most women are not committed in preparing themselves for leadership positions rather they themselves prefer men to be their leaders when they are given the chance to elect.

Finally, the discussants were asked *what is expected from employees to increase the number of women in leadership positions*. Accordingly, the participants suggested the following.

- Men should share house hold activities
- Men should be ready to share leadership positions for women
- Both men and women should accept all types of occupations equally (no occupation is created for a single sex).
- Women should actively participate in political and social affaires
- Women should organize themselves and participate in different awareness raising trainings.

## **CHAPTER FIVE**

### **5. Discussion**

In this part of the study, the main results obtained from this research are discussed in relation with previous study findings in the area.

#### **5.1. Work related behaviors of employees**

In this study, the self-reported work behaviors of women employees are not different from male employees as per their self reports. Both gender employees showed almost the same mean values for work related behavior statements. This finding is against to other research results (Yohanness, 2007), that women are left in repetitive and time-consuming works; they are honest, indecisive dependent, sensitive to others more than men. This result need to be seen as self reported work behavior, and not objective measures of their work behaviors.

This empirical data is also supported by the focus group discussants. The discussants stated that, in these days, women and men are not different in their work preferences. Both compete for the same types of work with out any limitation, though the gap is significant in the society.

#### **5.2. Attitude of employees toward women as leaders**

The result of this study revealed those employees in Habru Woreda, perceived women's decision-making efficiency, decision-making ability and objectivity in decision-making positively irrespective of differences in sex, educational status, and salary level.

In the study, both women and female employees agree that women are efficient, able, socially interactive and objective as men in leading. And they reasoned that women have multidimensional personality (Mean=3.67), are more tact full than men (Mean=3.55), approach workers as their family members (Mean=3.45), can create peaceful work environment (Mean=3.24) and women are not susceptible for corruption, they are honest (Mean=1.9).

This result is in agreement with other findings (Muldrow and Bayton, 1979: cited in Yalew, 1997), which disproved the idea that there is significant difference in decision-making ability between men and women. They reported that there were no significant differences between men and women executives on the types of decision tasks variables- decision tendency, item importance, decision accuracy, amount of information used, decision confidence, and decision flexibility.

Moreover, this result supports the findings of Edson that has been revised by Adkinson (cited in Yalew, 1997), that female who don't confirm to social stereotypes and seek managerial and administrative positions showed ambition, assertiveness, realistic assessment of administration as a career and were characteristically self confident and competent.

On the other hand, the result of this research contradicts other findings (Paludi, 2002: cited in Yohannes, 2007), that pointed out "widely accepted stereotypes depict men, but not women, as having the requisite skills and characteristics for managerial and leadership positions."

Moreover, Schein (2001) underscored that if managerial position is considered as "masculine" one, a male candidate appears more qualified by the virtue of sex typing of the position. This paves ways for discrimination in leadership. Other research results (Rosen& Jerdee, 1974; cited in Yalew, 1997) reported that sex stereotypes did appear to have subtle influences on both sexes. Rosen& Jerdee found that women are not conceived of capable of leading organizations and institutions. They were placed in those traditional occupations that are considered appropriate for women, which mainly include clerical, nursing, teaching, and social services. Surprisingly, they indicated, "the tendency to devalue the women's performance is not limited to men. Women themselves view other women as professionally incompetent as compared to men.

The result of this finding also opposes that of Yalew (1997) which states that the society views women as incapable to lead, intolerant, fearful, suspicious, and ineffective as leaders irrespective of differences in age, educational level, sex and religion, and that of Addissalem (2006) which states that females in our society are considered as inferior, weak, dependent, receptive, and submissive. This may be due to the reason that employees have better educational and information access than the society.

Though employees have positive attitude toward women as leaders, in the focus group discussion, employees didn't deny that women as leaders are perceived negatively in the society. This shows the agreement of the result with that of Yalew (1997) mentioned above.

Thus, in this study the attitude of employees towards women as leaders is positive. Which is different from that of Yalew (1997) and Addissalem (2006), which were conducted at the general publicity level? This may show that government employees have better awareness about gender issues than the actual society members on women as potential leaders.

## CHAPTER SIX

### 6. Summary, Conclusions and Recommendations

#### 6.1 Summary and conclusions

The main purpose of this study was to assess the attitude of employees towards women as leaders and their causal attributions of attitude. Towards this end, the following research questions were posed:

1. Do men and women differ in their perception of work related behaviors?
2. Do men and women differ in attitude towards women as leaders?
3. Is there any relationship between educational qualification and amount of salary with attitude of employees toward women as leaders?
4. What are the causal attributions of employees' attitudes towards women as leaders?

In order to answer the above questions, a questionnaire consisting of a) work related behavior measure and b) attitude towards women as leaders was administered to 204(138 males & 66 females) randomly selected government office employees. Moreover, supportive data were collected through focus group discussion. Then the collected data were analyzed using statistics such as percentage, mean, t-test and one-way ANOVA. Results from these statistical analyses have revealed the following:

1. The t-test of the study found that there was no significant difference between male and female employees in the self-reported of work related behaviors. Moreover, the correlation result revealed that work behavior of employees is positively related to their attitude towards women as leaders. This indicates that the employees' positive attitude might be resulted from their positive self reported work behaviors.

2. Though both male and female employees have positive attitude towards women as leaders there is a significance difference between them. That means the mean value of females is 71 and that of males is 64.4, indicating females consider more than males on women as leaders.
3. No significant difference in attitude is found across the educational and salary groups of employees. This means the attitude of employees is not related to their education level and amount of salary.
4. As it can be observed in the result section, 80.88% of the participants responded that they believe women are good at leading. Consequently, they put their reasons in rank order as: women have multidimensional personality (first), are more tactic full than men (second), approach workers as their family members (third), can create peaceful work environment (forth) and women are not susceptible for corruption, they are honest (fifth).

## 6.2. Recommendations

This study has indicated that government employees of Habru Woreda have positive attitude towards women as leaders. On the other hand, the number of women in leadership positions is very low (as mentioned in the literature part only 4 from 71 positions). Previous studies pointed out that the society has stereotypical attitude towards women as leaders and this is supported by the focus group discussants. As stated by the discussants, even the positive attitude of employees is not practical enough.

The stereotypical attitude against women in Ethiopia is deep-rooted. Though it is difficult to bring about change in societies' attitude and narrowing gender gap in leadership positions, the following recommendations are made based on the findings of the study.

1. Women need to be empowered in education, economy, politics, etc. to let them assume and compete for leadership positions equal to men.
2. Continuous awareness raising programs need to be established on the meaning, sources and consequences of gender-based stereotyping at the society level.
3. Male government employees, having positive attitude towards women as leaders, need to be practical models for society members in nominating women for positions and by sharing positions.
4. Female government employees need to be practical models for house ladies in competing for positions as men in all sectors beyond the Women's Affairs Offices.
5. Civil societies, including professional groups, Non Governmental Organizations, private societies, the media, the academic and research organizations are expected to play key roles in addressing gender-based stereotyping.
6. Finally, since gender-based stereotyping and women empowerment are not issues of women only, to make the issues common for both sexes, as the participants of the focus group discussion suggested, the Office of Women's Affairs need to be replaced by (renamed as) Office of Gender Affairs.

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*Appendices*

*Appendix A*

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES DEPARTMENT OF PSYCHOLOGY**

**Questionnaire**

**Instructions:** This questionnaire is prepared to collect data that will be used for writing my Thesis as partial fulfillment of M.A. Degree in Social Psychology of Addis Ababa University. This questionnaire consists of three parts and you are requested to give your responses according to the requirement of each part. Part I presents personal background data, part II presents list of work related behaviors that need your best choice. Part III consists statements that need your level of agreement and in part IV list of reasons for your agreement/disagreement are presented. Note that there is no right or wrong answer for each statement or question. I would like to assure that the collected data will be used only for educational purpose and kept very confidentially. Thus, you are kindly requested to fulfill the questionnaire appropriately.

Thank you in advance for taking time and filling out this questionnaire.

**PART I: PERSONAL BACKGROUND**

Please answer the following questions by putting "X" or by writing the appropriate answer where needed.

1. You are        male                          female
2. Your age in years     18-26     27-35     36-44     45 and above
3. Your level of education     up to primary school completion  
 Up to secondary school completion     TVET/ College certificate /diploma      
First degree and above
4. Your total years of service/ work experience in any organization/  
 1-9     10-18     19-27     28 and above
5. Your work     professional science     medium professional  
 Administration     Secretary and finance     Handcrafts  
 Guards and labor     others(specify) \_\_\_\_\_
6. your salary (in Birr)     151-650     651-1400  
 1401-2350     Above 2350

## Part II. INSTRUCTION FOR RESPONDENTS

Here are statements about work related behaviors. Put an "X" mark against the statement that best describes your level of agreement from the given alternatives.

Items	S.Agree	Agree	Can't Say	Disagree	S.Disagree
1. I am willing to take requests from colleagues					
2. I consider individual difference in decision					
3. I want to influence others and act as leader					
4. I am sensitive to others' feelings					
5. I welcome any failure related to my work					
6. I believe in peer supervision					
7. I don't complain about work and work conditions					
8. I ask the support of others in my work					
9. I have consistent stand					
10. I am competent enough to do every work by myself					
11. I pass decisions only on the basis of the organization's policy					
12. I believe in performance appraisal					

### Part III. INSTRUCTIONS FOR RESPONDENTS

Dear respondent, the statements listed below describe women in society by different people. There is no right or wrong agreements, only opinions. You are requested to express your feeling about each statement by putting ‘X’ against your choice from the alternatives listed on the right side of the statements as strongly agree, Agree, Cannot say, disagree and strongly disagree

N0.	Statements	S. Agree	Agree	Can't Say	Disagree	S. Disagre
1	Generally women have no good leadership quality because they are often observed to be so quite in many activities.					
2	A woman should not expect to go exactly to the same places or to have quite the same freedom of action as men.					
3	Women should be given equal opportunity with men for various training programs.					
4	Generally women do not have courage to control employees in utilization of resources even if they have power to do so.					
5	Under modern economic conditions with women being active outside the home, men should share household tasks such as washing dishes and doing the laundry or baby sitting.					
6	On the average, women should be regarded as less capable of contributing to economic production than men.					
7	Generally women are as capable as man to propose decision.					
8	Women should be concerned with the activities of childrearing and housekeeping rather than desiring for professional or business careers.					
9	The intellectual leadership of the community should be largely in the hands of men than women because women are not capable enough in a critical situation					
10	There are many jobs in which men should be given preference over women in being hired or promoted					
11	Women can be effective in leadership than men because they have better interpersonal relation skills.					
12	Women aren't fair in treating similarly their male and female subordinates.					
13	In general, women follow democratic style of leadership more than men					
14	Women don't keep secrets and many things are easily publicized hence should not hold higher positions.					
15	It is worthwhile to place women in leadership position because they are wiser in solving a problem than men.					
16	Women aren't confident enough to pass on critical decisions.					
17	Provided equal access; women are more efficient and effective in resources management than men.					
18	There should be a strict merit system in job appointment and promotion regardless of gender.					
19	In general, the men rather than the women should make official decisions.					
20	Women should assume their rightful places in business and all the professions along with men.					

21	Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.					
22	Generally women as leaders are incapable of handling challenging problems.					
23	Women give more attention for rumors than concrete facts in decision-making process.					
24	Women are softhearted and they succumb to their subordinates' feelings					
25	Women handle and treat clients better than men.					
26	Mostly, women pass hasty decisions because they are emotional.					
27	Women are rigid and make decisions without considering situations.					
28	Women use their leadership power to revenge male subordinates because of their inferiority complex.					
29	Women have a better persuasive ability than men to convince and lead their followers.					
30	Women generally do not have motive for leadership role					
31	Women don't have consistent stand					
32	Women find it easier and quicker to delegate responsibilities to their followers than doing by themselves.					

**PART IV. INSTRUCTIONS FOR RESPONDENTS**

Answer the following questions based on the statements about women presented in part III above.

- 1. Do you believe that women are good at leading?    A) Yes    B) No
  
- 2. If your response for question number 1 is “Yes” on the perceived reasons from the list below, give ranks; rank 1 to most important reason, rank 2 to next important and the like.

Women generally:

Rank

- \_\_\_\_\_ have multidimensional personality
- \_\_\_\_\_ approach workers as their family members
- \_\_\_\_\_ can create peaceful work environment
- \_\_\_\_\_ are more tactic full than men
- \_\_\_\_\_ other, specify \_\_\_\_\_

- 3. If your response for question number 1 is “No” on the perceived reasons from the list below, give ranks; rank 1 to most important reason, rank 2 to next important and the like.

Women generally:

Rank

- \_\_\_\_\_ are born for kitchen works and work at home
- \_\_\_\_\_ are dependent on men for every activity
- \_\_\_\_\_ have less political and social awareness
- \_\_\_\_\_ are not respected as leaders by their followers
- \_\_\_\_\_ other, specify \_\_\_\_\_



**ክፍል ሁለት:-**

የመጠይቁ አሞላል:-ከዚህ ቀጥሎ ከሥራ ጋር ተያያዥነት ያላቸው ባህሪያትን የሚገልፁ ዓረፍተ ነገሮች ቀርቦዋል። ከእያንዳንዱ ዓረፍተ ነገር አንፃር በጣም እስማማለሁ እስማማለሁ ምንም አልልም አልስማማም እና በጣም አልስማማም የሚሉ አማራጮች አሉ። የእርስዎን ስምምነት ከሚያክለው አማራጭ ግርጌ የ"✓" ምልክት በማስቀመጥ ይመልሱ።

ተ. ቁ	ዓረፍተ ነገር	በጣም እስማማለሁ	እስማማለሁ	ምንም አልልም	አልስማማም	በጣም አልስማማም
1	ከባልደረቦቹ የሚቀርቡልኝን ጥያቄዎች ለቋቋበል ዝግጁ ነኝ					
2	ውሳኔ ለማሳለፍ በግለሰቦች መካከል ያለ ልዩነትን ግምት ውስጥአስገባለሁ					
3	በሌሎች ላይ ተጽእኖ ማሳደርና እንደ ሥራ መሪ ማስተባበር እችላለሁ					
4	የባልደረቦቹን ስሜት እረዳለሁ					
5	ከሥራዬ ጋር በተያያዘ የሚከሰት ድክመትን በፀጋ እቀበላለሁ					
6	በአቻላቻ ምልክታ/ሱፐርቪዥን/አምናለሁ					
7	በሥራና ከሥራ ጋር በተያያዙ ሁኔታዎች አላማርርም					
8	በስራዬ ላይ የሌሎችን ድጋፍ እጠይቃለሁ					
9	የማይለዋወጥ/የማይቀየር/ አቋም አለኝ					
10	ማንኛውንም ሥራ በራሴ ለማከናወን ብቁ ነኝ					
11	ውሳኔዎችን በድርጅቱ /በመ/ቤቱ ሕግና ደንብ ላይ ብቻ ተመስርቶ አሳልፋለሁ/አሰጣለሁ/					
12	በሥራ አፈፃፀም ግምገማ አምናለሁ					

**ክፍል ሶስት**

**የመጠይቁ አሞላል:-** ከዚህ ቀጥሎ በሰንጠረዥ ውስጥ ለቀረቡት ዓረፍተ ነገሮች ክፍት ለፊታቸው “በጣም እስማማለሁ” “እስማማለሁ” “ምንም አልልም” “አልስማማም” እና “በጣም አልስማማም” የሚሉ አማራጮች አሉ።

ከቀረቡት ሀሣቦች ፊት ሰፊት በተስማሙበት አማራጭ ግርጌ የ“X” ምልክት በማድረግ መልስ ይስጡ። ለየትኛውም ዓ.ነገር ፍጹም ትክክል ወይም ፍጹም ስህተት የሚባል መልስ የሰውም። ስለዚህ ከእርስዎ የሚጠበቀው የገል ስተደየትዎን ከተሰጡት አማራጮች በመምረጥ መመልስ ብቻ ነው።

ተ. ቁ.	ዓረፍተ ነገር	በጣምእስማማለሁ	እስማማለሁ	ምንምአልልም	አልስማማም	በጣምአልስማማም
1	በአጠቃላይ ሴቶች በሀብት ጉዳዮች ላይ ዝምታን ስለሚመርጡ ጥሩ የመሪነት ብቃት የጉድላቸዋል።					
2	ሴት ከወንድ እኩል ደረጃን መጠበቅም ሆነ ተመሳሳይ ነፃነት ሊኖሩት አይገባም።					
3	ሴቶች በተለያዩ ሥልጠናዎች ከወንዶች እኩል የመሳተፍ እድል ሊሰጣቸው ይገባል።					
4	በአጠቃላይ ሲታይ ሴቶች ሥልጣኑ ቢኖራቸው እንኳን ንብረትን በቁጥጥር ሥር ለማድረግና ለመጠቀም ድፍረት የላቸውም።					
5	ሴቶች ከቤት ውጪ ባሉ ተግባራት ላይ ንቁ ተሳታፊ ስለሆኑ ወንዶች የቤት ውስጥ ሥራዎችን ለቃና ልብስ ማጠብ፣ቤት ማጽዳት፣ ህፃናት መንከባከብ.../ መጋራት አለባቸው።					
6	በአማካይ ሴቶች ለምጣኔ ሀብት ዕድገት የሚያደርጉት አስተዋጽኦ ከወንዶች ያነሰ ነው።					
7	በአጠቃላይ ሴቶች ከወንዶች እኩል የመወሰን ብቃት አላቸው።					
8	ሴቶች ከቤት ውጭ የሙያ ተግባራት ይልቅ በቤት ውስጥ ሥራና በልጅ አስተዳደግ ቢሰማሩ የተሻለ ነው።					
9	ሴቶች በአስቸጋሪ ሁኔታዎች ውስጥ የአመራር ሰጭነት ጥንካሬ /ብቃት/ ስለሚጎላቸው የአንድ ማህበረሰብ አዕምሮአዊ አመራር ሰጭነት ለወንዶች ቢሰጥ የተሻለ ነው።					
10	ከሴቶች ይልቅ ወንዶች የሚቀጠሩባቸውና ዕድገት የሚያገኙባቸው ብዙ የስራ መስኮች አሉ					
11	ሴቶች ከወንዶች የተሻለ የማህበራዊ መስተጋብር ክህሎት /ተግባቢነት/ ስላላቸው በአመራር ሰጭነት ቦታ ላይ ቢቀመጡ ውጤታማ ሊሆኑ ይችላሉ					
12	ሴቶች በአመራር ሰጭነት ቦታ ላይ ቢቀመጡ በወንድና ሴት ስራተኞቻቸው መካከል አድሎ ይፈጥራሉ።					
13	በአጠቃላይ ሴቶች ከወንዶች የተሻለ ድምክራሲያዊ /አሳታፊ/ የአመራር ስልትን ይከተላሉ።					
14	ሴቶች ሚሰጥር መጠበቅ ስለማይችሉ በአመራር ሰጭነት ቦታ ላይ መቀመጥ የለባቸውም።					
15	ሴቶች ብልሆችና ከወንዶች የተሻሉ ችግር ፈችዎች ስለሆኑ በመሪነት ቦታ ላይ ቢቀመጡ ጠቃሚ ነው።					
16	ሴቶች ከባድ ውሳኔዎችን ለማስተላለፍ/ለመስጠት/ በራስ የመተማመን ብቃት ይጎድላቸዋል።					
17	እኩል እድል ቢሰጣቸው ሴቶች በንብረት አስተዳደር/አያያዝ/ እና አጠቃቀም ከወንዶች የተሻለ ብቃት አላቸው።					
18	የስራ ቅጥር የደረጃ ዕድገት ከፆታ ይልቅ በ/ሙያዊ/ ብቃት ላይ የተመሰረተ ሊሆን ይገባል።					
19	በአጠቃላይ በቢሮ /በሙሉ/ ደረጃ የሚሰጡ ውሳኔዎች ከሴቶች ይልቅ በወንዶች ቢሆኑ ይመረጣል።					
20	በንግድም ሆነ በሌሎች ሙያ ዘርፎች ሴቶች ለሚገባቸው ቦታ ከወንዶች እኩል ራሳቸውን ብቁ አድርገው ማየት አለባቸው።					

21	ወቅታዊ የሆኑ አዕምሮአዊና ማህበራዊ ችግሮችን ለመፍታት ከወንዶች ይልቅ ለሴቶች የአመራር ሰጭነትን ቦታ መስጠት የተሻለ ጠቃሚ ነው					
22	በአጠቃላይ ሴቶች እንደመሪ ሲታዩ ፈታኝ ችግሮችን የመቋቋም ብቃት የላቸውም።					
23	በወሳኔ አሰጣጥ ሂደት ሴቶች ከተጨማሪ መረጃ ይልቅ ለአሉባልታ የበለጠ ትኩረት ይሰጣሉ ።					
24	ሴቶች ርህራሄ ስለሆኑ ሰራተኞቻቸውን ለአስተዳደራዊ በደል ይጠብቃሉ።					
25	ከወንዶች ይልቅ ሴቶች ባለጉዳዮችን በተገቢው መንገድ ማስተናገድ ይችላሉ።					
26	ብዙ ጊዜ ሴቶች ስሜታዊ ስለሆኑ ለውሳኔ ይቸኩላሉ ።					
27	ሴቶች ግትር ስለሆኑ ሁኔታዎችን ግምት ውስጥ ባለማስገባት ውሳኔ ላይ ይደርሳሉ።					
28	ሴቶች የቦታችንን ስሜት ስለሚያጠቃቸው በመሪነት ቦታ ላይ ቢቀመጡ ስልጣናቸውን ወንዶችን ለመበቀል ይጠቀሙባቸዋል።					
29	ሠራተኞቻቸውን በማሳመንና በአግባቡ በመምራት ሴቶች ከወንዶች የተሻሉ ናቸው።					
30	በአጠቃላይ ሴቶች መሪ ለመሆን ተነሳሳሽነት ያንሳቸዋል ።					
31	ሴቶች ፅኑ የሆነ አቋም የላቸውም።					
32	ከወንዶች ይልቅ ሴቶች ስራና ኃላፊነትን ለሌሎች /ለቦታች ሰራተኞች / በማጋራት /በመወከል / የተሻሉ ናቸው ።					

**ክፍል አራት**

**የመጠይቁ አምላል** :-ከዚህ በፊት በክፍል 1 ከቀረቡት ዓ/ነገሮች በመነሳት ለሚከተሉት ጥያቄዎች መልስ ይስጡ ።

- ሴቶች ጥሩ መሪዎች ናቸው ብለው ያምናሉ?
  - ሀ. አዎን                       ለ. የለም
  
- ለጥያቄ ቁጥር 1 መልስ “አዎን” ከሆነ ምክንያቶችዎ ምንድን ናቸው ? ከተሰጡት አማራጮች በደረጃ ያስቀምጡ ።
 

ምክንያቱም ሴቶች በአጠቃላይ

  - ሁለንተናዊ ስብእና ስላላቸው
  - ሰራተኞቻቸውን እንደቤተሰብ ስለሚቀረቡ
  - ሠላማዊ የሥራ አካባቢ መፍጠር ይችላሉ
  - ከወንዶች የተሻሉ ብለሁተኞች ናቸው
  - ሌሎች ካሉ ይግለጹ -----
  
- በጥያቄ ቁጥር 1 መልስዎ “የለም” ከሆነ ምክንያቶችዎን ቀጥሎ በተዘረዘሩት አማራጮች በደረጃ ያስቀምጡ ።
 

ምክንያቱም በአጠቃላይ -----

  - ለማድ ቤትና በመ/ቤት ውስጥ ለመስራት የተፈጠሩ ናቸው
  - ለእያንዳንድ ስራ በወንዶች ላይ ጥገኛ ናቸው
  - ፖለቲካዊና ማህበራዊ ንቃት /ግንዛቤያቸው / ዝቅተኛ ስለሆነ
  - በሰራተኞቻቸው እንደመሪ /አለቃ/ ስለማይከበሩ
  - ሌሎች ካሉ ይግለጹ -----

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## Appendix C

### Factor Analysis

### Total Variance Explained

Extraction Method: Principal Component Analysis.

#### Communalities

	Initial	Extraction
var1.1	1.000	.568
var1.2	1.000	.575
var1.3	1.000	.529
var2.1	1.000	.378
var1.4	1.000	.660
var3.1	1.000	.424
var2.2	1.000	.559
var3.2	1.000	.646
var2.3	1.000	.474
var3.3	1.000	.636
var2.4	1.000	.383
var2.5	1.000	.524
var2.6	1.000	.469
var4.1	1.000	.669
var4.2	1.000	.561
var4.3	1.000	.627
var3.4	1.000	.608
var4.4	1.000	.396

Extraction Method: Principal Component Analysis.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.111	28.396	28.396	5.111	28.396	28.396	2.710	15.057	15.057
2	2.219	12.328	40.724	2.219	12.328	40.724	2.526	14.036	29.093
3	1.285	7.138	47.862	1.285	7.138	47.862	2.312	12.842	41.935
4	1.070	5.942	53.804	1.070	5.942	53.804	2.137	11.870	53.804
5	.959	5.328	59.132						
6	.926	5.143	64.275						
7	.805	4.472	68.748						
8	.736	4.087	72.835						
9	.727	4.038	76.873						
10	.669	3.717	80.589						
11	.605	3.359	83.949						
12	.531	2.952	86.901						
13	.469	2.605	89.506						
14	.442	2.454	91.960						
15	.412	2.288	94.249						
16	.376	2.092	96.340						
17	.363	2.019	98.359						
18	.295	1.641	100.000						

**Component Matrix(a)**

	Component			
	1	2	3	4
var1.1	.500	-.104	-.424	.357
var1.2	.600	.009	-.431	.172
var1.3	.529	.397	-.300	-.023
var2.1	.483	-.066	-.286	-.242
var1.4	.709	-.130	-.336	-.169
var3.1	.323	.553	-.050	.107
var2.2	.498	-.036	.365	-.421
var3.2	.314	.707	.067	.208
var2.3	.579	-.251	.020	-.275
var3.3	.431	.619	.256	.018
var2.4	.611	-.077	.043	-.044
var2.5	.655	-.095	-.126	-.264
var2.6	.617	-.104	.151	-.233
var4.1	.592	-.164	.428	.329
var4.2	.552	-.304	.305	.267
var4.3	.597	-.261	.096	.439
var3.4	.275	.693	.184	-.136
var4.4	.494	-.287	.263	.010

Extraction Method: Principal Component Analysis.  
a 4 components extracted.

**Rotated Component Matrix(a)**

	Component			
	1	2	3	4
var1.1	.030	.027	.266	.704
var1.2	.210	.150	.168	.693
var1.3	.247	.493	-.042	.472
var2.1	.473	.037	-.026	.390
var1.4	.568	.053	.125	.565
var3.1	.011	.618	.011	.204
var2.2	.666	.173	.220	-.193
var3.2	-.090	.785	.076	.129
var2.3	.620	-.047	.232	.184
var3.3	.160	.765	.158	-.026
var2.4	.436	.144	.335	.246
var2.5	.617	.097	.145	.336
var2.6	.596	.127	.297	.102
var4.1	.194	.152	.778	.045
var4.2	.232	-.016	.703	.113
var4.3	.105	.014	.698	.359
var3.4	.156	.755	-.074	-.094
var4.4	.381	-.046	.497	.037

Extraction Method: Principal Component

Analysis. Rotation Method: Varimax  
with Kaiser Normalization.  
a Rotation converged in 9 iterations.

**Component Transformation Matrix**

Component	1	2	3	4
1	.628	.344	.509	.477
2	-.193	.919	-.340	-.046
3	.086	.177	.541	-.818
4	-.749	.072	.577	.319

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with  
Kaiser Normalization.

## Declaration

I confirm that this thesis is my original work and that all sources of material used for the thesis have been dully acknowledged.

Name Koye Kassa

Signature  \_\_\_\_\_

Date of submission \_\_\_\_\_

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

Name Dr. Mohan Raju

Signature \_\_\_\_\_